

INSPECTION REPORT

ST JAMES' CE PRIMARY SCHOOL

Bournemouth

LEA area: Bournemouth

Unique reference number: 113840

Headteacher: Mrs Phyllis Baxter

Reporting inspector: Fred Ward
18605

Dates of inspection: 8 – 11 May 2001

Inspection number: 191931

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Boys and girls

School address: Pokesdown Hill
Christchurch Road
Bournemouth

Postcode: BH7 6DW

Telephone number: 01202 426696

Fax number: 01202 433073

Appropriate authority: The governing body

Name of chair of governors: Mrs Sally Loynes

Date of previous inspection: 3 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18605	Fred Ward	Registered inspector	English Information and communication technology Music Equal opportunities	What sort of school is? How high are standards? How well are pupils taught?
11566	Hilary Smyth	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21818	Anthony Parker	Team inspector	Mathematics Geography History Physical education	How well is the school led and managed?
27274	Susan Wheeler	Team inspector	Foundation stage Science Art Design Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Quality School Management Limited

19 Meadow Close
Downend
South Gloucestershire
BS16 6QS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils	252 (average)
Pupils with English as an additional language	1
Pupils entitled to free school meals	10 (below average)
Pupils on the register of special educational needs	48 (average)
Average class size	31.5

St James is a very popular school because of its Christian character and good reputation. Most pupils come from supportive homes and only a few are from financially disadvantaged backgrounds. All pupils have attended pre-school and most start school with levels of attainment as expected for four year olds. Just under 10% come from non-church attending families. The school has identified 7% as gifted or talented.

HOW GOOD THE SCHOOL IS

This is a very effective school where standards for seven and 11 year olds are well above average in English, mathematics and science. Overall, the quality of teaching is good and sometimes better. The headteacher's leadership and management are very good and she is very well supported by governors, senior managers and staff. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above average for seven and 11 year olds.
- Attendance is excellent; children make a very good start to their schooling, develop and sustain very good attitudes to learning and are very well prepared for the next stage of their education.
- Pupils with special educational needs as well as the gifted and talented are identified early, given very good support and make very good progress.
- Pupils behave well, develop increasing levels of maturity and independence and show a concern for others and their environment.
- 75% of teaching is good or better; staff know their pupils very well and set appropriately challenging targets for them to improve.
- The curriculum is rich and varied and extends beyond the classroom.
- Parents are fully informed about their children's progress and are very appreciative of the school.
- There is a culture of openness and trust, which encourages staff and governors to work very well together on ways to improve standards further.

What could be improved

- Standards in information and communication technology, while around average, are not as high as in English, mathematics and science.
- Consistency of teaching in literacy and numeracy in Key Stage 2 and in information and communication technology across the school.
- The monitoring and development of teaching in subjects other than English, mathematics and science.

The strengths of the school far outweigh any weaknesses. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. All the key issues have been successfully tackled. Schemes of work have been completed for all subjects and the physical education programme meets requirements; outside areas are developed very well but the construction of new buildings has temporarily disrupted this provision.

The school has appropriate development plans and the capacity to continue improving.

STANDARDS

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
	1998	1999	2000	2000
English	B	A	A	C
Mathematics	A	B	C	D
Science	A	C	B	C

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

Two thirds of the children in the reception classes have reached the early learning goals and the rest are well on the way to doing so. Standards in national assessments in 2000 for pupils aged seven were well above average in comparison to all schools in reading, writing and mathematics; standards in science, according to teacher's assessment, were in the highest 5% nationally. The inspection confirms that the current Year 2 pupils are doing as well in all these areas.

The school reports that the lower results in Key Stage 2 national tests in 2000 in mathematics, were the result of a number of low attaining girls not reaching the level expected for their age. Inspection findings indicate that, this year, standards are well above average in English, mathematics and science. This is a significant improvement in mathematics, which now matches the upward trend in English and science.

Generally, pupils' attainment in information and communication technology is as expected for their age. Nearly all pupils can swim 25 metres and are aware of the principles of water safety by the time they leave school aged 11. Pupils, including those with special educational needs and the gifted and talented, achieve very well.

The school has set realistic and appropriately challenging targets for the oldest pupils for the next two years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about school and very involved in their learning.
Behaviour, in and out of	Behaviour is generally good; pupils are courteous, friendly and show

classrooms	respect for each other, visitors and staff.
Personal development and relationships	Pupils show an increasing level of maturity, take on responsibilities from the earliest age and show initiative in many ways, particularly in their concern for others' well being. Relationships are very good.
Attendance	Attendance is very high compared to other schools. Lessons start promptly and no time is wasted.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	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 strengths outweigh weaknesses.

The percentages of good or better teaching observed were 75% overall; Foundation Stage: 73%, Key Stage 1: 83% and Key Stage 2: 71%. There was only one incident of unsatisfactory teaching and the rest was satisfactory. The teaching of English and mathematics is generally good, with a strong emphasis on literacy and numeracy. All pupils are very well catered for, including those with special educational needs and the gifted and talented. The strength of the teaching is in the high expectations that teachers have for all pupils, attention to basic skills and the effective use of resources, including classroom assistants, voluntary helpers and the support of parents in reinforcing learning at home. Some teachers lack confidence in aspects of literacy and numeracy in Key Stage 2 and in information and communication technology across the school. Pupils make effective use of their time in school and work at a good pace; they acquire and consolidate new knowledge and skills appropriate to their age and maturity and are very well prepared for the next stage of their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offered considerably exceeds national requirements and recommendations with a strong emphasis on literacy, numeracy, science and personal development.
Provision for pupils with special educational needs	Very good. Staff make every effort to identify and provide for all pupils and ensure that those with special educational needs and the gifted and talented are given appropriate support and challenge.
Provision for pupils with English as an additional language	While currently not required, the school has the facilities to support pupils who use English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strength of the school is the attention given to pupils' personal development; the provision for spiritual development is good and for moral, social and cultural is very good.
How well the school cares for its pupils	Staff know pupils very well and keep a close watch on their progress through formal and informal assessment. Individual weaknesses are

	identified, discussed with pupils and parents and appropriate targets for improvement agreed for all aspects of their development. As a result, pupils feel secure and well supported and know what they need to do to make progress. Pupils from non-church attending families are fully integrated into the life of the school.
--	---

The school keeps parents very well informed about all aspects of its work and regularly consults and responds to their concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very caring and visionary leader, who attracts strong loyalty and support from governors, staff, parents and pupils. The leadership and management are well prepared to cope with the challenges of the expansion of the school over the next few years.
How well the governors fulfil their responsibilities	Governors are committed to raising standards and are taking appropriate steps to develop their role in order to play an increasingly more effective part in moving the school forward as it grows.
The school's evaluation of its performance	The school knows its strengths and weaknesses and has well thought out and realistic plans for improvement. There are appropriate measures to evaluate the effectiveness of agreed actions. Rigorous and systematic monitoring and development of teaching and pupils' learning is not yet fully in place in all subjects.
The strategic use of resources	Governors and the headteacher spend wisely and look after funds carefully. They apply the principles of best value before committing themselves to expenditure.

Generally, staffing and learning resources are sufficient and well used. Currently, the accommodation and grounds are under considerable pressure as work on the new buildings has started. The school has made efficient use of available space and is taking appropriate measures to ensure the safety and security of pupils, staff and visitors. However on occasions during the inspection, the noise from building work was excessive and made teaching and pupils' learning in Year 5 and the reception classes difficult although staff and children coped admirably.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's high expectations • Leadership and management • Good behaviour • Liaison with parents 	<ul style="list-style-type: none"> • Progress of average attaining pupils • Range of extra-curricular activities • Amount of homework • Approaching the school with a problem • Help for parents in understanding homework

The inspection endorses all of the parents' positive views. All pupils make at least good progress, the range of activities outside of lessons is very good; the amount of homework is appropriate; parent workshops have been organised to explain the curriculum and the school was found to be approachable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection found that standards for the oldest pupils in the school are well above average in English, mathematics and science and average for information and communication technology. For pupils at the end of Key Stage 1, standards are well above average in speaking and listening, writing, mathematics and science and around average in information and communication technology. The youngest pupils make a very good start to their schooling in the Foundation Stage and the two thirds, who started full time in January, have exceeded the early learning goals and the rest are on course to do so by the time they enter Key Stage 1. Nearly all pupils can swim 25 metres by the time they are 11 years of age and are aware of the principles of water safety. Insufficient lessons could be observed in other subjects to make a secure judgement about overall standards in these areas but from the limited evidence available, standards in art and physical education are above average in other subjects around average. Overall, pupils achieve very well.
2. National assessment results in 2000 show standards at the end of Key Sage 1 are well above average in reading, writing and mathematics when compared to all schools. Compared to similar schools, they are above average in reading and writing but still well above average in mathematics. Results since 1996 have stayed above average and increased at a faster rate than the national trend. Teachers' assessment of science indicates that results are in the top 5% nationally.
3. National test results in 2000 for 11 year-olds show that standards for English are well above the national average when compared to all schools, above the national average in science and around the national average in mathematics. When compared to similar schools, English and science results are average and in mathematics below average. The school reports these lower results in mathematics are because a small group of low attaining girls did not reach the level expected for their age, despite the school's best efforts. Since 1996, standards have consistently been above the national average and overall have risen broadly in line with the national trend. Results in mathematics have been more variable. The school has set realistic targets for English and mathematics in 2001 and 2002 for the oldest pupils in school based on predictions but with an appropriate level of challenge included.
4. Children enter school for the first time at four years old with a broadly average range of attainment. Pupils make very good progress through the Foundation Stage because of the consistently very good teaching they receive. As a result, the oldest pupils, who have been in school full time since January 2001, have exceeded the early learning goals in personal, social and emotional development, communication, language and literature, mathematical, creative and physical development and in their knowledge and understanding of the world. The youngest pupils, who have only been full time since April, are well on track to do the same by the time they start Key Stage 1 next September.
5. Currently in English, standards of speaking and listening are well above average at the end of both key stages. Pupils aged 7 confidently ask and answer questions, listen attentively and speak clearly when talking to each other, staff and visitors. By the time they are in Year 6, nearly all pupils are confident communicators and give thoughtful and considered responses in discussions.
6. Standards of reading throughout the school are well above average. By the end of Key Stage 1, nearly all pupils read competently a range of texts appropriate for their age. They use phonic skills effectively to break down complex words and use other cues to help them understand more difficult passages. They express preferences and use non-fiction books

for reference. By 11-years-old, nearly all pupils can analyse and interpret prose and poetry and read widely a range of material for enjoyment and personal study. They choose challenging texts and can locate and retrieve information from different reference sources, such as libraries, newspapers, magazines and the Internet.

7. Standards in writing are also well above average at the end of both key stages. Nearly all 7-year-olds are confident writers and use their knowledge of sounds to help them spell. They use simple punctuation correctly when putting their ideas into short sentences. By the end of Key Stage 2, nearly all pupils write in a range of forms and develop their ideas in an organised way. They are very aware of different audiences and choose words carefully for particular effect, showing imagination and thought.
8. Standards in mathematics are now well above average at the end of both key stages. Most seven-year-olds have a secure foundation in number, solve simple problems in their head and can explain their thinking. They name and describe the properties of regular two and three-dimensional shapes and use units of measurement competently. They collect and present data appropriately showing an understanding of comparisons and quantity, making use of new technologies.
9. At the end of Key Stage 2, most pupils calculate quickly and accurately using mental methods and explain their calculations using appropriate language. They apply this knowledge and understanding in problem solving activities exploring shape, pattern and relationships. They collect and interpret data, presenting it in appropriate graphical forms using information and communication technology.
10. Standards in science are also well above average at the end of both key stages. Nearly all seven-year-olds have a sound knowledge and understanding of basic life processes and common living things, everyday materials and their properties and physical processes. They carry out simple experiments with guidance and record their observations carefully. By the time they are 11-years-old, nearly all pupils have a good all round knowledge and understanding of science. They undertake systematic investigations to test their ideas and present their findings clearly.
11. Overall, standards in information technology are around average at the end of both key stages. The attainment of the majority of seven and 11 year-olds in word processing and the knowledge and understanding of the uses of new technologies in everyday life is as expected for their age. While all pupils are confident users of information technology, this is partly because of practice at home. Until recently, there were insufficient opportunities in school for pupils to use information technology to support their learning across subjects. This has resulted in many pupils not being as secure in their knowledge and understanding of data handling and controlling and modelling as in other areas. The school is aware of these shortcomings and staff are engaged in a nationally funded training programme and additional resources have been purchased. Despite limitations on space because of the building programme, all pupils now have regular access to a computer suite with specialist support.
12. Both inspection findings and national assessments in 2000 confirm that higher attaining pupils generally make good progress and achieve well. This is as a result of teachers organising lessons to ensure that these pupils have ample opportunities to work hard at suitably challenging tasks. Gifted and talented pupils in both key stages are also well supported and given appropriate extension work, often individually tailored to their needs. As a result, together with their natural ability, they achieve very well.
13. Pupils with special educational needs make very good progress. They are identified early, given individual and small group support and monitored carefully. Teachers and support staff, with the support of the special educational needs co-ordinator, ensure that pupils'

learning is broken down into appropriate small steps and builds easily on previous experience.

14. The school has been aware that in Key Stage 2, boys have not performed as well in writing as in reading and lower attaining girls have found mathematics difficult. This year, boys have been encouraged to write by basing tasks around topics that have appealed to them and girls have been taught in groups using more visual aids to support their learning. The inspection found that these approaches were effective in raising the attainment of these groups.
15. Generally, standards in English, mathematics and science are steadily improving and the school has the capacity to raise them higher in information and communication technology.

Pupils' attitudes, values and personal development

16. Pupils have a very good response to school as they are very interested and involved in their learning. Their attitudes to school, personal development and relationships are very good. They show great concern for each other, their school and the local community. For their age, they demonstrate a high level of personal initiative and responsibility. Overall, behaviour is good; this is a slight decline in standards since the last inspection as a few pupils are particularly challenging, although the majority behave very well. Attendance is excellent, which is an improvement since the previous inspection.
17. Pupils have very good attitudes to school. Almost all pupils are very enthusiastic about learning and come happily to school. They show a very high level of interest and are involved in the full range of activities provided. In a Year R communications, language and literacy lesson, pupils listened attentively and responded enthusiastically to the teacher's questions. In a Year 3 literacy lesson exploring 'scary' feelings the class teacher's lively approach, very good vocal and facial expressions helped maintain the pupils' attention throughout the lesson. In classes where there is a significant imbalance between boys and girls, the minority group sometimes develops a passive attitude, as seen in a Year 4 literacy lesson. Here the teacher did not always recognise the needs of the smaller number of girls. However in a Year 6 literacy session, the teacher successfully ensured the involvement of the boys, who were in the minority, by directing questions at them. Pupils' attitudes are very good because of the generally good or better teaching, well prepared, interesting lessons and the consistent level of high expectations throughout the school.
18. In the very caring atmosphere, free from oppressive behaviour, nearly all pupils behave well in lessons, around the school and outside. The school functions as an orderly community. With very few exceptions, pupils respond very well to the school's clear routines when moving around. In the playground, pupils mix happily and play very well together, showing a caring concern to others. During a lunch break when a younger pupil fell and hurt himself, an older pupil put his arm around the younger one's shoulders and gently walked with him into the school. Lunchtime supervisors report that pupils advise them if another child is hurt or upset. Overall, the standards of behaviour are good with very few examples of unkind and inappropriate behaviour. Indeed, there are many examples of very good behaviour, as seen in a Year 6 information, communications technology group activity when the knowledge of clear routines and objectives and the appropriate level of difficulty of activities resulted in pupils working quietly and conscientiously for long periods. In the playground, following an incident between two Year 2 boys, the offending pupil apologised to the other pupil and the message of safety and consideration was re-enforced later in the class. All teachers have very high expectations of behaviour, and instances of unsatisfactory behaviour are skilfully handled, lessening the disruption to others.
19. All pupils are very friendly and courteous to visitors and adults, and nearly always courteous to each other. Nearly all pupils are very confident, they introduce themselves politely and even the young pupils ask questions of visitors, such as *"Are you one of the 'special people'?"*

looking at our school?" Pupils of all ages demonstrate an awareness of the needs of others, for example, a small group of pupils observing a visitor approach offered to show her the way to a classroom based outside.

20. Pupils generally show respect for property and they handle resources with care. In a Year 3 art lesson on observational drawing, the pupils handled their special pencils with great care and dexterity. Even the youngest children put learning resources away tidily.
21. The personal development of the pupils is very good. They are very eager to volunteer and accept responsibility. They are fully involved in the daily routines of the school community and fulfil their duties with great pride. There are many opportunities for pupils from both key stages to have monitor duties. At lunch times, pupils from Year 2 are 'toy monitors' and they are responsible for taking the box of skipping ropes to the playground and keeping them tidy whilst Year 6 pupils organise the play resources for 'Craze of the week'. At the end of the lunch break, monitors take up their positions along the route back into the school and show great maturity towards this responsibility. Hall monitors undertake their duties very diligently, ensuring that pupils enter quietly and in single file; they confidently operate the overhead projector and light switches. Throughout the school, pupils show initiative by spontaneously helping each other, or by extending their own learning without being told what to do and through the many events they organise and run in their support of a wide range of charities. In Year R, a more dextrous pupil helped another fix a small toy he was playing with. In a Year 4 literacy lesson, pupils were happy to share words they did not fully understand. In a Year 1 numeracy lesson, a group of high attaining pupils worked independently creating a range of harder calculations beyond those that had been set.
22. Through assemblies, religious education and discussion time, pupils have opportunities to reflect on their own experiences, express their feelings and learn to respect, understand and empathise with the feelings and beliefs of others. In a Year R communications, language and literacy lesson, nearly all pupils respected the space and opinions of others as they did not fidget or interfere with others when sitting on the floor while listening and commenting on what the other children were saying. Younger pupils are helped and guided by the teachers to understand the impact of their actions on others; a pupil was reminded and accepted that it was disrespectful to talk while another was creating a numerical pattern on the white board. Pupils readily help and support each other's learning, collaboratively in groups or in pairs. In a Year 4 pre-swimming session, small groups of pupils helped each other complete work sheets with swimming related questions. Pupils of mixed ability happily work alongside each other as in a Year 1 science lesson, when a group of eight pupils worked well, supporting each other on a collaborative task to investigate forces when pushing and pulling different items.
23. Attendance is excellent and very high compared to the national average and there have been no exclusions. Lessons begin promptly and no time is wasted.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. Overall, teaching is good throughout the school with only one instance of unsatisfactory teaching. 75% of the teaching is good or better and 20% very good or better. This is an improvement since the last inspection as the amount of very good teaching has increased. 73% of the teaching in the Foundation Stage was good and in one incidence excellent. In Key Stage 1, 83% of the teaching was good or better and often very good. In Key Stage 2, 71% of the teaching was good or better and virtually all the rest sound. Overall, the teaching of English and mathematics is good in both key stages.
25. The consistently good or better teaching in the Foundation Stage results from the teachers' thorough knowledge and understanding of the early learning goals and the rich and varied activities they plan. There is a very strong emphasis on teaching the basic skills and setting very high expectations in all aspects of learning and behaviour. Consequently, pupils quickly

settle, follow established routines and have very positive attitudes to learning. They work very hard because they find learning activities interesting and stimulating. As pupils are in two reception classes, their teachers work effectively together to ensure pupils cover the same ground but learn at a rate to match the different stages of the youngest and oldest. They are very well supported by classroom assistants.

26. Teaching at Key Stage 1 is generally better overall than at Key Stage 2, as teachers are generally more confident in their implementation of the literacy and numeracy strategies. The best teaching is characterised by high expectations, very good planning, a very appropriate range of teaching methods and lessons that are very well managed and make very effective use of resources. Pupils respond very enthusiastically, are very productive and acquire a full range of appropriate skills, knowledge and understanding. The support of teachers without class responsibility has been most effective, particularly in raising standards in Literacy and Numeracy in Key Stage 1. In Key Stage 2, while teachers give the teaching of basic skills a high priority, have equally high expectations and make very good use of time, additional help and support materials, not all are as confident in aspects of the national literacy and numeracy initiatives. Particularly in class sessions, there are occasions when inappropriate teaching methods are used leading to some pupils becoming confused and others losing interest. The school is aware of these shortcomings and has plans to provide additional training in these areas.
27. However, most opportunities are taken to reinforce basic skills across subjects and the inspection found that pupils' literacy and numeracy skills are generally well above average. While pupils' information and communication technology skills are not as well developed, teachers have made considerable efforts in the short time that sufficient resources have been available to begin to remedy this.
28. Teachers' planning is effective in providing an appropriate range of learning opportunities for the range of pupils in each class. Some parents were concerned that pupils in the middle band ability are not being catered for. The inspection did not support this view.
29. Teachers manage pupils' behaviour well. Teachers working closely with support staff, handling the few instances when individuals exhibit specific emotional problems sensitively.
30. Teachers use a range of appropriate methods. As a result, pupils are aware of learning intentions, generally participate enthusiastically in class sessions and are clear about what they have to do in individual and group work. On occasions, plenary sessions are too short and pupils do not have sufficient opportunity to review and discuss their work properly.
31. Very effective use is made of learning support assistants and voluntary helpers. Teachers brief them well, often providing clear written guidance, which ensures they fully understand their roles and responsibilities. Pupils benefit generally from this additional help particularly in group and individual activities to develop basic skills and in practical work. Pupils with special educational needs, as well as the gifted and talented, also make very good progress because of this effective co-operation and well-matched work.
32. Teachers know the individual strengths and weaknesses of their pupils very well and use assessment information very effectively to check their progress. This ensures pupils are very productive and do not become frustrated in their learning. This is especially apparent in group and individual work when teachers set learning tasks at just the right level to challenge them to think hard, knowing the answer is in their grasp. There is a very supportive climate in which pupils feel able to try out their ideas and take risks. This has a very positive effect on their learning.
33. Homework is used very effectively to re-enforce learning in basic skills across subjects and through individual topic assignments. Some parents were concerned that the quantity and range of homework was not appropriate. The inspection did not support this view.

34. As a result of the considerable amount of good or better teaching, particularly in English and mathematics and science, pupils are very well prepared for the next stage of their education when they leave at 11 years old. Pupils acquire a very good range of learning skills, generally work hard and are very productive. They are interested in their work and learning.

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

35. The school provides a broad, balanced and relevant curriculum for all pupils including those in the Foundation Stage. The curriculum is very good at each key stage. There is a high level of focus on literacy and numeracy throughout the school. There have been major improvements in the curriculum since the last inspection. The shortcomings in provision of outdoor play space for under fives was resolved and will be improved further in the new building. The requirements for swimming have been fulfilled and there are now schemes of work in place for design technology and history.
36. The curriculum is planned systematically and there is very comprehensive long, medium and short term planning that appropriately takes account of the varying abilities of all pupils including the gifted and talented. Pupils have a very good quality and range of learning opportunities in English, mathematics and science. The coverage in other subjects is generally good. The school has already identified information and communication technology for further improvement and aspects of personal, health, social and moral education are also identified for development.
37. The provision for pupils with special educational needs is very good throughout the school with activities, resources and support well planned to match their stage and rate of learning. Individual education plans are detailed and realistic with an effective support and monitoring programme in place. The plans are regularly reviewed in partnership with parents. The school also has a very effective programme in place to identify and support gifted and talented pupils throughout both key stages.
38. All pupils have very good access to learning opportunities in the classroom and beyond. The school makes an effort to ensure every pupil is aware of what is available and is helped to participate fully. Work for low and higher attaining pupils is generally very well planned in order to provide an appropriate level of support and challenge, depending upon their capability. There is a gender imbalance in some classes in Key Stage 2, which the school recognises and is generally supporting through provision of an appropriate curriculum.
39. The curriculum fully meets requirements and provides appropriately for sex, drug and health education. The school is benefiting from participating in the national 'Healthy Schools' project. The personal, health, social and moral education programme is good with physical and emotional security a strength. The school is currently focusing on emotional health through class discussion times, where pupils learn to express, share and resolve concerns.
40. The school very successfully cultivates the personal development of pupils. The provision for moral, social and cultural development is very good and good for spiritual development. This is an improvement in the provision for social development and a significant improvement in the provision for cultural development since the previous inspection.
41. The provision for spiritual development is good. Spirituality is effectively promoted through the strong Christian ethos, reinforced by contact with the parish church. There are opportunities within the curriculum, in assemblies and class prayers to promote knowledge and insights into values and beliefs, and to allow quiet moments of reflection. Pupils wonder at growing and life processes and physical phenomenon in science. In English, poetry offers pupils a chance to read about and express their own thoughts and feelings, as seen in examples of their work. Two Year 6 pupils described the view of earth from space as " *It*

looks like a marble floating in a sea of ink” and *“It’s a blue green dolphin that is swimming in a black sea full of stars.”* Pupils are encouraged to respond sensitively and reflect on what they have heard or experienced. Such activities are appropriate to the pupils’ age and maturity, and staff sensitively guide and encourage this reflection. The uniqueness of individuals and the promotion of their self-esteem are given a very high priority by all adults. In the Year 1 classroom, pupils write favourable comments about themselves and others on a display board. The consistent use of praise and other rewards by all adults is used effectively to boost pupils’ well being. The attractive displays of pupils’ work and the general use of plenary sessions reflect the value teachers have for pupils’ ideas and achievements.

42. Pupils’ moral development is very well promoted. Christian principles of the recognition of right and wrong and living by Jesus’ teachings underpin the published code of conduct. Opportunities are very regularly taken by staff to reinforce the Christian message, fostering such values as caring and respect for each other, courtesy and fairness. The school actively seeks pupils’ involvement in the formation of classroom, lunch time and school rules. The school’s clearly written mission statement and the application of Christian principles effectively support moral development. There are very good opportunities for pupils from both key stages to develop and express moral values and extend their social and personal understanding. The rules governing sporting activities give all pupils an understanding of fair play. Pupils in Year R are helped to understand conservation, as seen when a pupil picked up a piece of paper from the floor and put it into the recycling bin without being told. Pupils in Year 2 examined environmental issues and Year 6 pupils sensitively explored seal culling. The expression of moral values can be seen in the wide range of charities that pupils enthusiastically support by their own efforts, such as organising fund raising events.
43. There are very good arrangements for promoting pupils’ social development. There are many opportunities provided for all pupils to take on responsibility, show initiative and develop an understanding of living in a community. The headteacher, staff and voluntary helpers provide very good role models treating pupils, visitors and each other with respect. Throughout the curriculum and across key stages, pupils have many opportunities to learn how to relate to each other by working in small and large groups. In a Year 1 numeracy lesson, pupils worked well in pairs taking turns to be the shopkeeper, showing an appreciation of fairness.
44. The school provides a very wide variety of other activities that promote social development. A varied and rich programme of extra curricular activities and sporting activities, such as netball, volleyball, football and swimming, encourages teamwork, competition and fair play. Parents and staff report that the “Arts Week” and the “Olympic” sports day gave the opportunity for pupils of all ages to work together; parents specifically described how the older pupils encouraged, supported and cared for the younger pupils. School productions, school assemblies, concerts, links with the local and parish community and visits help pupils to develop social skills when working with large numbers of people. The residential experience for Year 6 pupils at an activity centre effectively helps enhance their social development. The school successfully encourages pupils to take responsibility by giving them a variety of duties within class and around the school.
45. The promotion of pupils’ cultural development is very good. The school actively supports and teaches pupils to appreciate their own cultural traditions through curricular provision and an extensive range of extra curricular activities. The provision for the appreciation of the richness and diversity of other cultures has greatly improved since the previous inspection and is continuing to do so. Positive contributions to pupils’ cultural development come from aspects of English, geography, history, art, physical education, music and information and communication technology and assemblies, and there are appropriate opportunities to compare aspects of other religions.

46. Pupils study the works of a very wide range of artists and other cultures in history and they talk knowledgeably about the contribution of individuals and different peoples to current society. For example, this term, Year 3 are studying ancient Egypt, Year 4 the Tudors, Year 5 are studying ancient Greece and Year 6 are examining Britain since 1930. In English, Year 2 look at traditional stories and poems from a range of cultures, and Year 6 are studying a Shakespearean play and a range of poetry. As an extension to a geography climate topic, Year 3 pupils did a homework study on a country of their choice. They produced well-illustrated and informed texts on countries such as Kenya, China, Australia, New Zealand, Japan, Egypt and America.
47. Pupils' learning is enriched by visits to museums, learning centres and an art gallery. All pupils have the opportunity to visit a study centre in support of a range of topics. Years 3 and 5 also visited the Bournemouth Centre for Community Arts where ancient Egypt and ancient Greece were explored through drama; Year 6 went to the motor museum at Beaulieu for their current history topic. A group of Year 3 and 4 pupils took part in a professional production of "The Nutcracker". Visitors have added to the wide programme provided by the school. These include theatre groups, dance groups, peripatetic music teachers and a 'story teller'. The "Arts Week" provided a particular focus for cultural development, and pupils have also recorded a range of music from around the world on a compact disc. Physical and creative traditions are well catered for with the range of clubs provided by the school, such as football, netball, athletics, recorder club, choir and art club.
48. The contribution made by the community to pupils' learning is good and effectively enriches and supports the curriculum. The links with the parish church are particularly strong, and remained so even during the year when there was no vicar. The newly appointed vicar joins in the regular weekly worship for pupils and parents. Although the acts of worship are always broadly Christian, the school welcomes and encourages links with other religions and a local Rabbi, who shares in the worship, makes visits; a local Baptist church generously donated books for the library.
49. Links with industry and local businesses are not so well developed. However, they are sought when appropriate in support of topic work. In Year 5, when pupils were studying changes to the area, they looked at buildings in the vicinity and talked to local shopkeepers.
50. The immediate school and church environment is extremely well used to enrich pupils' learning. Links have been made to every curriculum subject; environmental trails have been created for the three key stages and pupils undertake orienteering tasks within the grounds. Every class has created, and is responsible for, an area of planting that represents different climates, such as desert and heath land.
51. Pupils benefit from visits to local museums, a community arts centre, an art gallery and use is made of a swimming pool at an independent school. The school draws on expertise within the area. Interested pupils, from Key Stage 2, receive football and volley ball tuition. Pupils have regular e-mail exchanges with a school in Africa and the Internet is becoming a valuable tool for researching topic work.
52. Links with the wider community also provide enriching experiences for the pupils. These strong links with the community and the continuous personal guidance pupils receive are helping them to see their place in the community. Younger pupils expressed interest and concern for the environment; they do not like "litterbugs", and they recognise the danger that broken glass represents. They understand the reason for rules in school, "*If there weren't any, everyone would run around being silly!*", and think that there must be rules for adults who should be punished if they do something wrong. Older pupils are beginning to recognise the links between the forming of class and school rules and democracy. They are aware of the General Election and know that they are too young to vote. They demonstrate a very clear understanding of the difference between fact and opinion, and of their rights and responsibilities within the school community.

53. Pupils recognise the importance of caring for the environment, and expressed their feelings of sadness on returning to school after a summer break to discover that many pots, plants and shrubs, planted and cared for by pupils, had been ruined by vandals. Their concern extends beyond the local environment to major global issues, such as the effects of pollution on the sea. They show a mature attitude towards being responsible for their own health and the health and safety of others, and have a basic understanding about good and bad drugs.
54. The school has satisfactory links with its partner institutions. Links with other local primary schools are through sporting activities, and staff share in-service training; the headteacher is a member of the local group of primary head teachers. There are good links with the adjacent playgroup. Year 6 pupils help at the playgroup over the Christmas period. Pupils from the school attend plays that the pre-school children perform and children who have been allocated a place at the school are invited to join in the school's worship. More formally, the school's Foundation Stage co-ordinator attends the local network meetings.
55. There are opportunities for parents and children to visit the school in the term before they start for the first time. Children attend part time for at least a term. The Year R teachers and their assistants make every effort to help the children feel secure in their new environment. They warmly welcome the children at the start of each day and help them learn established classroom routines. As a result, nearly all of the very young pupils come to school happily and confidently.
56. There are limited links with secondary schools. Occasionally, secondary pupils come to the school for their week's work experience. Pupils transfer to as many as ten secondary schools making close liaison difficult. There are, however, satisfactory procedures to prepare pupils for the next stage in their education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

57. The school provides very good care for its pupils. This is an improvement since the previous inspection. The school ensures the health, safety, care and protection of all pupils, doing all it reasonably can to protect them from harm.
58. Very good relationships have been developed between staff and pupils and the needs of the pupils are put first. This has created a very happy, friendly and caring community. The headteacher's and class teachers' knowledge of pupils is very good. They are aware of their pupils' various needs and respond to them in a very positive and supportive way. Prompt informal support is given to children showing distress during daily routines and lessons. Consequently, pupils feel they are well cared for and have confidence in adults in the school community for advice and support. The school takes very good care of all pupils with particular special educational needs and works closely with parents, and other agencies when appropriate, to support these children to ensure they are fully included in the life of the school.
59. Very effective child protection measures are well established and all staff are aware of their responsibilities. Personal, social and health education is covered within the curriculum, mainly in science and religious education. The day-to-day work of the school, in terms of supervision and awareness of hazards within and beyond school, shows a marked level of responsibility for the health and safety of pupils. For example, there was a very detailed risk assessment carried out by the deputy headteacher for the Year 6 residential trip. The staff are very aware of the potential danger posed by the building works and the headteacher and site manager work closely together to ensure the safety of pupils. This was a concern expressed by some parents, which is not borne out by the inspection.
60. Regular health and safety inspections of the buildings and grounds are carried out. Staff stress safe working practices to children in order to avoid hazards. This was seen in a pre-

swimming session when the teacher very clearly reviewed safety and emergency procedures. Staff stress the need to be careful when handling resources, such as scissors and pupils are not allowed to handle high-risk equipment, like sharp knives.

61. The registers are accurately kept and monitored nearly every day by the headteacher. The school prospectus and many signs around the school show the importance that the school places on discouraging parents from taking holidays in term time, making appointments during the school day and ensuring that pupils arrive on time for the start of lessons.
62. There are very good procedures for monitoring and promoting good behaviour. Pupils know clearly what is expected of them. There is a climate of good behaviour in this orderly community with clear routines and class rules agreed between pupils and teachers. Class teachers regularly give praise and thanks to pupils for their response. Each class has a reward system to encourage positive behaviour, personal development and good work. The headteacher uses award assemblies to give out "Good Book" certificates and the "Class Cup". Recognition is given to pupils who behave well, are helpful, show kindness and caring.
63. The school makes every effort to ensure that non-Christian children are fully integrated into the life of the school. When attending Eucharist, pupils may choose whether or not to make the declaration of faith. Non Christian parents appreciate the very strong Christian ethos and value the fact that staff handle Church of England doctrines very sensitively.
64. Procedures for monitoring and supporting pupils' personal development are very good. The school believes that personal development is as important as academic progress and therefore both are celebrated. Pupils' achievements for effort, attitude and behaviour are acknowledged and pupils who experience difficulty with a specific area of personal development are encouraged to improve and rewarded when they are successful. Teachers and assistants support these pupils very well and help them set their own targets.
65. Procedures for monitoring pupils' academic performance are very good. Teachers are well aware of pupils' strengths and weaknesses through day-to-day assessment of their work and use assessment procedures effectively to help them plan appropriate teaching and learning activities each week. They meet in key stage teams to look at samples of children's work in order to check the consistency and reliability of their judgements.
66. The school has developed comprehensive systems for monitoring the results of optional and statutory national assessment tests. This information is used to establish the level of attainment for individual pupils at the start of the school year and set challenging targets. These targets are also used when agreeing appropriate performance management objectives for teachers.
67. Detailed records of pupils' progress against key objectives in English and mathematics are in the front of pupils' workbooks. These are kept up to date by class teachers through a highlighting system to indicate current objectives and dated to show when objectives are achieved. Written in language appropriate for pupils, this enables pupils to have more knowledge of their own learning, particularly in Key Stage 2. Plans are already advanced for a similar system of key objectives to be put in place for science. Systems for recording pupils' progress in information and communication technology and the foundation subjects are the responsibility of class teachers. Devising and agreeing consistent assessment procedures in these subjects is a development priority for the school.
68. Analysis of the performance of pupils has been broken down to consider the progress of different groups of pupils and identify where additional support may be required. For example, analysis of last year's national assessment results revealed under-performance by a small, but significant number of girls in mathematics. An appropriate action plan has been put in place to raise the attainment of girls currently in Year 6, which is having the desired effect.

69. The progress of pupils with special educational needs is regularly assessed through careful monitoring of individual education plans. This is done in partnership with parents, learning support assistants and outside agencies where appropriate.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

70. The school has very good links with parents. Their involvement in the work of the school has a very positive impact on pupils' learning. This shows an improvement on the findings of the previous inspection.
71. Parents are very supportive of the school and very satisfied with what the school provides and achieves. Nearly all parents find the school very approachable, feel welcomed and appreciated. The quality of the information provided by the school is very good. There are regular newsletters from the headteacher and parents particularly value the termly letter from class teachers outlining topics to be studied. The school is very pro-active in seeking parents' views. Results of a recent questionnaire have been analysed, reported back to parents and used to inform the school improvement plan.
72. The school prospectus is very clear, comprehensive and provides a very good reference book for parents. The governors' annual report to parents is informative; both documents meet statutory requirements. Some parents would like to have a better understanding of their children's work to enable them to give more support for homework: however, the inspection findings show that appropriate curriculum meetings are held and it is reported by some parents and governors that these are only fairly well attended.
73. Generally, the school and home work very well in partnership, sharing information about pupils, their learning and how they feel. This partnership starts with good induction procedures, and provision is made for pupils who start other than at Year R through 'buddy' support to introduce the new pupil to the life of the school. The partnership continues through a very good range of formal and informal arrangements for sharing helpful information to support pupils' learning. This very good exchange is effective because parents find the school approachable and know that concerns will be dealt with without delay.
74. Parents have three formal opportunities a year to meet with teachers to discuss their children's progress. Some parents expressed concern that the length of time available for discussion with the teacher is too short. The inspection does not uphold this concern, the length of time is acceptable and parents are offered the opportunity to make a follow-up appointment. The end of year reports evaluate pupils' strengths and indicate what pupils need to do to improve. Currently for Years 4, 5 and 6, the school is preparing a termly review of progress for each child. This is being produced following one-to-one discussion between staff and pupils. On completion of this task, the review will be made available to the parents.
75. The school has a very good range of productive and consistent links with parents that help pupils learn. Parents' involvement in the life of the school is actively sought and welcomed. Many parents contribute directly by helping in classrooms, hearing readers or accompanying school trips. Parent helpers report that they are well prepared by the teachers effectively to support pupils with their learning and that they have good formal and informal communication with the teachers. Helpers are provided with a booklet on strategies they can use when helping pupils, which includes useful health and safety guidance. They were also offered the opportunity to join staff on a first aid training day. This additional voluntary help is a significant factor in raising standards.
76. Parents support their children's learning at home, with reading in the early years and with increasingly difficult homework as pupils get older. The reading record and homework books

are well used and form an effective two way communication between staff and parents and keep parents involved in their children's learning.

77. Parents of pupils with special educational needs are encouraged to be fully involved in the drawing up of individual education plans and annual reviews. They are invited to make informal contact and report that they value the advice and support they receive. They appreciate the quick response of the school when a specific concern arises.
78. The parent and staff association makes a good contribution to the life of the school and pupils' learning. Members of the committee are committed to improving the quality of the learning environment. They have provided a range of resources and helped fund the "Arts Week". They see their role as being mainly fund raising. They also try to provide good social opportunities and they value their role as another link between the school and parents.
79. The school endeavours to work closely with all parents and seeks their views regularly, informally and more formally through the annual questionnaire. Where appropriate, their ideas help inform the school's improvement plan. Informal contact is encouraged and views sought and valued. When parents are involved, the partnership between them and the school improves their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

80. Overall, the leadership and management of the headteacher, with the support and encouragement of the deputy headteacher, senior managers and governing body, are very good.
81. The headteacher is enthusiastic, hard working and has a clear vision of the school and its future. She has the support and loyalty of the school community. Christian principles and values are at the heart of school life and she has been instrumental in creating a family atmosphere where adults and pupils feel valued and appreciated. There is a climate that encourages commitment, trust and openness in working hard to improve what the school offers its pupils. The school places a strong emphasis on self-review, evaluation and continuous improvement and is well placed to achieve its targets.
82. Parents' views are sought on important issues; for example, there is an annual staff and parent survey asking questions such as "*what have we done well?*" and "*what would you like us to change and improve?*" The most recent survey revealed a desire for more sporting and musical activities. These are now being provided by activities such as Year 3 and 4 pupils being involved in a ballet production, recorder club, volleyball and a swimming gala.
83. For the current school year, the decision was taken to deploy the deputy headteacher and a senior manager to monitor and develop teaching and learning. This has been most effective in supporting the headteacher in implementing performance management procedures, enabling all staff to become involved in classroom monitoring following an agreed timetable, analysing pupils' performance data and putting in place effective systems for assessment. These developments have created a climate where professional discussions take place resulting in actions to improve teaching and learning being undertaken.
84. The role of subject co-ordinators continues to be developed with recently updated job descriptions and guidance. The headteacher meets with each co-ordinator termly to discuss the management of their subject. All co-ordinators take a lead in developing policies and schemes of work as well as managing and purchasing resources. They provide teachers with an overview of each subject and give informal advice helping teachers plan an

appropriate curriculum. There is a designated budget for each subject as the headteacher wishes all staff to participate in deciding spending priorities. The English and mathematics co-ordinators have been successful in leading the introduction of the National Literacy and Numeracy strategies. They have worked with the headteacher monitoring pupils' learning and provided feedback to staff to improve the quality of teaching and raise standards. As other curriculum areas have not been recent priorities, the monitoring role of staff with management responsibilities in these subjects is not yet as fully developed as in English and mathematics.

85. The governing body, while mainly inexperienced, is fully involved in considering how to improve the school further. There is an effective meeting structure, making good use of working parties to tackle specific issues. Governors are well informed as they receive regular and clear reports from the headteacher and senior management team. In addition, literacy and numeracy co-ordinators have attended governor meetings to explain how the strategies are being implemented. Governors have begun to undertake classroom observations to increase their understanding of the way different subjects are taught. As a result of these actions, they are on the way to becoming fully aware of the specific strengths and weaknesses in teaching and learning that affect standards.
86. The school has put in place suitable arrangements to monitor and evaluate the effectiveness of its actions as part of a well thought out performance management strategy. Analysis of pupils' achievement is systematic and thorough, with weaknesses identified and appropriate priorities for improvement established. The school improvement plan sets out detailed actions to be undertaken to raise standards, has realistic time-scales and includes specific measures by which the governing body can evaluate the effectiveness of their spending decisions.
87. All teachers have an annual performance management meeting with the headteacher or a member of the senior management team when objectives linked to the school improvement plan are set. They are given good support for their professional development both externally, for example, the co-ordinator and another member of staff have recently attended a five day mathematics course, and internally, through a range of training activities during closure days and after-school work shops.
88. Classroom assistants are deployed very effectively and are fully involved in the life of the school, for example, by having full access to training days alongside teaching staff. They meet termly with the headteacher to discuss important aspects of their role. Formal and informal communication between teachers and classroom assistants is very good; they understand the work to be undertaken and this has a very positive effect on the progress made by pupils.
89. Induction of new staff is well organised with the use of non-contact time and mentoring by an experienced member of staff. The school has not had a newly qualified teacher for some time but is aware of the relevant local education authority procedures for effective induction.
90. The school is introducing and using new technologies appropriately but because of recent building work, major developments have been put on hold. Detailed plans are in place for staff training and for improved access to information and communication technology resources once this work is complete.
91. Funds for special educational needs pupils are targeted appropriately and the high level of support provided by classroom assistants is a significant factor in pupils with special needs making very good progress.
92. The school provides a welcoming environment and is well maintained by the site manager and cleaning staff. As a result of recent expansion in the number of pupils attending the school, the current accommodation is inadequate. The pressure on space is further

increased by temporary arrangements to cope with the major building programme, which will ultimately result in a two-form entry school of 14 classes. One consequence, is that the well stocked library is inaccessible during lesson time. However, the school is managing this well and disruption is at a minimum as staff and pupils are co-operating well. Resources are of good quality and sufficient to meet the demands of the National Curriculum.

93. The headteacher and governors are aware of the principles of best value and apply them rigorously. They compare the standards of the school with others through benchmarking data provided nationally and by the local education authority. They seek to gain value for money through effective open tendering whenever this is appropriate and expect to give account for their financial actions. Financial planning is focused on supporting priorities for raising standards. Financial control and administration is very efficient, as confirmed by the external audit, and allows the headteacher to carry out her everyday duties in developing teaching and learning. The school uses its funds wisely and provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and senior staff should:

- Raise standards in information and communication technology to the same levels as in English, mathematics and science by
 - setting realistic and achievable targets for individual pupils;
 - providing appropriate opportunities for effective learning to take place.

(Paragraphs 1, 11, 27, 168, 169)

- Bring greater consistency to the teaching of literacy and numeracy at Key Stage 2 and in information and communication technology across the school by
 - developing teachers' knowledge and understanding in these subjects;
 - helping them acquire and use effective strategies in their teaching.

(Paragraphs 24, 26, 106, 125, 129, 171)

- Monitor and develop teaching in subjects other than English, mathematics and science by
 - helping teachers with management responsibilities acquire rigorous evaluative skills;
 - providing them with sufficient opportunities to carry out this role effectively.

(Paragraphs 84, 86)

Consideration should be given to including the following minor issues in the post-inspection action plan:

- Length of plenary sessions in literacy and numeracy lessons (Paragraph 30)
- Links with industry and local businesses (Paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	16%	50%	30%	2%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	241
Number of full-time pupils known to be eligible for free school meals	10
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	41
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	2.84
National comparative data	5.2

Unauthorised absence

	%
School data	0.14
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	21
	Girls	14	14	14
	Total	34	33	35
Percentage of pupils at NC level 2 or above	School	97 (97)	94 (94)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	14	14	14
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (97)	100 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	15	20	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	19	14	19
	Total	33	27	34
Percentage of pupils at NC level 4 or above	School	94 (91)	77 (77)	97 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	19	16	16
	Total	32	29	30
Percentage of pupils at NC level 4 or above	School	91 (91)	83 (77)	86 (86)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	199
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	21.1
Average class size	30.1

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	190

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	513948
Total expenditure	526467
Expenditure per pupil	1563
Balance brought forward from previous year	44390
Balance carried forward to next year	31880

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

252

Number of questionnaires returned

94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	44	9	1	0
My child is making good progress in school.	49	41	9	0	1
Behaviour in the school is good.	54	44	2	0	0
My child gets the right amount of work to do at home.	34	41	17	5	2
The teaching is good.	47	49	3	0	1
I am kept well informed about how my child is getting on.	29	60	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	43	44	11	3	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	31	63	4	0	2
The school is well led and managed.	55	43	2	0	0
The school is helping my child become mature and responsible.	49	43	5	0	3
The school provides an interesting range of activities outside lessons.	13	35	36	2	14

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

94. The 48 children in the Foundation Stage are accommodated in two reception classes, differentiated by age. They make a very good start to school through an effective induction programme. This enables the children to attend part-time for at least one term prior to staying all day. Children enter school with the majority having attainment around average. During their first year in school, they achieve very well because of the generally very good teaching they receive. The oldest pupils have already reached the nationally recommended early learning goals and the rest are well on the way to doing so. Pupils' attainment in each of the Foundation classes is no different than would be expected from the difference in age between the two class groups. Children are confident, caring, supportive of each other, respectful and very enthusiastic learners.

Personal, social and emotional development

95. Children develop their personal, social and emotional skills very effectively through a broad range of opportunities provided by the teachers and learning support assistants. Staff know their children very well and successfully help them to acquire a high level of self-esteem and confidence. Children's efforts are praised and rewarded through applause and stickers as appropriate. They have a very good understanding of right and wrong because expectations are clear. For example, when a child was talking during another's demonstration of an activity, the effect of his behaviour was explained and readily accepted. Children have very good relationships with each other and the adults in the class. At the start of each day, the children show initiative and a level of independence. They confidently put away book bags and prepare for registration within well-established and clear routines. They eagerly share and co-operate with each other in the wide range of interesting activities planned for them. When working on repeated patterns in a mathematics activity, children were eager to get on with the task. They enthusiastically discussed ideas on wrapping paper patterns with the parent helper, shared paint and sponges as well as ideas, and were able to explain their choices.

Communication, language and literacy

96. Children make a very good start in communications, language and literacy. They respond well to the strong emphasis on speaking and listening and readily engage with adults in conversations about their views or things relating to themselves. Children respond very well to effective, well targeted questioning which helps them to share ideas and answer further questions. Children enjoy books, handle them carefully and know that print carries meaning. They have an enthusiasm for reading and read from a wide range of books. Parents reading with them at home further develop this enjoyment. The children read very well and are happy to share their ideas with others, including aspects of the story they like best. They also recognise the difference between fiction and non-fiction texts. Children have a good knowledge of phonics, using this as a major strategy when they meet new words. This provides a very firm foundation for their literacy development as they move into Key Stage 1. During a shared reading of the text "*We are going on a bear hunt*" children listened attentively and joined in enthusiastically because of the teacher's interesting and expressive reading of the text. When attention was drawn to prepositions in the text, such as '*over, under, through*', most were able to identify the words correctly in print. Children working on the text "*Titch*" had good knowledge and understanding of 'title', 'author' and 'illustrator'. They responded very well to challenging questions from the teacher, such as, '*Who are the main characters? What are they like? Where are they and what are they doing?*' This activity was effectively followed up with exciting group work, including post office role play and use of small toy people. In writing tasks, children generally have well formed handwriting.

Children approach language activities with confidence because of the high expectations of the teachers and learning support assistants, coupled with well-placed encouragement. The environment in both classrooms provides a rich resource for all aspects of language, where children's written, spoken and reading achievements are valued and celebrated.

Mathematical development

97. Mathematics is a focus for all children and routines are regularly used to reinforce their understanding. The older pupils used a number line to plot and mark the number of children present in each session following registration. This enabled them to consolidate their understanding of number and counting beyond 20 in an enjoyable way. Children working on repeated patterns used appropriate vocabulary with confidence as new words were introduced, explained and reinforced by the teacher. They are given a wide range of challenges to match their age and ability. The younger class was eager to continue patterns created on the white board using a range of pictures. When the pattern became extremely complex a more able child supported another child. The comment upon successful completion was *"we both did it"*. The majority of pupils have achieved the early learning goals in mathematical development. Children use mathematical vocabulary with confidence because when new words are introduced they are explained and reinforced by the teacher. When one class was looking at a book on colours from Africa to recognise repeating patterns, the children observed very carefully. They were able to identify a number of patterns in photographs of textiles and tiles on buildings. In both classes, a range of teaching methods was used to consolidate and develop their mathematical understanding. The work on repeating patterns was a tactile, visual and aural activity as children also clapped, clicked and stamped repeating patterns.

Knowledge and understanding of the world

98. Children are given a wide variety of rich, first hand experiences to develop their knowledge and understanding of the world. They are developing a very good understanding of the scientific aspects of this area of learning. Children have planted seeds to grow herbs and others have explored features of different foods. This was seen in one class where the children explored the colour, texture and taste of different foods describing them and stating preferences. The session culminated in the children making bread roll faces. The children learned a great deal from the experience and had to make a number of choices, such as, grated carrot for eyebrows. One child said he needed *"tomatoes for my red cheeks"*. They are beginning to understand features of their environment within and outside the school grounds and are about to plant more tubs and containers. Children are developing investigative skills, are able to question why things happen and can identify similarities and differences, patterns and changes in the world around them. They are developing a sound understanding of technology making use of the computer suite and control equipment, such as programmed toys.

Physical development

99. Teachers make optimum use of space available to enhance children's physical development within the classroom, during hall times and in the playground. The new building development means that a designated outdoor play space for Foundation Stage children is no longer available. Limited outdoor space was an issue in the previous inspection and this was improved and will be again. Upon completion of the new building, there will be a purpose-built outdoor play space specifically for their use, which will include room for wheeled toys and other features, such as a pebble fountain. Children move confidently, are aware of their own and others' spaces, follow simple commands and respond to a range of signals. During a creative activity handling paint and small tools,

children were able to hold brushes securely and control their use very efficiently. They are developing good manipulative skills, which enable them to carry out precise movements and actions. They make both a physical and mental effort to listen carefully and respond correctly and to think before they act. Their handling and control skills are also developed well through activities such as cutting, sticking, drawing, using pencils, brushes and glue sticks.

Creative development

100. Children are given a wide range of creative development opportunities often within cross-curricular themes as when they used paint, stamps and sponges to create repeating patterns. A variety of stimulating activities are well planned to match the age and maturity of the class. They carry out creative tasks sensibly, handling potentially messy materials with care. During a session making models to illustrate and support the story '*We're going on a bear hunt*', children worked hard to create the different environments within the story, including the muddy field. They concentrated well and tried to do their best, handling the materials carefully in the well-organised and appropriately supported session. The classes are rich with colourful displays indicating that pupils' creative efforts are valued.

Teaching

101. The teaching generally in the Foundation Stage is very good. The teachers and learning support assistants work well together forming a strong team, effectively planning a rich, varied and interesting programme. This is an improvement since the previous inspection where the teaching was considered good. The planning is very good making full use of published resources and sessions are very well organised around the full range of early learning goals. Children's progress is monitored and records kept on individual pupils, which are regularly reported to parents throughout the year. This stage of education is well led and the school staff have received early years training to support the introduction of the early learning goals. This is to be extended to parents this term, which will further enhance knowledge and understanding of the Foundation Stage of education at home.

ENGLISH

102. Since the previous inspection, the school has maintained above average standards of speaking and listening, reading and writing. Standards are now well above average at the end of both key stages. This is the result of a carefully planned programme based on an effective interpretation of the National Literacy Strategy and also careful attention to the needs of individual pupils, particularly those with special educational needs and the gifted and talented.
103. National assessment results for seven and 11-year-olds between 1996 and 2000 are better than the national trend. In the most recent tests for seven-year-olds, standards of reading and writing are well above average when compared with all schools and above average in reading and writing in comparison with similar schools. The proportion of pupils reaching higher levels in tests is well above the national average for reading and above average for writing. This is because boys and girls do not do as well in writing as in reading.
104. Assessment results for eleven-year-olds show that standards are well above average when compared with all schools and around average in comparison to similar schools. Similarly, the percentage of pupils attaining higher levels is above the national average. However, boys also do better in reading than in writing, in line with the national trend
105. Inspection evidence confirms that standards are well above average at the end of both key stages. The school has set realistic targets for 2001 and 2002 to raise standards in literacy. These are based on a careful analysis of pupils' previous performance but also contain an

element of challenge appropriate to each individual. In Key Stage 2, pupils have discussed and negotiated specific targets with their teachers, which are expressed in appropriate language and displayed at the front of their English exercise books. These are proving effective in reminding pupils what they have to do to improve.

106. The quality of English teaching is good overall; it is never less than satisfactory with a significant proportion of good and very good teaching in both key stages. Most teachers have a secure knowledge of English although some in Key Stage 2 are not as confident in teaching aspects of the National Literacy strategy, particularly in class introductory sessions. In a Year 5 lesson on prepositions, some low attaining pupils became confused when pronouns were introduced into the discussion and they had difficulty explaining sentence construction.
107. By the time pupils are seven, nearly all confidently join in discussions, listen carefully to others and respond thoughtfully. Teachers provide many good opportunities for pupils to practise these skills through plenary sessions, drama and role-play and school assemblies. At the end of a Year 2 lesson using reference books, individuals and pairs enthusiastically explained to the rest of the class what they had found out about their chosen animals.
108. By the end of Key Stage 2, nearly all pupils express themselves very well and explain their ideas clearly. Most present an argument logically, putting forward well-reasoned points of view and defending their position. In a Year 6 lesson to develop an understanding of characterisation, a pupil in the "hot seat", role-played the main character extremely well. She convincingly justified why she had behaved in various circumstances in answer to hard questioning from her fellow pupils.
109. A strength of the teaching throughout the school is the way pupils are encouraged to put forward their views orally, knowing that they can take risks and be well supported. This occurs in all subjects and helps pupils develop into increasingly more confident communicators as they move through the school.
110. Standards of reading throughout the school are well above average. Pupils in Key Stage 1 are taught to hear and identify sounds within words in a systematic and enjoyable way, both when reading shared texts and individually. Classroom assistants and helpers play an essential and effective part in ensuring that pupils have plenty of practice at reading. In addition, there is generally very good support from parents at home in hearing their children read regularly. It is because of this effective team-work that nearly all pupils aged seven have a firm foundation in reading skills. The higher attaining pupils read with expression and fluency and enjoy talking about different characters and how stories develop.
111. Similar attention is given to developing reading skills through Key Stage 2 and nearly all pupils develop a love of reading. They talk enthusiastically about the books they have read. Many Year 6 pupils found it hard to put their books down at the end of a quiet class reading session. Pupils are provided with a wide variety of texts and they are becoming critical readers. Many pupils understand how atmosphere is created and can deduce motives and characterisations from quite challenging books. Nearly all Year 6 are confident and fluent readers. They like reading independently, choose appropriate texts and know how to find and retrieve the information they need from reference books and other sources. All keep reading diaries and show by their responses, that they are developing appropriate evaluative skills.
112. Writing standards are well above average at the end of both key stages. Most pupils spell competently and punctuate their writing correctly, appropriate to their stage of development. Teachers' planning is comprehensive and makes effective use of national and school guidance. As a result, pupils gain writing skills progressively, building appropriately on their previous experience. Reading and writing are well developed in other areas of the curriculum, which re-enforce and consolidate their learning of these skills.

113. Pupils very soon become confident writers in Key Stage 1. They make effective use of their knowledge of sounds to help them spell and also use full stops and capital letters correctly. With help, they organise information when writing for different purposes. In a Year 2 science lesson, the classification of materials by their visual and tactile properties was recorded in writing and in tables. Nearly all can express themselves in simple sentences and many do this independently, whether writing factually or imaginatively.
114. By the time they reach the end of Year 6, all pupils write in range of forms and develop their ideas in an organised way. They are very aware of different audiences and choose words carefully to interest their readers. Their writing flows as they know how to combine simple sentences and how to make links between paragraphs. One high attaining girl wrote, *"I was supposed to be enjoying my holiday in Florida but now it was turning into a complete nightmare."* They write imaginative stories of considerable length and have produced illustrated books to read to younger classes. They enjoy writing poetry and have produced an anthology on the effects of pollution on the environment. They also write informative and clear reports and other non-fiction writing, such as *"how to play netball"*.
115. Teachers have high expectations of pupils' productivity, concentration and behaviour in literacy lessons and gently remind those who become less attentive. This ensures that most pupils try their best and achieve well. All staff and voluntary helpers have very good relationships with pupils. This enables children not to be afraid of taking risks as they know they will be encouraged and supported whatever happens. As a result, they are keen to learn from their mistakes and this helps them make good gains in speaking and listening, reading and writing.
116. Pupils enjoy the challenges they are set. In Year 6, a gifted girl worked on a complex text comparing the Western alphabet with Chinese characters showing an understanding of the similarities and differences. All pupils concentrate well when studying on their own and take great care over the presentation of their work. This is because staff emphasise the importance of pupils trying to work out problems for themselves and only to turn to adults for help at the last resort.
117. Teachers know their pupils very well as they continually check and record their achievements. Assessment is systematic and makes use of valid and reliable tests. Marking is used effectively to help pupils know what they need to do to improve. All this information is used when individuals talk with staff to review their progress and agree improvement targets. The inspection found that pupils were very aware of their current focus and most were showing that they were responding appropriately in their recorded work.
118. Pupils with special educational needs benefit particularly from this very effective assessment procedures and the high level of support from staff and helpers. Pupils' individual weaknesses are identified early and appropriate tasks are devised to match their stage and rate of learning. They are often taught in small groups or individually and are given appropriate support when needed to break down their learning into manageable steps.. In a Year 3 lesson considering the feelings and reactions of different characters, one pupil was struggling to understand the adjectives used in the text but was effectively helped by the assistant offering alternative words that were more familiar.
119. English is very well managed as the co-ordinator is fully involved in the development of the subject and uses a wide range of appropriate strategies to improve teaching and pupils' learning. Most significantly, she has been involved with the headteacher and other senior staff in observing in classrooms and discussing with teachers what they need to do to improve. She has helped create a climate in which self-evaluation and professional development go hand in hand. As a result, the priorities for development in English have been very appropriate and actions have been effective in raising standards.

120. The stock of books has been replenished over the past few years and is good. The library has a sufficient range of fiction and non-fiction books but, currently, pupils are unable to gain access during lesson time as it is temporally being used for teaching groups during the building work
121. English is generally well provided for and standards are well above average. The school is well placed to improve even further.

MATHEMATICS

122. Standards in mathematics are well above average for seven and eleven year-olds. At Key Stage 1, standards have continued to rise since the previous inspection. At Key Stage 2, standards have remained static since the last inspection and the school has identified raising standards in mathematics as a priority for the current year. The National Numeracy Strategy has been fully implemented and an audit of strengths and weaknesses of Year 5 and 6 children has informed medium term planning; all pupils have individual targets in mathematics. These actions are having a significant effect on improving the quality of teaching and pupils' learning.
123. National test results in 2000 at the end of Key Stage 1 were well above the national average in comparison to all and similar schools. This was true for both boys and girls. Nearly all the current pupils aged seven can use mental recall of addition and subtraction facts to 20 and have acquired a good knowledge of place value of digits to 100. Many competently count on and back in hundreds, tens and units up to 1000. They know the basic properties of simple two and three-dimensional shapes and use measurement of length, capacity, weight and time appropriately for their age. They collect data and present and interpret bar graphs. They are able to use their mathematical knowledge to solve simple problems.
124. The Key Stage 2 national test results in 2000 were around average in comparison to all schools and below when compared to similar schools. The school identified a number of low attaining girls who did not reach the level expected for their age. However, the inspection found that standards are now well above average. Pupils use a range of strategies to calculate quickly and accurately in their heads and can carry out more complex number operations using these skills. They employ standard written methods efficiently and accurately. They identify and use appropriate combinations of operations to solve problems and explain methods and reasoning. They know the properties of two and three-dimensional geometric shapes. They can read and plot co-ordinates accurately. They collect data and select the appropriate graphical presentation.
125. The teaching of mathematics is good overall and sometimes very good. There was one instance of unsatisfactory teaching. Lessons are well planned and carefully structured with a clear focus on the learning objectives, which are often made explicit to the pupils. As a result, overall, there is a good level of achievement.
126. Teacher planning takes account of the full ability range. Teachers work effectively with classroom assistants and voluntary helpers to ensure high and low attaining pupils are appropriately supported and challenged. In a Year 2 class, the learning support assistant took a small group of lower attainers to work on finding change when buying items. The activity was well structured with very good progression in the degree of difficulty of the questions posed that enabled pupils to quickly grasp and complete learning activities successfully. Pupils' individual strengths and weaknesses are known and activities are adapted accordingly. Stimulating and thought provoking activities challenge high attaining pupils, including a few gifted mathematicians, who thrive and make good progress. In a Year 6 class, high attaining pupils were given a range of complex word problems to solve. They tackled these with enthusiasm using mental strategies and pencil and paper methods as appropriate and successfully completed the task.

127. Planning takes full account of pupils with special educational needs. They are well supported by teachers and teaching assistants during lessons and make very good progress. In a Year 5 lesson, the assistant supported pupils by helping them develop written methods to divide three digit numbers by a single digit number. By the end of the session, most were able to complete the task unaided.
128. The introductory sessions in lessons effectively reinforce recently acquired knowledge and understanding through well-targeted teachers' questioning and support. In Year 1, pupils counted in 2s and 5s from different starting points, looked for patterns and were able to explain their strategies for solving problems. Interest is maintained through varied activities. Year 3 pupils enthusiastically placed numbers into a grid to create a four digit number greater or smaller than an existing number, reinforcing their understanding of place value covered earlier in the lesson.
129. In the main part of the lesson, there is a focus on direct teaching, both with the class and ability groups. This ensures the acquisition of skills, knowledge and understanding builds appropriately on previous experience. In a Year 3 class, the teacher invited pupils to solve an addition problem and then modelled their answers on the blackboard, helping them understand partitioning, mental strategies of looking for number bonds and the use of a blank number line. The tasks set for individual, paired and group work are carefully matched to the stage and rate of learning of pupils. Tasks provide an appropriate level of challenge to each ability group and pupils are well supported by the teacher and classroom assistants. As a result, pupils engaged in their learning, persevered and make good progress. Where teaching is less successful, teachers are not so confident with the strategies they use and do not plan carefully enough to ensure that different ability groups within the class are supported. In a Year 4 class, the teacher first modelled a complex four digit to four digit addition to the class and then moved on to examples of simple single digit to two digit addition. This resulted in a lack of interest and restlessness because the lower attainers had difficulty with the early part of the explanation and higher attainers were watching work they could easily understand during the final part of the lesson.
130. Plenary sessions are varied and, in some cases, imaginative. In a Year 6 lesson, pupils' understanding of percentages was checked effectively through a quick problem solving activity. They were presented with a six-pointed star with different target numbers in the centre and asked to create quickly six different percentage problems for their target number. Pupils found this game exciting and eagerly read out one of their problems for other pupils to check if they had the same target number. Opportunities are taken to allow pupils to explain and share their achievements from the main part of the lesson. Pupils are supported in their responses and encouraged to be engaged in their own learning. Occasionally plenary sessions are too short and teachers do not allow enough time for errors and misconceptions to be identified so as to re-enforce learning.
131. Effective use is made of new technologies to support the teaching of mathematics. Year 6 pupils worked on entering data on spreadsheets, with higher attaining pupils effectively creating their own spreadsheets.
132. The subject is very well managed as the co-ordinator has taken effective action to improve standards in mathematics and has realistic plans to continue doing so. Together with the headteacher, she has observed teachers and provided feedback on their strengths and weaknesses. There is also an appropriate programme of peer observation with staff watching each other and providing feedback on strengths and areas to develop. In addition, there has been a range of training activities and staff meetings devoted to improving the teaching of mathematics. As a result of these training activities, the range and variety of learning opportunities for all pupils are being extended and improved. Resources for teaching mathematics are very good. The co-ordinator has an annual budget to ensure that resources remain up to date and are well used.

133. The school has made good progress in mathematics since the previous inspection and has the capacity for further improvement.

SCIENCE

134. During the inspection, only four lessons of science could be seen. Judgements have been made using these observations, talking with pupils, examining their work, discussions with teachers and looking at their planning.
135. Standards at the end of both key stages are well above the national average. This is as a result of considerable investment by the school in training and resources, which has given teachers a firm grasp of the science to be taught and the means to be effective. This is an improvement since the previous inspection when standards were above average.
136. In 2000, the last year of reporting, teachers' assessment of nationally set tasks showed standards at the end of Key Stage 1 to be in the highest 5% in the country. Pupils did particularly well in experimental and investigative science and physical processes.
137. National test results in 2000 for pupils aged 11 were above average in comparison to all schools and average when compared to similar schools. Overall since 1996, standards have generally been above average and have increased at a faster rate than the national trend. Inspection findings show these standards are improving as the school has identified and is supporting underachieving pupils who are capable of reaching the higher level 5.
138. Throughout Key Stage 1, pupils make good gains in their knowledge and understanding of science. This is because teachers' well-thought-out plans ensure lessons have a good range of activities that are well suited to the stage and rate of learning all pupils. As a consequence, pupils find science very enjoyable, interesting and demanding. They participate enthusiastically in all aspects of the lessons, including involvement in demonstrations, sharing resources, making predictions and discussing results. Year 1 pupils enjoyed demonstrating how to pull socks up and then push them down to illustrate the effects of a force.
139. Teachers know their pupils very well and are able to provide just the right level of encouragement to move them forward in thinking scientifically. They organise very interesting and carefully considered practical investigations always explaining what is to be done and why. Pupils are generally very well motivated: they know what they are doing and why; they ask questions and listen attentively to the responses of others. As a consequence, they achieve well overall.
140. In the Year 1 class when pupils were building on their knowledge of forces, they were confidently able to predict which objects given could be pushed or pulled. Their understanding of movement gave them the confidence to suggest that if a rubber toy was pushed or pulled, it would '*make a squeaking noise*'. There was lively discussion about how to carry out a fair test with a bouncing ball and, with well directed help, they succeeded. The guidance from a learning support assistant and a parent helper was particularly effective in enabling the lower ability pupils to join in this activity.
141. Across Key Stage 2 all pupils achieve well, once again as a result of the very good planning by teachers and the effective support from staff and helpers. Pupils make very good use of resources and approach the subject with a high level of interest, enthusiasm and confidence. In a Year 5 lesson, pupils showed confidence in making predictions about what they thought might happen in an experiment on the amount of air in different soil types. They were encouraged to use appropriate scientific terms, such as "porous, pores, drainage" when explaining what happens when water passes through different material. By the end of the lesson they were aware that soil contains air and they could measure volumes of water accurately.

142. Pupils at the end of Key Stage 2 have developed a high level of skill in making comparisons and predictions and devising fair tests. They apply these confidently when carrying out a range of systematic investigations. They observe and record their findings accurately and draw conclusions based on a good understanding of scientific processes. Their work is well presented and uses a wide range of scientific vocabulary. Pupils have a very good understanding of science.
143. Low attaining pupils and those with special educational needs are fully involved in practical investigations and are well supported by teachers, learning support assistants and parent helpers. The frequent use of small group teaching has a very significant effect for these pupils as an appropriate balance between challenge and support can be achieved. Consequently, they make good progress. The few gifted pupils are given suitably challenging work to extend their thinking in the areas being studied.
144. As only four lessons of science could be observed during the inspection, no overall judgement about the quality of teaching, at either key stage, has been possible. However, a strength of the teaching in the science lessons seen is the way teachers pitched their questions to individuals at just the right level, challenging pupils to think scientifically but knowing they have enough prior information and understanding to be able to make informed attempts at answering. In a Year 2 lesson examining materials, a group of the most able pupils came up with their own way of using a Carroll diagram to classify items under *“alive or has been alive/never been alive; forest/sea”*. This led to extremely detailed discussion around each item, demonstrating a very high level of scientific enquiry. As one boy asked, *“where shall we put a cork?”*
145. The subject is very well managed with staff receiving good quality support, advice and guidance from the experienced co-ordinator. Effective use has been made of external and school-based in-service training. Pupils’ progress is carefully checked through regular and systematic examination of their work and analysis of national assessment tests and tasks. A development priority is to introduce targets for individual pupils in science in line with those for English and mathematics.
146. Overall, science resources are very good, which allows pupils to carry out an appropriate range of investigations in and beyond the classroom. Effective use is made of the local environment to give pupils as much first-hand experience as possible, such as in the creation of different habitats in the school grounds. The new extension has meant the removal of the environmental pond area and lower school garden developed over the past four years. However, the school is using the building work as a focus for scientific projects and has drawn up plans to link this to appropriate activities in the scheme of work.

ART AND DESIGN

147. Only one lesson of art was observed during the inspection so judgements are based on talking with pupils, examining their work, discussions with teachers and looking at their plans.
148. This evidence indicates that the attainment of pupils in the school is generally above that which is expected for their age. By the time the pupils leave the school at eleven, they have experienced a broad range of challenging work including two and three dimensional art and design using a range of appropriate media.
149. Teachers have very successfully encouraged pupils to express themselves through art in many creative ways. Year 6 pupils have produced decorated pots and jars using the work of Clarice Cliff as inspiration to a high standard. All pupils have the opportunity to work in pastels, watercolours, collage, clay and textiles to develop their art and design skills. Art is frequently used in a cross-curricular way as shown in Year 5, where pupils have made very

accurate Greek boats and masks as part of a history project. Both Year 2 and Year 3 have used computer programs to create a range of designs, including 'paintings' in the style of Picasso and contemporary wrapping paper. Year 1 pupils have made a striking collaborative piece of textile work charting the influence of Jesus over 2000 years using fabric paint. Pupils in Year 4 have successfully combined art with a rainforest theme, making coil pots decorated with designs on this theme.

150. All art and design work is well displayed in classrooms and around the school, often very imaginatively. Items hang from the ceiling or stand out from the wall; individual pieces of three-dimensional work are mounted carefully on stands. All this care and attention shows how much pupils' work is valued and appreciated.
151. Art continues to be strength of the school as it was at the previous inspection. The subject is well led with many appropriate developments planned as a result of a review of staff skills and resources. A new policy and scheme of work are being drawn up to further enrich pupils' opportunities. The co-ordinator regularly reviews teachers' plans and pupils' work. Pupils are also encouraged to complete a self-evaluation sheet at the end of each unit of work and from this teachers can identify areas for development and progress made.
152. Resources are good. There is a specialist learning support assistant and an appropriately equipped craft room. Pupils' art and design experiences are also enhanced by visits to galleries and other places of interest. A very successful "Arts Week" held last year introduced pupils to specialist areas not able to be covered in the school.

DESIGN AND TECHNOLOGY

153. During the inspection, only one lesson of design and technology was observed. Judgements have been made using these observations, talking to pupils, examining their work, discussions with teachers and looking at their planning. This evidence indicates that pupils' attainment at the end of Key Stage 1 and Key Stage 2 is around that expected for their age. This is in line with the previous inspection.
154. Pupils are able to refine and develop their design and making skills through a range of topics. They are given a high level of support from a number of committed parents and learning support assistants as well as the class teachers. Pupils in Year 2 designed and made tie-dye bags, which effectively fulfilled the required design brief. They also talked about their products and came up with possible ways of making improvements. Year 3 pupils were appropriately challenged to create a suitable picture frame to hold a picture of themselves. They approached the task enthusiastically and showed they could meet the design requirements. They also demonstrated their creative skills using card, glitter and fabric.
155. Generally pupils are very aware that the design process requires careful thought before beginning to make things. They are developing appropriate craft skills and refining these as they tackle more complex and challenging constructions. During a Year 4 lesson on making waterproof hats, pupils showed considerable ingenuity creating a range of designs. Some produced practical brimmed hats out of plastic, wire and tape while others were more imaginative, being able to keep their hat water proof but using unusual decoration, such as placing a rocket on top of a crown.
156. Effective use is made of new technologies in design and technology. For example, pupils take photographs of their work, which are kept in albums or displayed around the school and use the computer to word process accounts of their "design and make" projects.

GEOGRAPHY AND HISTORY

157. During the inspection, only one geography and one history lesson were observed. Judgements have been made on these observations, examining pupils' work, talking to pupils, discussions with the co-ordinator, looking at teachers' planning and from displays around the school. This evidence indicates that pupils' attainment at the end of Key Stage 1 and 2 is generally around that expected for their age in both geography and history.
158. In geography, pupils in Key Stage 1 are progressively building their knowledge about the British Isles, Europe and the wider world through a topic based on Barnaby Bear who is taken on journeys with pupils and staff. Photographic records and displays locating the places visited on world maps help pupils to demonstrate awareness of different environments, their physical and human features and distance from Bournemouth.
159. By the end of Key Stage 2, pupils develop a satisfactory range of geographical skills including knowledge and understanding of environments at several scales in various parts of the world. Their knowledge and understanding of a less economically developed country than the United Kingdom is enhanced by links to Maseru village in Lesotho, including exchanging e-mail messages with individual pupils.
160. In the Year 5 geography lesson, learning activities were well planned with very good resources, such as a large aerial photograph and maps of the local region and local shopping area. Effective use was made of the Internet to research additional information. As a result, pupils made good progress in developing geographical skills.
161. Year 6 pupils know how people can cause damage and improvement to the environment and can explain their views about environmental change. They understand the importance of location in understanding places and are beginning to describe geographical patterns.
162. Across both key stages, the curriculum is enriched by a range of field trips both within the locality and beyond. For example, Year 3 pupils study the coastline at Hengistbury Head. Displays around the school are used effectively to support learning, as in the Year 3 classroom showing the hydrological cycle and weather observations.
163. In history, pupils at Key Stage 1 are developing a sense of chronology. They understand that history is about the past and understand the principles of "then and now" using appropriate vocabulary. They talk enthusiastically about the past and the people and events they have studied. They are beginning to place events on simple time lines; for example, Year 1 children have compared their home with homes 50 years ago. Pupils know that looking at a range of sources can discover information about the past. Year 2 pupils examined photographs of visits to the beach provide by members of the class and from the 1950's and 1900's to draw out similarities and differences.
164. By the end of Key Stage 2, pupils have studied a range of historical periods including Greeks, Romans, Tudors and the Victorians. They understand that through researching primary and secondary sources such as artefacts, reference books and photographs they can discover further information about periods of history. They know the difference between fact and interpretation and are beginning to link cause and effect.
165. At both key stages, teachers make effective use of the visits within the locality; for example, Year 6 pupils visited Beaulieu Motor Museum.
166. Good use is made of displays around the school and these are often linked to other curriculum areas. In the Year 4 classroom, work on the Tudors was linked to art with pupils painting ships of the Spanish Armada. Effective use is made of current events in the lives of the children through a display of changes to the school grounds and buildings over the last few years as a result of the major building work.

INFORMATION AND COMMUNICATION TECHNOLOGY

167. Only three group sessions of information and communication technology were seen during the inspection. Judgements have been made based upon these observations, discussions with pupils, interviews with teachers and examination of curriculum plans and pupils' work.
168. There has been some improvement in raising standards in aspects of information technology since the previous inspection, particularly in data handling. Hardware has been considerably updated, more appropriate learning resources acquired and some teachers have become more secure in their use of new technologies. The school has very comprehensive and ambitious development plans for the subject but these are being held back until completion of the new building extension. As a result, pupils have not yet had sufficient opportunities to develop their information and communication technology skills and currently standards are generally around average but not as high as in English, mathematics and science.
169. Older pupils do not have sufficient understanding of controlling and modelling, although some Year 4 pupils can program a four-wheeled vehicle to carry out a series of set moves through a maze. However, in communicating pictorially and handling information graphically and using spreadsheets, pupils' knowledge and understanding are developing well. Most pupils are confident users and quick learners, which shows in the way individuals have mastered only recently introduced new challenges, such as using the Internet for research and communicating by emails. Nearly all pupils have appropriate word processing skills as required for their age and take advantage of the many opportunities to record their ideas in this way. In all classes, there are examples of their work in books and on displays. Most pupils have a wide-ranging knowledge and understanding of the use of new technologies in modern society and the effects on their lives.
170. All pupils enjoy using new technologies and they work well individually in pairs. Two Year 5 girls helped each other produce very creative line drawings in the style of Picasso, pointing out where there could be improvements. There is a very positive attitude to the subject and pupils are keen to take part in sessions in the newly converted computer suite.
171. While some teachers are beginning to be more confident in their knowledge and understanding of information and communication technology, others are less so and sometimes are not able easily to help pupils when they encounter difficulties. In a Year 5 session, a program would not load properly and there was some frustration on behalf of the pupils and teacher. The school is about to embark on a major nationally funded development programme and this should provide the appropriate training teachers require.
172. Staff are beginning to introduce new technologies to support teaching and learning and they are helped by a well thought-out curriculum guide that shows clearly the type and range of activities for each year group. In addition, the deputy head currently does not have a class responsibility and provides effective support and advice to colleagues and undertakes teaching in the computer suite. As the co-ordinator, he has been responsible for reviewing information and communication technology provision in the school and has already undergone considerable training. This is why development plans tackle appropriate priorities, are well presented and realistically costed.
173. During the inspection, it was evident that teachers are keen to take advantage of the opportunities that information technology has to support teaching and learning and are looking forward to the training. For instance, in Year 2, bar graphs have been produced electronically to show the number and colour of pupils' eyes and word processing used to print descriptions of monsters; in Year 3, the Internet has been used effectively by

individuals to research a project about different countries and then presented using a desktop publishing program; in Year 6, pupils confidently used email to communicate with a school in Lesotho and more able pupils designed their own spreadsheets. In addition, pupils with special educational needs are making increasing use of new technologies to improve their recording and communication skills.

174. The school is well placed to improve information and communication technology facilities, develop and support staff and improve the quality.

MUSIC

175. Only three lessons of music could be seen during the inspection. Evidence from these lessons, assemblies and discussions with teachers and pupils indicates that levels of attainment in singing are above average.
176. The school has a clear policy statement with a well-planned scheme of work that meets requirements. The planning starts from the knowledge pupils should acquire and then describes appropriate practical activities, including the effective early introduction of basic notation. There is a strong emphasis on voice and choral work that shows in the well-performed recordings produced commercially and sold to raise school funds.
177. The co-ordinator is a specialist music teacher, who also has a class responsibility, and she provides music teaching for Year 3, 5 and 6. She also gives colleagues advice and support when asked. She has worked with each class teacher to produce the medium term planning and ensured sufficient resources are available to support this programme. She is very active in developing music outside of the classroom and is involved in the school production of "Cinders" with Year 5 and 6, a school orchestra and choir and recorder groups.
178. In a Year 2 lesson on the music of two cultures, the pupils listened attentively and joined in enthusiastically and, by the end of the session, had a clear understanding of the differences between types of Chinese and African music. The teacher had prepared the lesson very well. There were sufficient percussion instruments, the recorded music was very appropriate and she varied the pace and activities well to suit the learning task. The use of a "dondo" drum was particularly effective as the pupils were able to create their own sounds similar to those of the recorded drumming and change the pitch by altering the tension of the strings.
179. In a Year 3 and Year 6 lesson, the introductory session was very well handled by the teacher. She had established good routines and the pupils responded very well to her requests and instructions. In both classes, they were fully involved in practising and developing listening skills to identify and model the teacher's clapping of increasingly complex rhythms and changes in tempo. Other parts of the lessons were not so well organised, and a number of pupils were not involved in activities and became inattentive.
180. In assemblies, pupils sing hymns well with good attention to the melody, an awareness of others and respond with feeling to the meaning of the words. Recorded music is played to create a suitable atmosphere for collective worship and pupils are given a brief description of the composer and the title. This is played softly while the pupils enter the hall and sit quietly. Talented pupils frequently perform in assemblies and staff, pupils and invited guests are an appreciative audience.

PHYSICAL EDUCATION

181. Only three lessons of physical education and two of swimming were seen during the inspection. Judgements have been made on these observations, talking to pupils and discussions with teachers and looking at their plans. This evidence indicates that, currently,

attainment by pupils at the end of Key Stage 1 is well above average and at the end of Key Stage 2 is above average.

182. There has been significant progress since the previous inspection when it was reported that swimming was not taught. This is now included in the Year 4 curriculum. In the two Year 4 swimming lessons observed, activities were well planned and challenging, resulting in good progress being made by pupils of all abilities. Almost all pupils leave school aged 11 being able to swim 25 metres and they are aware of the principles of water safety.
183. In the games, gymnastics and athletics lessons seen, the teaching was generally good and sometimes very good. In a Year 1 lesson developing skills of receiving and sending a ball, pupils worked co-operatively with very good control so that they made very good progress. The teacher planned the lesson well with an appropriate build up of skill development activities ending with a challenge of rolling the ball into a hoop. Pupils take part in lessons with enthusiasm and enjoyment. They are well behaved, persevere and co-operate well with each other. In a Year 3 athletics lesson on running races requiring stamina and speed, pupils helped to devise their own challenges for small team activities thus promoting interest and enjoyment.
184. Pupils with special educational needs are fully involved in activities, benefiting from good support from classroom assistants. Consequently they are able to make good progress.
185. The school has a balanced programme of activities covering athletics, dance, games, swimming and outdoor activities that meet the requirements of the National Curriculum. The subject is well managed by the co-ordinator. Specialist teaching is used where appropriate and class teachers are well supported by teaching assistants. In a Year 1 lesson, the assistant modelled the warm up and cool down activities with the teacher, as well as supporting groups during the main part of the lesson.
186. Improving extra-curricular activities has been the focus of attention following a recent parent survey. The football, netball, athletic and cross-country teams have been enhanced by further activities, including links with the local football club and sports centre and a swimming gala.
187. The school hall is adequate for indoor activities and apparatus and equipment are of sufficient and good quality. Currently, due to building work and the loss of storage space, the hall is used to store not only physical education equipment but also dining tables, thus limiting the space available. The outdoor play area is a good-sized hard surface area, but pupils have to walk to a nearby park for the use of a grassed area.