

INSPECTION REPORT

LONGFLEET CE (VC) COMBINED SCHOOL

Poole

LEA area: Poole

Unique reference number: 113782

Headteacher: Miss L M Benjamin

Reporting inspector: D Nightingale
OIN: 18911

Dates of inspection: 26th –29th November 2001

Inspection number: 192838

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Combined C.E. (VC) School

School category: Voluntary Controlled

Age range of pupils: 4 – 12 years

Gender of pupils: Mixed

School address: Jolliffe Avenue
Poole

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Appropriate authority: The Governing Body

Name of chair of governors: Mr F.W. Wretham

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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18911	Mr D Nightingale	Registered inspector	Religious education Modern foreign languages Special educational needs	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
9327	Mr S Vincent	Lay inspector		Pupils' attitudes and behaviour. How well does the school care for its pupils? How well does the school work in partnership with parents?
11122	Mr D Collard	Team inspector	Mathematics Information and communication technology Geography Equal opportunities	
18344	Mr D Earley	Team inspector	English Physical Education English as a second language.	How good are the curricular and other opportunities offered to pupils?
19916	Mrs D Kerr	Team Inspector	Art, Music. The Foundation Stage.	
27602	Mr R Perkins	Team Inspector	Science Design Technology History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is for children aged 4 to 12 years and has grown significantly in size since it moved to new premises in 1996. The 464 children on roll, including 60 children in the Reception classes, of whom half attend part-time, are taught in 16 classes. The school is bigger than most other primary schools. There are slightly more girls than boys. When children start school their overall attainments are below those expected of children of their age. The fewer than eight per cent of children who receive free school meals is below the national average, although not all families entitled to apply for free meals do so as the local education authority does not maintain a cooked meals service for schools. There are 90 children on the register of special educational needs, a proportion which is about the national average. There are two children with statements of special educational needs and this is similar to other schools. Just over three per cent of children are from minority ethnic groups and about two per cent of children speak English as an additional language. This is slightly more than schools nationally.

HOW GOOD THE SCHOOL IS

This is an improving school, which is successfully developing good strategies for addressing the issues that have arisen over the past few years due to the cumulative effect of moving school, significant growth in numbers and staffing changes. Overall it produces a sound quality of education. Although standards in mathematics and science are lower than national averages by the time children leave the school the improved quality of teaching and a well-planned curriculum are beginning to have an effect on raising attainment throughout the school. All children have good and equal access to the curriculum. Together the headteacher and senior staff make an efficient management team whose blend of skills is effective in achieving the school's relevant targets for improvement. The care and welfare of children is very good. Financial management overall is sound but there is not a rigorous enough evaluation of the effectiveness of spending decisions. The school provides satisfactory value for money.

What the school does well

- Children make a good start to school and make good progress by the age of seven.
- The good quality of teaching, supported by a well-planned curriculum, is helping children to learn effectively and beginning to help raise standards
- Relationships throughout the school, between adults and children and between children are very good.
- Provision for developing children's spiritual and aesthetic awareness is very good.
- There are very good systems for ensuring a high standard of welfare for its pupils
- The headteacher and senior management team have a clear understanding of what the school needs to do to improve and are committed to achieving this.

What could be improved

- Standards in writing, mathematics and science by the end of Year 6.
- Communications between parents and school, particularly children's annual reports and the opportunities for informal contacts between parents and teachers.
- The strategic management of financial resources and the evaluation of the effectiveness of expenditure.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in 1997. The growth of the school has influenced standards achieved in the National Curriculum tests for eleven-year-olds. These are not as good as they were previously. This has motivated the staff to develop a more analytical approach to using results to clearly identify weaknesses. This is an improvement since the last inspection and it is helping improve standards. Planning for the more able children and marking of children's work have improved, partly because learning outcomes for lessons are more clearly defined. Co-ordinators, particularly in English and mathematics, are more active in their roles but those who co-ordinate other subjects still need further opportunity to develop their effectiveness. Financial planning is still a concern. Relevant information on expenditure is not clearly identified or spending effectively evaluated. Although the governing body is more involved in evaluating curricular provision it is not involved in a wide enough view of all subjects. There has been a significant

improvement in the quality of teaching. During this inspection, no lesson was found to be unsatisfactory, compared with one in seven lessons at the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	D	D
mathematics	C	D	E	E
science	B	C	E	E

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

The good progress children make from the Reception classes to the end of Year 2 is reflected in the results of National Curriculum tests for seven-year olds, in which children's overall performance in reading and writing was above average. Inspection findings support this. While they make good progress in mathematics, national data shows that test results are still just below the national average although they have improved steadily over the past three years. Inspection findings support this steady improvement, as standards were about those expected. Children's progress from the beginning of Year 3 until they leave the school at the end of Year 7 has not been at the rate expected. Results of the 2001 National Curriculum tests at the end of Year 6 showed pupils' performance to be below average in English and well below average in mathematics and science. Standards in mathematics and science have declined over the past few years. Despite this, the proportion of children achieving above the expected level for their age is better than that nationally in English and similar to the national average in mathematics and science. The school is successfully addressing the issue of low standards, particularly with the group of children who do not quite achieve the expected standard. The strategies adopted are having some success, as children are beginning to achieve better standards although they are still below the expectations for children at Years 6 and 7 in writing, mathematics and science. The school is better placed to achieve its targets this year. Pupils make sound progress in information and communication technology (ICT) with most children achieving the standards expected for their age. Standards in art by Year 2 and in design and technology across the school are better than nationally expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children are eager to learn and enjoy the tasks they are set.
Behaviour, in and out of classrooms	Good. Children behave well in lessons, in the playground and when moving around the school.
Personal development and relationships	Very good. Relationships between adults and pupils and among pupils themselves are very good. They willingly take responsibilities for jobs around the school and for helping each other. They are confident and personable.
Attendance	Good - attendance has improved and children come to school willingly.

Most pupils have good and frequently very good attitudes to their work. Behaviour is good, both in the classroom and in the playground. Their social and personal skills develop well as they progress through the school and the high quality of relationships ensures that the school is a pleasant place to be in. Attendance is now just above the national average and there is little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6	Year 7
Quality of teaching	Good	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 overall good quality teaching is now helping children to learn well and raise standards across the school. Teaching of English is good throughout the school, as is the teaching of mathematics, design and technology, ICT and religious education. Children in Years 1 and 2 receive good teaching in science, as do children in Years 3 to 6 in physical education. The teaching of French in Year 7 is also good. Teaching of music by a specialist teacher is very good throughout the school.

The good relationships between teachers and pupils underpin much of the good management of classes, which enables children to work with concentration, interest and independence. This motivates children to make good efforts to succeed in what they are learning. Lessons are well planned to identify what children are to learn and this is sometimes very good. Teachers' sound understanding of the National Literacy and Numeracy Strategies has helped them implement these well, so that children learn the required skills systematically and effectively. Teaching Years 6 and 7 in English and mathematics in groups according to ability is helping focus all children's needs; particularly those who need an extra boost to achieve expected levels. This, and help for similar groups of children targeted for additional support in Years 3 and 4 is helping to raise standards. Resources are well chosen to support learning and are used very effectively. Children with special educational needs and those with English as an additional language receive appropriate support within lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a range of well-planned learning opportunities for all pupils. All requirements of the National Curriculum and the local authority's Agreed Syllabus are met.
Provision for pupils with special educational needs	Good. Pupils are supported well in classes and helped to reach the targets on their well written individual education plans (IEP)
Provision for pupils with English as an additional language	Good. Pupils receive appropriate support in classes so that they are able to participate in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for children's personal and moral understanding and for learning about how other cultures influence their lives. Provision for encouraging children's spiritual development is very good.
How well the school cares for its pupils	The school has very good procedures for the care and welfare of pupils. This is based on the very good relationships that exist at all levels. Behaviour management systems are very effective. Pupils receive good support for their academic and personal development at all times.

The majority of parents are generally satisfied with what the school does for their children and the quality of education provided. However, a significant minority are dissatisfied, to some extent, with the quality of information provided about their children's progress and communications in general between home and school. The formal, usually written, range of information given to parents about general school matters is very good, but the school now needs to find more ways of involving parents in school life, improving access to teachers and explaining its work. The school's links with parents and the contribution that parents make are satisfactory.

The school curriculum ensures that all children have equal access and opportunities to succeed. It makes good provision for children's personal social and health education and makes effective use of the community in order to enhance children's learning. Pupils have access to a good range of extra-curricular activities. Child protection

procedures are very thorough, as are all aspects to do with the welfare of pupils in the school's care. Recently, good procedures have been developed for the assessment of children's progress. The analysis of data is very good and it is being used successfully to provide more appropriate provision for teaching children according to their abilities and potential.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Together the headteacher and senior management team, supported by subject co-ordinators, give good leadership to the development of the school's curriculum. They have a clear understanding of what the school needs to do to improve.
How well the governors fulfil their responsibilities	Satisfactory overall. The governing body tries to fulfil its duties through a committee structure that is not always effective, as some do not meet as often as they should. The governing body does not always act as a unified corporate body.
The school's evaluation of its performance	Satisfactory overall. Monitoring of English and mathematics, supported by detailed data analysis, has helped to improve teaching and help raise standards. The school has identified relevant targets for further development and there is a commitment amongst staff to successfully achieve these.
The strategic use of resources	Although financial planning within the annual budget is sound the school does not evaluate rigorously enough the outcomes of its financial decisions. It does not have a clearly defined longer-term financial strategy.

A hard working and effective senior management team effectively leads the school. Relevant targets for improvement have been identified through monitoring and data analysis. There is a strong commitment to improvement and evidence shows that this is beginning to be successful. The governing body is supportive and interested in the work of the school but it is not as effective as it could be. It does not have rigorous procedures for evaluating its financial decisions to ensure that best value is achieved. Procedures for developing and recording a plainly expressed longer-term strategic and financial planning are not clear. The governing body has not yet approved the budget for the current financial year. Effective use is made of the good level of resources and the new and very good accommodation. A good level of teaching staff meets the demands of the curriculum and benefit is gained by the deployment of specialist staff, particularly with teaching the older children. The well-qualified support staff make a good contribution to pupils' progress, particularly those children with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are expected to work hard and achieve their best; • Their children like school; • Behaviour is good; • Teaching is good; • Their children make good progress; • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Information about their children's progress at school, particularly through more personal reports; • The school work closer with parents; • Provision for activities outside of lessons; • The leadership and management of the school.

The inspection supports the positive views expressed by parents. Parents' criticisms of pupils' reports are justified, as these reports are not sufficiently personal to individual children. Parents are generally well informed, invited to activities or to participate in classrooms. Most parents are comfortable about approaching the school but opportunities for more informal contacts between teachers and parents are limited, an issue the school has acknowledged and begun to act on. The range of activities provided outside lessons is good and compares well with what most schools offer. The school is effectively led and managed. This is reflected in the acknowledgement by the senior management team that improvements in communications, particularly informal opportunities, need to be considered.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainments, particularly in number skills and pencil control, on entry to school are below those expected of children of their age. Their personal and social development is good and this enables them to settle quickly and make good progress by the time they transfer to the next stage of education at the end of the year in which they are five. As a result, most children reach the expected levels in the areas of learning for **communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development** and exceed them in **personal, social and emotional development**.
2. National Curriculum tests for seven-year olds show that they maintain the good progress started in Reception, particularly in reading and writing skills. Pupil's performance in the 2001 tests for **reading and writing** was above the national average and better than that achieved by children in schools with pupils from similar backgrounds. Standards in **mathematics** reflected children's poor skills when they started school. While they made good progress overall their overall performance was just below the national average and the average achieved by similar schools. Although the percentage of children who achieved the expected level (Level 2) was close to the national average fewer children than the average nationally attained at the higher levels. Results over the past few years in all three subjects have shown a steady improvement although this was not as good in mathematics as in reading and writing. There is no significant difference between the attainments of boys and girls. Inspection findings support the standards shown in the test results.
3. Since the last inspection there has been significant growth in the number of children attending the school. The school's analysis of data shows that many of the children who joined the school during Years 4, 5 and 6 did not perform as well as could be expected in the National Curriculum tests at the end of Year 6. As a result, the overall progress made in pupils' performance was unsatisfactory over the past two years as standards overall declined, particularly in **mathematics** and **science**. In the 2001 National Curriculum tests for **English** pupils' performance was below the national average, although a higher proportion of pupils than nationally achieved the higher Level 5. In **mathematics** and **science** pupils' performance was well below the national average with a similar proportion to the national average achieving the higher level. The test results show that the school has successfully dealt with the issue raised at the last inspection of planning work more suitable for the higher attainers. The school's analysis of its data has shown that it now needs to target those children who just fail to reach the expected level (Level 4). Evidence from the inspection shows that this is beginning to be successful, as progress in work seen was satisfactory and standards overall were improving, though still below what would be expected in **writing, mathematics** and **science**.
4. Pupils make sound progress in Year 7 but by the time they leave the school standards overall are still below what would be expected for their age. The school continues to be successful with the higher attaining children as seen in the significant proportion of pupils who gain entry into the local grammar school.

5. Children with **special educational needs** make satisfactory progress overall. Targets set in their individual education plans (IEP) cover English, mathematics and sometimes behaviour. The reviews of these each term show that children make good progress towards achieving some targets; they make suitable progress on other targets but need to continue work with modified objectives on other targets. Some children who have improved their behaviour have made better progress in their academic work as a result. The support children receive from classroom assistants helps them work with their peers and achieve appropriate success. Children with **English as an additional language** make good progress.
6. Inspection found that standards in **English** by the end of Year 2 were above those expected nationally. Children express ideas confidently in discussions, organise their ideas well when responding to questions and listen carefully to others. Lower attaining children speak more hesitantly and have a more limited range of vocabulary. By the end of Year 2 most children read confidently and make good use of a range of strategies to help read unfamiliar words. Higher achieving children read with expression while lower achieving children are more hesitant. Most children now know how to use reference books to find information. Most children use full stops and capital letters accurately in their writing, which is usually legibly formed. Higher achieving children use speech marks and abbreviations consistently in well-structured sentences. Spelling is less consistent; higher attaining children spell most words accurately but the spelling and handwriting of lower achieving children are weak.
7. Standards attained in **English** by the end of Year 6 and by the time they leave the school at the age of twelve are below those expected for their age, particularly in writing. The inspection found that the initiatives introduced by the school are beginning to be successful. Evidence from lessons and pupils' work showed that they were making at least satisfactory progress. These improvements have not yet had time to significantly influence test results but are contributing to a rise in standards by the time children leave the school. Older children listen carefully and adapt their speech in response to the views of others. Reading standards are about those expected of children aged eleven and twelve. Most children read fluently, accurately and enjoy reading, with the more able children able to compare work of different authors and use a range of appropriate skills to help interpret different texts.
8. Most children use the school library system efficiently. Standards in writing are not as high as would be expected. Higher ability children achieve well, writing fluently, clearly and logically in a variety of styles. Other children do not generally reach the standards expected. Handwriting is less consistent, spelling generally weak and choice of vocabulary more limited. Basic grammatical structures are usually correct but some aspects, such as use of different tenses, are not always fully understood. Lower attaining children improve their writing as they get older but it is still inconsistently presented and poorly spelt.
9. Standards in **mathematics** by the end of Year 2 are at levels expected but standards by the end of Years 6 and 7 are below what would be expected. The variations in standards each year resulted in a general decline since the last inspection. The school is adopting a number of new initiatives to help improve standards. These are beginning to influence children's progress but have not been in place long enough to have a significant effect. By the end of Year 2 children competently use numbers in addition and subtraction of numbers with two digits. They know the properties of common two-dimensional shapes and sort and classify objects according to different criteria. By Year 6 pupils have extended their knowledge of the number system to the use of fractions, although not enough opportunity is given to use this knowledge in different ways or in new work. Children draw simple line graphs but there is little interpretation of the information included on them. In Year 7, pupils add and subtract numbers using decimal

notation, although the lower attaining children find it difficult to compare decimal and vulgar fractions. Pupils calculate perimeters but do not use a formula to do this. The more able children have a good understanding of the properties of angles.

10. Standards in **science** by the end of Year 2 are close to the expected levels but are below what would be expected by Year 6 and Year 7 when pupils leave the school. The younger children carry out simple experiments with the help of the teacher. These help develop children's knowledge of aspects of science such as forces and living things. Although eleven year olds know how to conduct a fair test they do not always have opportunity to put this into practice through developing their own investigations. Children with different levels of ability are not given challenges suited to their level of understanding and which challenge them so that they extend their understanding of scientific ideas.
11. Standards in **information and communication technology (ICT)** are in line with those expected nationally by the end of Year 2, Year 6 and when they leave the school at the end of Year 7. These standards have been sustained since the last inspection but the provision of new equipment has enabled children to have a better range of opportunities. By the end of Year 2, children confidently use computers and a range of other equipment. They give appropriate instructions using icons on the tool bar. They use ICT well to support work in other subjects. By the end of Year 6, pupils use a range of programs confidently to present work clearly, research information and control events. Pupils in Year 7 investigate multi-media uses of sounds, graphics and text as they compile a presentation of work linked to work in religious education. Standards in **religious education** are in line with expectations of the locally Agreed Syllabus for religious education. Throughout the school children develop a knowledge of how different religions celebrate their beliefs and how their faith influences their lives. Children gain a sound knowledge about religion but, other than the oldest children, do not explore enough issues that help them learn from religion.
12. Standards are better than expected for children of their age in **art** by the end of Year 2, which is an improvement since the last inspection, and in **design and technology** across the school. In **art** by the end of Years 6 and 7, **French** in Year 7 and in **geography, history, music** and **physical education** throughout the school, standards are in line with those expected nationally for each subject. This is generally a similar picture to the last inspection.

Pupils' attitudes, values and personal development

13. Most pupils have good, frequently very good, attitudes to their work and are willing to learn. In almost all lessons their attitudes are good or better. Pupils are motivated and keen to please their teachers, they contribute ideas and effort, enjoy finding things out and being successful. They enjoy the challenge set by lessons and respond to the demands of their teachers. Parents say that their children enjoy coming to school.
14. Parents also express their approval of the standards of behaviour achieved. Behaviour in lessons and in the playground is good. Boys and girls play well together and there are only occasional instances of unacceptable behaviour. The school handles incidents very well. There were two fixed-term exclusions of one pupil during the last school year. Relationships among adults and pupils are very good. The school is relaxed, friendly and functions very well as a harmonious community.
15. Pupils' personal development is very good. As they grow older they become more articulate and confident. Children remain focused on their work, sustain their concentration, share their

ideas and talk about their work in front of the class. They are personable, willing to help each other and work together. They speak respectfully to adults. Children are increasingly aware of the needs and feelings of others and in assemblies and in class they are given opportunities to reflect on the world around them. They care about their environment and want to protect it. Many pupils take part in charitable fund-raising activities for a wide range of people less fortunate than themselves and, for example, took the initiative in suggesting and organising activities to raise funds for a local hospice. They are pleased to have responsibilities around the school. Older children are involved in such activities as helping to look after younger children at break time and maintaining the physical education and technology equipment. By the time they are in their final year in the school, they are sociable young people.

16. Pupils come willingly to school and attendance is slightly above the national average. There is virtually no unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good and makes a significant contribution to the good quality of children's learning and to improving standards now evident in lessons, though not yet reflected in the school's test results. Teaching was good or better in 74 per cent of the 93 lessons seen. In 22 per cent it was very good and one lesson was excellent. There was no unsatisfactory teaching. This is an improvement since the last inspection, when 15 per cent of lessons were less than satisfactory and just over half of the lessons seen were good or better. Teaching of children in the Foundation Stage is good, as was teaching in English, mathematics, design and technology, ICT, religious education throughout the school, science in Years 1 and 2, physical education with children in Years 3 to 7 and French at Year 7. A specialist teacher through out the school teaches music very well. Not enough lessons were seen in art and geography to make a secure judgement
18. Teaching of children under the age of six is good. Well-planned lessons are supported by good organisation, so that children make the most of the activities provided. Teachers and other adults support children well during the interesting range of activities they are given. During these, teachers question and prompt children skilfully, for example when they help children identify letter sounds. Teachers have a good knowledge of basic skills, so that they teach these very well, for example when developing counting skills using songs. Throughout sessions when teachers are focusing on a particular group for language or mathematics activities, they assess how well children are doing in the activity. Routines are very well established and expectations are clear to children so that children feel confident and secure to undertake the different activities set out in the well-organised unit. Classroom assistants are not always used effectively when, for example, the assistant is not actively involved with children and opportunities to record individual children's responses are missed.
19. One of the main strengths in teaching is the good relationship between teachers and children. It establishes a purposeful working atmosphere in each class so that children usually settle quickly to work. This gives pupils the confidence to answer questions, contribute to discussions or to ask relevant, and often pertinent, questions. The management of children is good. Teachers make sensible use of the school's behaviour strategies in most classes. For example, when children became excited by the practical activity in a Year 4 class the teacher firmly and quietly settled the class quickly so that they concentrated quietly on the class activity. Teachers and other adults manage children who have particular difficulties with their behaviour very well so that they benefit from lessons and cause minimal disturbance to other children.

20. Lessons are well planned, particularly for the younger children. Lesson plans have clear statements of what children are expected to learn and descriptions of the activities that will help them do this. These plans provide a good structure for the lesson so that time is used efficiently, resources well organised and that the lesson proceeds at a good pace. Teachers usually share the objectives of the lesson with children so that they know what it is they are expected to learn. These objectives are written on the board for children to refer to and for the younger children are included as *WILF – What I am Looking For*. This helps children to judge how well they have learned in the lesson. Teachers do not use the short discussion at the end of lessons often enough to help children identify how well they have achieved the lesson objectives. Teachers share their good knowledge of different subjects to help each other plan interesting work. As a result children enjoy the tasks they are given, usually work well and sustain good levels of concentration. By working together in each year group to produce good planning teachers ensure that all classes in a year group receive similar work.
21. Setting pupils by ability in Years 6 and 7 is proving effective in helping children of all abilities. This setting allows the school to focus on those children who need additional support in order to achieve the standards expected. This is an important and effective way of helping to raise standards by the time children leave the school. In other classes, particularly in Years 3 and 4, groups are targeted for additional support, either by a teacher working within the year group or by a classroom assistant. Teachers' planning, particularly in English and mathematics, shows how activities will be adapted for the different abilities within the class. Work is identified to extend the more able children, either as an extension activity or by a task with more challenge than that given to most children. Those who find learning more difficult have tasks amended for them; for example, in a French lesson in Year 7, these children had an appropriate worksheet to help them describe their pet. Teachers usually take account of the contents of the IEPs of children with special educational needs when preparing activities, although in some classes the targets set for the class and those identified in IEPs had not been sufficiently considered. Children who have English as an additional language receive support within their classes similar to that provided for children with special educational needs.
22. Good and very good teaching is characterised by the use of a range of effective methods. Lessons have a good pace, challenge and interest; this was seen, for example, in a mathematics lesson in Year 1 when the teacher tried to help children understand how long one minute was by using tasks such as jumping and writing their name. Lessons are introduced well. Teachers often revise what pupils have learned in previous lessons so that children are able to build on what they already know. For example, in a physical education lesson the teacher revised what pupils had done in the previous lesson so that they were able to work well and extend the skills in gymnastics. Explanations are given clearly so that children understand new ideas and know what it is they are expected to do. Questions are used well to encourage children to think hard so that they develop their knowledge and understanding. A good example of this was seen in a Year 2 class where skilful questioning encouraged children to identify letter sounds at the beginning, end or middle of words. Effective use of games and other practical tasks, such as those used in English lessons to help children distinguish different types of sentence connectives, reinforces children's learning well so that they have a better understanding. Activities such as these are chosen because teachers generally have a good understanding of how to teach basic skills, particularly in literacy lessons.
23. Teachers have high expectations of how pupils should behave and this is reflected in most lessons where children behave well, settle to work quickly and enthusiastically. Teachers insist that children use correct vocabulary such as in an English lesson when children were

- encouraged to use terms such as *alliteration*, *calligram* and *onomatopoeia*. In most lessons children are clear about the amount of work expected of them and of the standard they should reach because this has been made clear to them. Consequently, the work seen in lessons is an improvement on the results of recent tests. When children are working teachers support activities well. In some lessons teachers move from group to group to advise, support or challenge children's thinking further while in other lessons teachers focus on one group to help them extend their thinking by supporting them with a challenging task. Lessons are conducted at a brisk pace so that children are expected to work quickly and complete work in a given time.
24. A feature of many of the successful lessons is the very effective use made of resources, particularly with the older children. When introducing lessons teachers make good use of the overhead projector to present information or illustrations, such as in an art lesson on Victorian decoupage. This enhanced the explanation by giving children a clearer idea of the technique. In other lessons, such as science, effective use is made of videos to introduce topics and engage children's interest and attention. Other resources, sometimes made by the teacher to help illustrate points, are used effectively to demonstrate skills or methods of working. Resources for children to use are well organised so that the lesson runs smoothly and children concentrate on tasks.
 25. As the result of support from the subject co-ordinator teachers have increased confidence in using computers, so that they use them effectively in a range of subjects. A very good example of this was seen in religious education in Year 7 where pupils used a suitable program to produce a presentation to the class on a charity they had researched, partly through using the Intranet. The use of ICT to link different subjects is effective when, for example, art and science are combined to produce interesting pictures for children's topic books.
 26. Pupils with special educational needs benefit from the good support they receive from enthusiastic and hard working teaching assistants. They provide support both in the classroom with main class activities and sometimes individually to address targets in children's IEPs.
 27. Where teaching is good, teachers use assessment during lessons well to guide, support and increase understanding pupils' understanding. For example, in a physical education lesson in Year 5 the teacher effectively used close observation of children's performance to advise on ways to improve. In some lessons teachers make very good use of the short discussion at the end of lessons to summarise and assess how well children have progressed, although not enough use is made of the lesson objectives to help with this. Teachers, particularly those teaching the older children, remind children of their group's targets so that they can check for themselves whether they are achieving them in their work. This helps give children a good knowledge about their own learning. Marking of pupils' work has improved since the last inspection, as it more often helps identify work that children could improve.
 28. Homework is set regularly in all classes. Teachers set appropriate tasks and these are most effective when the teacher takes time to carefully explain what is expected, as when a Year 5 teacher took time to explain mathematics homework to the class. The work expected relates well to lessons such as learning vocabulary in a French lesson. Homework tasks are sometimes used to help introduce lessons, for example in science.
 29. Although teaching overall is good there some weaknesses in a few lessons. When supporting a target group not enough challenge or pace was provided to extend children's thinking so that they gained maximum benefit from the support of the teacher. On other occasions there was not sufficient concentration on the group as other groups in the class were allowed to distract the teacher's attention. In some lessons children remain sitting on the floor for too long and

begin to lose concentration. For example, in an English lesson children were eager to start the task set but had to remain “on the mat” for further unnecessary explanations. Occasionally, teachers talk while children are still talking and not listening quietly. This happens in some lessons when children are working and the teacher wishes to impart further information. This happened, for example, in a religious education lesson when ideas, which could have been suggested before children started work, were shared while children were working. Expectations of children are not always consistently high enough, particularly in mathematics. For example, older children are not always given a clear expectation of what should be completed in a lesson and the challenge of tasks is not always high enough. In a few mathematics lessons with the older children practical tasks are not used enough to help improve children’s understanding. In some lessons the positions in which children are seated do not help them see the activity or encourage good behaviour. Seating in the middle school ICT Suite is not conducive to all children being able to see the screen, with the result that they are not able to follow what is happening.

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

30. The school does all that it is required to do in teaching all the subjects of the National Curriculum and the locally Agreed Syllabus of religious education. The school provides a broad range of well-planned and balanced learning opportunities. These meet the needs of all children, including those with special educational needs and those for whom English is a second language. The school ensures that all children have equal access to all the subjects of the National Curriculum and have equal opportunities to succeed in them.
31. The National Strategies for Literacy and Numeracy have been successfully implemented and this is helping to raise standards. The school makes good provision for children to use their literacy, numeracy and ICT skills in other subjects of the curriculum. Examples of this were seen in history in Year 7 where children wrote about the power of the medieval church, using bullet points to illustrate their views. In Year 2, children produced very good paintings in order to illustrate their storyboards. In geography in Year 6 children measured time and speed in their work on river flow. Year 4 children used computers as part of design technology work in creating wrapping paper designs, as did Year 7 children to present their work about charities in religious education.
32. Provision for children with special educational needs is good. These pupils have full access to the curriculum and receive good support, particularly those children with statements of special educational needs. Children usually work alongside their peers but have additional guidance from teaching assistants. On the limited occasions when pupils are withdrawn for specific tasks, care is taken to ensure children do not miss out on work done by the class. The special needs co-ordinator works closely with teachers to produce well-written IEPs. Separate IEPs are written for English, mathematics and behaviour if necessary. Targets are clear, as are the criteria for judging how successful children have been. These are reviewed every term, progress analysed and new, relevant targets are set.
33. Provision for the small number of children for whom English is a second language is good. These children are given extra support in order to enable them to have access to the curriculum. This enables them to make good progress. Children are identified at an early stage and close links are maintained with parents. They receive additional help from within the school and from the local education authority support service.

34. The school has well-planned schemes of work for personal and social education. These are effectively linked with other subjects of the curriculum. The school has a clear policy on the teaching of sex education and relationships. It is taught as part of personal, social and health education and as part of the science curriculum. Education about the uses and abuses of drugs and healthy life styles is soundly taught during science and personal and social education lessons and with the help of the police. The school provides many worthwhile opportunities for children to learn about citizenship. For example, the representative school council addresses issues raised by children and helps to improve the quality of life in school, such as the provision of equipment at play times, and helps children to reflect on their behaviour at lunch time. The school makes good provision for children to help with the smooth running of the school.
35. The school provides a good range of extra-curricular activities. These include, football, netball, swimming, athletics, art, cross stitch, choir, cycling proficiency, Green Club and fitness club. The school provides a wide and stimulating range of visits outside the school in order to enhance its work in the curriculum. These include visits to such places as Marwell Zoo, Pool Park Senses Walk, Scalpens Court Museum, Electricity Museum, Garden Centre, Streetwise Safety Centre and Corfe Castle. Children have the opportunity to take part in residential visits to France. The curriculum is similarly enriched by the range and variety of visitors to the school. These include the Bournemouth Symphony Orchestra, a travelling planetarium, a representative from the Islamic Centre, a local florist and a theatre group. The school also makes good use of the local community in order to develop children's work. For example, children take harvest gifts to the elderly and the choir sing at a local day centre. The school nurse visits school in order to discuss issues concerning healthy life styles and the police include in their visits considerations about issues such as drug abuse. The school also has close links with the local church and the College of Further Education and the College of Art. The curriculum is enhanced by links with local businesses such as banks and super markets.
36. The school maintains satisfactory links with partner institutions. It maintains close contact with a wide range of pre-school settings in order to ensure that the school is well informed when children first arrive. The school maintains close professional links with other primary and middle schools in the area. Its links with the many secondary schools who receive children ensure that the transfer of children to the next stage of education is smooth.
37. The overall provision for pupils' spiritual, moral, social and cultural development is good. The school makes very good provision for nurturing pupils' spiritual development. There are strong links with the local church and local clergy come into school to assist in leading part in worship. Assemblies support Christian beliefs, provide opportunities for reflection, celebrate successes and teach right from wrong. In the foyer there is a prayer and thanks box where pupils can record their thoughts and prayers and these are used in worship. Opportunities are taken, in art, history and science in particular, to consider the beauty, mystery and wonder of life. Beautiful watercolours of scenes from the Bayeux Tapestry prepared Year 7 children for the splendour of the real thing during a visit to Northern France. Year 7 pupils also had the opportunity to contemplate the loss of life in the Second World War when they visited a war cemetery at Bayeux. One child wrote that she had drawn a young person's gravestone because the epitaph on it 'got to her'.
38. Provision for moral development is good and pupils clearly know what is right and what is wrong. The school's behaviour policy with its key golden rules, monitored by the deputy headteacher whose job includes a significant responsibility for behaviour, plays a key part in this and teachers provide very good role models for pupils to follow. Displays around school such as

one on the Rights of the Child, the School's Green Club for managing environmental areas and the Rainforest display demonstrate the school's concern for moral issues. Classroom rules that interpret the school's golden rules are displayed in classrooms. Care for the wider community was shown by the Harvest gifts thank you book in the foyer.

39. Provision for social development is also good. Pupils gain confidence by performing in assemblies and are encouraged to speak about their work in front of their classmates. Throughout the school year they enjoy raising funds for charities such as the shoebox gift project for Albania. They have many opportunities to work unsupervised as monitors and older pupils are encouraged to help the younger children at lunchtime. The school council gives a forum for them to think about their own community and to take a part in its workings. The wide range of sporting links with other schools and good extra-curricular activities enable children to develop a sense of social awareness and fair play. A walking bus before school enables children to travel to and from school safely supervised. A streetwise safety programme at Year 4 effectively helps children to identify dangers in the environment. Children in the Reception Year have been corresponding with children in East Acton, London in order to find out more about each other.
40. Provision for cultural development is good. Pupils learn about their own local culture, they visit local museums and participate in local events. In religious education lessons pupils learn to understand the beliefs, culture and faiths of others in different parts of the world. They understand that their own country also has faiths other than Christianity. Input from a local multi-cultural support organisation, DEED, promotes multi-culturalism by providing training for teachers and raising awareness of festivals. Good use is made of the central library area and corridors to create displays, such as Black History Month, Diwali and Kenya.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has very good procedures to take care of pupils and ensure their welfare. This stems from the very good relationships that exist at all levels. The arrangements for child protection, led by the headteacher, are very thorough and follow local guidelines. Staff are properly trained and staff meetings are used to maintain awareness and discuss concerns of any kind, about any child. Where a child is deemed to be 'vulnerable', for any reason that may affect learning or welfare, special monitoring is introduced until such time as the reason for vulnerability is passed. There is a good curriculum for personal and social education by which children are taught about personal safety, drugs awareness, social skills and healthy living. This contributes to their confidence and independence as they grow older.
42. The health and safety policy is comprehensive and the procedures are carried out very well. Individual responsibilities within the school are properly defined and all the routines of classroom safety, fire drills, first aid, medicines and general welfare are dealt with consistently. The site manager plays an important part in ensuring that the buildings and grounds are kept safe and secure.
43. The systems for monitoring and improving behaviour are very effective. Pupils know what adults expect of them. Much work has been done during the last year, led by the deputy headteacher, to ensure consistency in the way that behaviour is managed by teachers, support staff and dinner supervisors. Teachers have been given training in the behaviour management of pupils. Teachers control their classes well and pupils enjoy the rewards that are given for good behaviour and effort. Those pupils who have behavioural difficulties are given additional

support and helped to manage themselves. Support includes, for example, individual behaviour plans, behaviour diaries, a behaviour mentor, close monitoring of individual pupils and the involvement of parents to seek ways of improvement. Outside specialist support is used wherever needed. The staff have a very clear understanding of standards of behaviour, including the occasional incidents of bullying.

44. The procedures for recording and promoting attendance are good. Registers are properly completed, absence is accurately analysed in close collaboration with the educational welfare officer. Those children whose attendance or punctuality is a problem are clearly identified. Much recent effort has gone into the first-day follow up of unexplained absence and lateness and this is shown in the improved attendance figures, which are now just above the average for primary schools.
45. The procedures for recording personal development are good, based on the records for each child kept by each class teacher and they demonstrate good knowledge of each child as an individual. Support staff have a critical role in both identifying and monitoring any concerns. Pupils with some element of special educational need have their progress and achievements formally monitored in detail and reviewed regularly.
46. The procedures for assessing pupils' attainments are good. They have improved since the last inspection. While, at that time, it was not specifically highlighted as a key issue, the headteacher and senior management team felt that this lay at the basis for improving progress, especially in Years 3 to 6. A wealth of information has been collected and analysed. The assessment co-ordinator has good expertise and using it to good effect. The National Curriculum tests have been broken down into different levels and the data manipulated to find any anomalies. Each year group has the information available to them for English, mathematics and science. There are very few systems in place for other subjects as yet, other than a check on what has been covered. The information is helping to provide information about which pupils should be targeted for extra help and to give the school guidance when setting targets. An immediate impact was in discussing with the local education authority the number of pupils who would gain average levels in national tests. The previous year the targets had been set too high because the information available was not sufficiently up to date. It now has this available. From the information available it is clear that over time pupils have made better progress through Years 1 to 4 and that this slows down in Years 5 and 6. The use of the assessment information is having a good impact on improving performance in these latter years.
47. All of these monitoring procedures ensure that pupils receive good support both academically and personally. They allow the pupils to be placed in groups within their class, or sets, so that work can therefore be more readily designed to suit the differing rates at which they learn. Academic, behavioural and social targets can be set for groups or individuals. The school tries to ensure that all children achieve their best.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The majority of those parents who responded through the questionnaires are generally satisfied with what the school does for their children and the quality of education being provided. The questionnaires show that most are happy with most aspects of school, including behaviour, progress, the expectations and values taught. Almost all strongly agree that their children enjoy school. However, there is a significant number who are dissatisfied, to some extent, with the information provided about progress, the way the school works with parents, the school's

leadership and the range of activities outside of lessons. Many of these positive and critical views were expressed at the parents' meeting, where all present, whether critical or supportive, stated that they felt this was a good school.

49. Overall, the quality of information provided for parents about the school and pupils' progress is good, except for pupils' annual reports. The quality and range of information provided about the school as a community are very good. Day-to-day matters are dealt with by individual letters and more general newsletters deal with information about forthcoming topics, important dates, new initiatives, social events and the work of the PALS (Parents Assisting Longfleet School). Parents sometimes feel these letters could be sent earlier in order to give more notice of events. Occasional seminars and workshops are held to give information about how parents can help with writing, reading and other aspects of the curriculum. Pupils' reading and homework diaries are always available to parents. Should parents wish to talk formally to any member of staff, there is an appointment system, to which the school guarantees to respond within twenty-four hours. There are three formal consultations with parents each year and there are detailed records kept of the matters discussed.
50. However, information about pupils' progress provided in the pupils' annual reports could be improved. In this parents' criticisms are justified. The reports are not sufficiently personal to the individual child, nor do they include enough information about future targets and explain how parents might help their children to achieve them. The school acknowledges the need for improvements and a review is planned with these objectives in mind, before reports are prepared next year. Parents of children with special educational needs are kept fully informed about progress and are given opportunity to discuss their child's targets. The school positively acknowledges the value of developing more opportunities for parents to come into school and be involved in school life.
51. The school's links with parents are satisfactory. As their children join the school, there are introductory meetings at which they receive a prospectus, various policy documents and the home-school agreement. Almost all parents sign and return this to the school. At the end of each academic year parents' views are sought about what has been helpful and where there might be improvements in future by means of a questionnaire. The report of the governing body is thorough. Parents are invited to attend regular class assemblies, concerts and other events. The PALS' social events throughout the school year are popular and well attended. A number of parents provide valued help in class and with outside visits. These links between the school and home ensure that parents make a satisfactory contribution to the life of the school and what it achieves. However, a number of parents expressed their disappointment that their offers of help are not always taken up, and according to the questionnaires, a number of parents still feel that the school does not work sufficiently closely with them. There is clearly a difference in perception between what the school feels it provides and what some parents feel they receive. There is some acknowledgement of this by the school leadership, who are aware of the need to continue to improve the opportunities for informal contacts between staff and parents, to find more ways of involving all parents in school life, find more ways to explain its work and successes.
52. Parents make a satisfactory contribution to their children's successes at school. They ensure their children come to school regularly and consequently attendance is slightly above the national average. Homework is generally well supported by parents. Almost all parents are keen to attend and discuss progress at consultation evenings, particularly where their children have special needs. Although parents expressed a view that more extra-curricular activities could be available to children, the range of opportunities offered to children to extend their learning outside of lessons is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Following a period of adjustment as a result of the rapid growth in numbers and staff changes, the headteacher, senior management team and other key staff have adapted to the management style needed in a larger school. The growth in numbers brought significant change to the cohorts of pupils, with the result that standards achieved in National Curriculum tests for eleven-year-olds declined in recent years. The headteacher and senior management team have a clear understanding of what is now needed for the school to improve. Good use has been made of the assistant headteacher's analysis of data to establish strategies, such as setting in Years 6 and 7 and intervention groups in Years 3 and 4, to solve the problem of raising standards. The school management team is taking steps to improve other key issues. The management of pupils' behaviour has successfully been dealt with and is a core task of the deputy headteacher. Ways of improving the quality of relationships with parents are being actively considered and implemented. Together, the headteacher and senior management team provide effective leadership to a team of teachers and support staff committed to bringing about improvements. As a result, the school's aims and values are reflected well in the day-to-day life of the school.
54. The development of subjects has been successfully delegated to co-ordinators who are well organised and provide good leadership to their subjects. They are enthusiastic about their subjects and have helped in developing planning, building resources and advising teachers. Where there has been a vacancy for a co-ordinator other staff have provided the specialist support needed at Year 7 until a new co-ordinator takes up post next year. Monitoring of English and mathematics has been thorough and issues about planning and teaching shared with staff in order to help raise standards. This, together with the analysis of data from test scores, is beginning to have a positive influence on standards. Monitoring in other subjects is limited. In most subjects co-ordinators see planning but few see books or samples of work regularly and there is no systematic observation of lessons. Although co-ordinators identify resource requirements for their subject they are not responsible for the management of the budget allocated to the subject. Not all co-ordinators have clear job descriptions to define their role.
55. The action plans that co-ordinators write for each subject give them a clear view of what needs to be improved in their subject. These plans help the management team in deciding priorities for each year but they are not all included in the school development plan. This means that although co-ordinators evaluate the effectiveness of implementing their plan each year there is no school-based evaluation or evaluation by the governing body's curriculum committee. The process for developing the school development plan through using the action plans, informal staff discussions, considering results and taking account of national initiatives is good but it is not clearly understood by all involved. As a result, the draft produced by the senior management team is presented to staff who do not all appreciate what input they have made. The process does, however, result in the school identifying relevant targets for further development and there is a commitment amongst staff to successfully achieve these. The governing body have some involvement in producing targets for the premises management in the school development plan but are not sufficiently involved in the overall formulation of priorities and make only superficial evaluation of what has been achieved.
56. The school development plan sets out targets for the forthcoming year. Priorities, such as developing teaching and learning, improving progress in writing and mathematics and developing the curriculum in ICT are clearly appropriate to the current needs of the school. The plan is satisfactory overall. It establishes clearly areas for development and identifies the people

responsible and the timescale needed. It is not as clear in identifying what costs will be involved and what criteria will be used to evaluate success. These mainly focus on completing tasks within the time set rather than giving guidance on how to judge success in raising standards. The plan contains no references to strategies beyond the current year. Although several projects for longer-term development are referred to in the minutes of some of the governing body's meetings there is no clearly set out long-term plan for further developments over a period of two to three years.

57. The governing body fulfils most of its statutory duties through an appropriate committee structure. Individual members work well to support the school but there is not always a unity of purpose within the body. This is reflected in the irregular meetings of some committees, particularly the finance committee, and the deferment of some decisions because of lack of information prior to meeting. As a result some governors do not feel well informed. Partly owing to this, the governing body have not yet approved the school budget for the year, as they are required to do. Although there are identified governors for literacy, numeracy and special educational needs they do not all have the same level of knowledge about the areas for which they are responsible. The absence of the co-ordinators' action plans from the school development plan limits governors' ability to monitor standards across the school effectively. Some members of the governing body have good understanding of the school's strengths and weaknesses but they do not use this well in helping with strategic development. There has been limited progress on addressing the issues relating to longer-term strategic planning and to evaluating outcomes of decisions identified at the last inspection. There is no clearly stated long-term development plan linked to the key target of raising standards to help with managing the budget and placing priorities in an overall context. The evaluation of curricular provision and school development initiatives has shown some improvement since the last inspection but it is still too dependent on the information provided by the school. The governing body needs a clearer understanding of roles and responsibilities to help them work as a more unified body.
58. The extent to which the principles of best value are applied is unsatisfactory. The governing body does not evaluate rigorously enough the outcomes of its financial decisions, as it does not have a clearly defined financial strategy. The school has a large reserve in its budget, in excess of ten per cent of annual income, which is not clearly accounted for in how it was accrued. The absence of a suitable long term written strategy means that how this surplus is to be used is unclear, although minutes of meetings identify some expenditure on ICT and plans for extending the library. There are no clearly written plans as to how the surplus is or could be used to address the key issue of low standards. The governing body are not involved enough in the financial planning and evaluation of budget. In the last year there was no meeting of the finance committee to discuss the budget and the meeting held in the autumn term did not focus enough on evaluating spending decisions as set out in the committee's terms of reference. Despite these criticisms the school provides satisfactory value for money.
59. Financial and school administrative procedures are good. Office routines are well organised and appropriate financial controls are in place. The efficiency with which the school office runs enables staff to concentrate on the central purpose of teaching and learning. Computers are used effectively to support administration and in supporting children's learning.
60. Accommodation is very good. The school occupies a building which was opened five years ago. It is modern, very well equipped and in excellent condition. Classrooms, which are of a reasonable size, are designed in connected pairs for each year group and all have access to shared space in adjacent areas. There is an exceptional provision of specialist teaching rooms for food technology, art, science, design and technology, music and drama. There are two ICT

suites and two library areas, one of which is planned to be further extended. The buildings are set in a very attractive site with extensive play areas and a sports field. There is a separate area for the reception classes to play in safety. The grounds are extremely pleasant, having been landscaped and developed to provide facilities for pupils to run and play, as well as to sit quietly if they prefer. There are football and netball pitches on both the grass and hard surfaces. Accommodation is very well cared for and there is now a planned, rolling programme of maintenance and refurbishment, to ensure that this high standard continues. Overall, the buildings and grounds provide an exceptionally good environment in which to work, play and learn.

61. The school has a good range of high quality resources to teach all of the subjects of the National Curriculum and religious education. Resources for English, science, ICT, art, music and design and technology, are particularly good. This matches the exceptional provision of specialist teaching areas and facilities for these subjects.
62. The school has a good number of teachers to meet the demands of the curriculum and to meet the management needs of a much larger than average school. Furthermore, much additional benefit is gained by the presence of specialist teaching staff who teach other classes or groups in addition to their own. There is a good number of well-qualified support staff who contribute to the progress of all pupils, including those with special educational needs or behavioural problems.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governing body, headteacher and staff should:
 - Raise standards in writing, mathematics and science by the end of Year 6 and by the time children leave the school by:
 - continuing the recent initiatives in the analysis of work in order to identify whole-school and group targets for improvement;
 - extending the strategies for teaching spelling consistently throughout the whole school;
 - extending the focus throughout Years 4 to 7 on closing the gap between what children of average ability are expected to achieve and what they actually achieve;
 - providing better opportunities for older pupils to use their number skills so that they develop better understanding;
 - incorporating mathematics in more ways within other subjects;
 - providing more opportunities for older pupils to organise and conduct their own scientific investigations;
 - assessing the effectiveness of the new procedures that are put in place.
See paragraphs 2, 3, 7, 9, 10, 29, 46, 82, 86, 87, 88, 95, 96, 97
 - Improve communications between parents and the school by:
 - making children's annual reports more personal to each child;
 - providing more opportunities for informal contacts between parents and teachers.
See paragraphs 48, 49, 50, 51,
 - Improve the strategic management of financial resources and the effective evaluation of expenditure by:

- including proposals for developments beyond the current year in a long-term development plan;
- providing details of proposed expenditure on developments more clearly in the school development plan and in the long-term development plan;
- setting an annual timetable for governors' committee meetings so that important dates are met and regular evaluations of the school development plan occur;
- developing ways of judging whether decisions have been successful in raising standards.
- approving the school's budget each year in order to meet statutory requirements.

See paragraphs 55, 56, 57, 58

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide all subject co-ordinators with relevant, up-to-date job descriptions.
- Further develop assessment systems to include all subjects

See paragraphs 46, 54, 111, 117, 123, 141, 146

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	21	47	24	0	0	0
Percentage	1	22	51	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	464
Number of full-time pupils known to be eligible for free school meals	n/a	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	90

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.3
National comparative data	6.1

Unauthorised absence

	%
School data	0.3
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	30	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	30	30	28
	Total	53	55	54
Percentage of pupils at NC level 2 or above	School	88 (88)	92 (88)	90 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	25
	Girls	30	28	28
	Total	54	54	53
Percentage of pupils at NC level 2 or above	School	90 (88)	90 (92)	88 (90)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	24	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	18
	Girls	28	20	26
	Total	42	36	44
Percentage of pupils at NC level 4 or above	School	70 (78)	60 (62)	73 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	18
	Girls	22	21	26
	Total	35	36	44
Percentage of pupils at NC level 4 or above	School	58 (70)	60 (68)	65 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	2
Indian	4
Pakistani	1
Bangladeshi	1
Chinese	0
White	402
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	1
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	20.5
Number of pupils per qualified teacher	23.3
Average class size	30

Education support staff: YR– Y7

Total number of education support staff	13
Total aggregate hours worked per week	309

FTE means full-time equivalent

Financial information

Financial year	2000/01
	£
Total income	894,326
Total expenditure	839,685
Expenditure per pupil	1,779
Balance brought forward from previous year	88,761
Balance carried forward to next year	143,402

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	478
Number of questionnaires returned	219

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	0
My child is making good progress in school.	36	57	5	0	2
Behaviour in the school is good.	26	68	2	0	3
My child gets the right amount of work to do at home.	20	63	15	0	2
The teaching is good.	39	54	2	0	5
I am kept well informed about how my child is getting on.	21	52	21	4	2
I would feel comfortable about approaching the school with questions or a problem.	42	42	10	6	0
The school expects my child to work hard and achieve his or her best.	47	50	1	0	0
The school works closely with parents.	19	50	20	10	1
The school is well led and managed.	25	53	11	8	3
The school is helping my child become mature and responsible.	27	63	5	0	5
The school provides an interesting range of activities outside lessons.	8	33	27	16	16

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

64. Children in the Foundation Stage are taught in the two reception classes. Over the past few years, tests administered to the children when they start school have shown consistently that their attainment when they start school is generally below expectations for their age. This is particularly the case in the assessments of number skills and pencil control. Children's personal and social development is good, however and in this area, initial assessments are consistently better than expectations for their age. Children make good progress in the six areas of learning in the Foundation Stage of education. These are:
- personal, social and emotional development
 - communication, language and literacy
 - mathematical development
 - knowledge and understanding of the world
 - physical development
 - creative development
65. As a result, most children reach the expected levels in all these areas of learning by the time they leave the reception classes and exceed them in personal, social and emotional development.
66. The quality of teaching for children in the Foundation Stage is good, overall, with many very good features. This is an improvement since the last inspection, when it was sound. The reception teachers and classroom assistants have a very good understanding of how the youngest children learn. They provide a practical and relevant curriculum based on all the areas of learning and work together well as a team. At the time of the inspection, teachers were still developing the planning for the year. When completed, this should ensure that children's skills and knowledge are developed in a systematic way enabling them all to achieve very well as they move through the Foundation Stage. Children's progress is monitored well and careful records are kept of their progress in language and mathematics. Other areas of learning are not monitored formally. Teachers and assistants know the children well and have a sound understanding of what they need to learn next, but recognise that more formal systems for monitoring progress across the curriculum will help them with planning for individual needs.
67. The accommodation for the Foundation Stage is good. The rooms are attractive, welcoming and well resourced. The outdoor play area is adequate but the range of outdoor play and climbing equipment is small and limits opportunities for imaginative physical activity. The reception classes are staffed appropriately with qualified teachers, a nursery nurse and a classroom assistant. Their expertise with the youngest children makes a significant contribution to their learning.

Personal, social and emotional development

68. There is very good provision for this area of learning and by the time they leave the reception class, children have attained the expected levels in personal, social and emotional development and many have exceeded them. Children make good progress in both classes. The quality of teaching is very good. Classroom routines are very well established and planned carefully to ensure children become independent and learn to think for themselves. The arrangements for entry put in place by the Foundation Stage co-ordinator ensure that children are well prepared

for school. They enter the classrooms confidently at the start of the day. They soon learn to identify their name labels and stick them onto a chart to show that they are present. There are good relationships between all adults, who work closely as a team to ensure that children feel secure and settled. As a result children very quickly learn to select activities, play sensibly with each other, work at a task until they have finished it and tidy things away when asked. They develop appropriate levels of independence as they help to clear up at the end of the session and deal with dressing for physical activities. When playing together, for example when selling stamps and posting parcels at the 'post office', they take turns and show consideration to children who want to join them at play.

69. All staff in the reception classes have high expectations of behaviour. Children receive clear guidance about how they should behave towards one another. They learn to sit quietly and concentrate in lessons, and play sensibly alongside each other when given the opportunity. As a result children are very well prepared for their next stage of learning. They understand what is right and wrong, and are ready for the more formal routines of the next class. Children gain experience of being in a larger group when they join older classes for assemblies in the hall. They co-operate with other children and become increasingly considerate for the views of other people, leading to happy, collaborative play in the playground and in the classrooms.

Communication, language and literacy

70. Children enter the school with language skills that are broadly typical of, or slightly below those expected for their age. Teaching in this area is consistently good. Teachers provide a wide range of learning experiences to develop the skills of speaking and listening, reading and writing. Children learn their letter sounds systematically and have many opportunities to write so that they are well on course to meet the early learning goals in this area by the end of the year. Teachers plan regular opportunities for speaking and listening. In 'Circle Time', for example, children are encouraged to take turns to tell the class about what they like and do. They know the rules for speaking and listen carefully to each other, only speaking when they are holding the special toy that is passed around the circle. They are encouraged to speak clearly in sentences and listen politely. These skills are practised during their play sessions: for example, children playing in the home corner helped each other with the washing and ironing, asking questions in role about the 'jobs' they had to finish and answering each other sensibly.
71. Teachers plan a good range of activities to foster the skills of reading. They share books with the class and talk about the characters. They teach letter sounds through a system based on memory aids and clues that the children respond to well, making the appropriate noises and actions for each letter learnt. Children benefit from the formal introduction of some aspects of the literacy hour as a class, and follow up the lesson with group activities supervised by the teacher and classroom assistants. In these sessions teachers monitor individual progress carefully. They know which sounds each child has mastered and what they need to learn next. Children enjoy books and treat them with care. In free choice activities they will often choose to read quietly to themselves in the reading corner. They can talk about what is happening in the pictures and enjoy sharing a book with a friend.
72. Teachers teach early writing skills with letter sounds, emphasising correct letter formation with actions and chants that the children remember when they practise the letters themselves. Opportunities for children to practise writing freely are built into play activities. For example, children in the post office made notes on their notepads as part of their play. They are confident to make marks on paper and the higher achievers can already write their names and attempt simple words. Children's early attempts at writing their names are well supported by name

cards and tracing activities and teachers are good at identifying the level of help that each child requires.

Mathematical development

73. Children make good progress with their mathematical development and their attainment by the time they leave reception is very close to average. The quality of teaching and learning is good. Teachers and classroom assistants make many opportunities to practise counting and develop mathematical vocabulary within a range of practical activities, songs, rhymes and games, and basic skills are very well taught. Children help the teacher to change the date at morning registration, for example. They work as a class with number squares and find numbers that are 'before' and 'after' a given number. The higher attainers can find numbers greater than 10, with one or two recognising much bigger numbers. Children work sensibly in their groups on mathematical activities for extended periods of time. They work on the 'number of the week', practising writing and counting in a variety of different ways. During the inspection, children were observed practising the number 7. They traced it in sand, counted out objects into trays, and matched and counted numbers on cards. Most children can recognise numbers to 10 and help each other to sequence them in order.
74. Teachers use the class topic well as a focus for mathematical activities. During the inspection children weighed wrapped parcels from the 'post office' role-play corner to find out about the ideas of 'lighter' and 'heavier'. They know how to use scales to compare weights and can balance lumps of playdough by adding or removing small pieces until they are equally balanced. These practical activities help children develop mathematical language effectively and teachers use them well to monitor how individual children are progressing.

Knowledge and understanding of the world

75. The quality of teaching and learning in this area is good and children are on course to attain the standards expected by the end of the year. Children develop an increasing awareness of the world in which they live through a broad range of first hand experiences, and adults support children very well in investigating their surroundings. Teachers use well-known stories as a basis for many activities and make learning fun. Activities this term have included investigating wind strength to link with the story of the Three Little Pigs, building houses for the pigs, and finding materials suitable for the bridge in the story of the Billy Goats Gruff. During the week of the inspection, both classes were investigating which type of paper would be most suitable for use as wrapping paper for a parcel. Their scientific skills of predicting, investigating and recording their findings in a simple way are at an appropriate stage of development. Children develop their understanding of the way we live through a variety of class and group activities. For example, they know how the post office is used and what the postman's job is through their role-play corner. They help the teacher sort letters in a mathematics activity and understand that the letters must be correctly addressed. Children in both classes enjoy using the computer. They play simple games and gradually extend their skills in responding to signals, matching pictures and reinforcing their learning in literacy and numeracy.

Physical development

76. Tests administered when they enter school show that children's large body movements are at least of the standards expected for their age but fine movements such as pencil control are not as good. Teaching and learning for this area are good overall and children are on course to reach the standards expected by the end of the year. Their skills and confidence increase as they participate in an appropriate range of practical activities that help them develop fine

movements such as cutting, sticking, drawing and painting. For example, children working with construction equipment can fix small pieces together to build recognisable trains and trucks. Art and craft work on display demonstrates that children are quickly developing appropriate brush and pencil control. There are regular opportunities for outdoor play using a satisfactory range of wheeled toys, prams and small apparatus such as bats and balls. During physical education and dance lessons in the hall children learn to use space creatively and respond to music. They can jump and land safely, climb, swing on the ropes and balance. There are some weaknesses in the school's provision for this area which limit what children can achieve. The school does not have any appropriately sized larger play equipment for climbing and exploring, either inside or outside. Teachers have to manage with the large equipment in the hall. Children's use of this apparatus has to be structured very carefully for safety reasons and this limits opportunities for them to use their imagination or to experiment

Creative development

77. This area of development is well provided for in both reception classes and teaching and learning are consistently good. Children are well on course to reach the levels expected of them in this area. Through a variety of activities the children explore the properties and effects of colour and texture in paint and collage and their work is attractively displayed on the walls. They can make recognisable three-dimensional models out of card, containers and plastic lids, which are finished to a good standard. Their wrapping paper prints are colourful and demonstrate a developing sense of pattern. In dance, children respond appropriately to music, trying hard to move like the angry troll in the story of the Billy Goats Gruff. Children set about their activities with interest and enthusiasm. They concentrate on their work for extended periods and take great pride in it. Children have regular opportunities to develop their musical skills through a well-planned series of lessons.

ENGLISH

78. The quality of teaching in English throughout the school is mostly good, frequently very good and occasionally excellent. This results in children, including those with special educational needs, learning well. This has influenced the improving standards, so that by the end of Year 2 attainment is better than would be expected for children aged seven and by the ages of eleven and twelve attainment is improving but still just below that expected for these ages. The initiatives the school has recently made in order to raise standards have not yet had time to make the same impact by the time children reach Years 6 and 7 as they have by Year 2.
79. As they move through the school most children listen increasingly attentively and speak with growing confidence. This is helped by the quality of relationships throughout the school. Teachers welcome and value what children have to say so that pupils are confident and eager to take part in discussions. This helps to improve their skills. For example, in Year 1 children listened with interest to a talk about old toys from a visitor and readily answered questions and suggested materials old toys might have been made from. However, the speech of lower achieving children is more hesitant and the range of their spoken vocabularies is limited. Older children show by their responses that they listen carefully and adapt their speech to the views and questions of others. For example, children in Year 6 carefully explained the role of the school council, and incorporated detail when they discussed how the council is attentive to the needs of the children in school. Higher achieving children in Year 7 used an extensive vocabulary when they clearly and confidently voiced their reactions to Dickens' descriptions of conditions in Victorian slums.

80. In reading, throughout the school, most children increase the confidence and skill with which they use strategies such as phonics, picture clues and the meaning of text when meeting new and unfamiliar words. The teachers' understanding of how to teach basic skills enhances this. For example, in a Year 2 lesson the teacher very carefully prepared a range of activities to help children distinguish between words with "ai" and "ay" letter combinations. This helped to increase their reading and spelling skills. By the end of the second year most children read with understanding. Higher achieving children read with expression and show clear understanding of plot and characters. Lower achieving children read more hesitantly but begin to develop a secure grasp of letter sounds. Most children use contents and index confidently in locating information. By the time they reach Years 6 and 7 most children read fluently, accurately and enjoy reading. Higher achieving children confidently compare the work of different authors and use inference and deduction skilfully when referring to detail in the plot. Children in year 7 read with expression and confidently discuss the merits of different books and authors. Most children understand and use the school library system efficiently and know how to skim and scan and use a glossary. Children's library skills are enhanced by the school's very good library provision, including the work of the librarian.
81. The school makes sound use of the Literacy Strategy and this is helping to improve achievement. For example, by the end of the first school stage most children develop their ideas into well-structured sentences because work builds carefully on what has gone before. They begin to use full stops and capital letters accurately and their handwriting is legibly formed and joined because teachers have high expectations. Higher achieving children use speech marks and abbreviations consistently and they use a range of interesting words that are usually spelt correctly. The spelling of children of average ability is less consistent and the spelling and handwriting of lower achieving children are weak. Most children extend their ideas in logical sequences of sentences and because teachers have good subject knowledge they ensure that children write for a range of audiences and purposes. For example, children write stories, poems, descriptions, instructions and use bullet points.
82. The proportion of children reaching the expected standards in writing by Years 6 and 7 is not as high as would be expected. The school is now aware of this and has begun to take well considered steps to improve the standards of this particular group. By the end of Year 6 and in Year 7 children of higher ability achieve well. Their handwriting is clear, joined and fluent. Their spelling of complex words is usually correct and they punctuate their work accurately. They extend the range of their writing and chose words imaginatively and aptly. For example, children in Year 6 write detailed character analyses from Shakespearean plays. They write after the style of journalists and authors such as Dahl. In contrast to this, the children of average ability do not generally reach the standards expected for their ages. They produce a similar range of writing to the higher achieving children and understand how to write for different purposes and audiences. Their handwriting is generally well formed and joined although it is often inconsistently sized. Words are less frequently chosen adventurously in order to give added interest to their writing. The spelling of this group of children is generally weak. For example, lack of knowledge of letter combinations leads children in Year 6 to spell "hart" for "heart" in reported speech writing and Year 7 children confuse "there/their" in their imaginative writing. The school has introduced such things as the use of spelling journals in order to improve spellings and children learn spellings as part of their homework. However, these have not yet had sufficient impact in order to close the gap between what is expected and what children achieve. Although the basic grammatical structures of these children are usually correct aspects are not consistently understood. For example children in Year 6 sometimes confuse the use of tenses in their diary writing. The use of punctuation marks such as capital

letters and question marks is inconsistent in much of their written work. The handwriting of lower ability children, including those with special educational needs, improves as they move through the school, although older children still produce writing which is inconsistently placed and sized. Their use of capital letters and full stops is often forgetful, although they extend their ideas logically. Their use of vocabulary is limited and spelling is weak.

83. The quality of teaching has improved since the last inspection. One feature of this is the support and guidance teachers provide when they mark children's work so that they know how to improve. For example, in Year 4 the teacher congratulated a child on the content of a story and advised: "You need to check your verb tense, as some of your sentences do not make sense." During lessons they ensure that work is well suited to children's differing ability levels so that they are appropriately challenged. For example, in Year 2 work on letter combinations, the teacher prepared different tasks for different groups and ensured that she and the classroom support assistant further supported children. This was further enhanced by the teacher's reference during the lesson to children's individual targets for improvement. These had been determined previously by an analysis of assessments. The result of all this was that children's learning was very good. Teachers generally have high expectations and ensure that children think hard about their work. For example, in Year 7 children used their inferential and deductive skills well and extended their vocabularies when they were reading Dickens because the teacher presented the lesson in a lively and interesting way and challenged them to explain and describe the scenes portrayed in the text. Teachers use questions well in order to prompt children to deepen their understanding and when this is linked with a brisk pace to the lesson, as in the excellent teaching in Year 5, children's understanding of the use of tenses was increased. Effective use is made of ICT, particularly in enhancing the presentation of children's work.
84. The subject is well co-ordinated. The co-ordinator has a very thorough knowledge of the subject and works hard to support colleagues and organise the subject. She carefully monitors teaching, learning and planning in order to gain a clear overview of the teaching and learning of English in order to raise standards. The co-ordinator has played a significant role in the improvements now being seen and has a clear understanding of what needs to be done in order to ensure that the initiatives in place are sustained in order to effect improvements in the long term. She ensures that regular assessments of children's work are used in order to identify areas for improvement for the whole school and to set targets for improvement for groups of children. The school has identified the need to close the gap between what children of average ability are expected to achieve and what they actually achieve. This has resulted in work that is supportive of this particular group. For example, in Years 6 and 7, classes are taught according to the ability levels of children. Within these classes work is planned to support all children, particularly the average group. Following an analysis of assessment data, the monitoring of teaching and the provision of useful strategies, the structure of writing has begun to improve throughout the school. The school also places an emphasis for a period of time on particular aspects of work. This has led, for example, to an improvement in the use of connectives in sentences and an increasing awareness of older children of the use of inferential and deductive skills in their reading.

MATHEMATICS

85. Standards at the end of Year 2 are at average levels whilst those at the end of Years 6 and 7 are below average. Improvement since the last inspection has been variable. The quality of teaching has improved but standards at the end of Year 6 have dropped, partly influenced by the expansion in pupil numbers that altered the nature of some cohorts of children. National Curriculum test results for children aged seven have improved over the last four years in line

with the national trend. The National Curriculum test results at the end of Year 6 have varied over the past four years but the general trend has been one of falling standards. Results in the past two years have been well below the national average. Targets set for 2001 were unrealistically high and only three quarters of pupils expected to achieve the expected level did so. Results were influenced by a number of special educational needs pupils who did not reach Level 3 and by the significant number of lower attaining pupils who entered the school during Years 4, 5 and 6. The school has analysed the data from tests and has made a number of changes that are now influencing the progress pupils make. There is still insufficient emphasis on extending the knowledge that pupils have into better understanding. Pupils in the present Year 6 show improvement, especially in the work since September.

86. Much work has been done to resolve the problem of low results and its impact can be seen in pupils' work and in testing undertaken during this term. Analysis of the questions that were incorrectly answered has shown that a significant number of pupils did not use the knowledge they had well enough when asked questions in a different way from that they expected. Children are set in groups by ability for mathematics in Years 6 and 7 and this is enabling much more focused teaching. Pupils are challenged well by the work they are set. Teachers have sufficient subject knowledge. Basic numeracy skills are taught well in Years 1 and 2 and in Year 7. It is more variable in Years 3 to 6 ranging from sound to good. In the best cases, as in a Year 1 class, the teacher is able to use different ways to interest and motivate the pupils. Here, the lesson centred on learning hourly times. Pupils used a bingo game to improve their ability to recognise the times quickly while having the challenge of a game. Where it was satisfactory, as in a Year 6 class, the teacher did not probe deeply enough when pupils were asked a question. Consequently, learning was not so high during this mental session.
87. Teachers plan thoroughly. Most work is linked to the National Numeracy Strategy. As this is being followed well it is ensuring that pupils receive a broad and balanced curriculum. The planning is evaluated for its success. Planning in Year 7 is in line with the recent curriculum requirements regarding the numeracy strategy and is being targeted towards pupils who did not reach Level 4 in national tests. These pupils receive extra help on a regular basis.
88. While the quality of planning in all year groups is good the methods of using this within lessons are better in Years 1 and 2. Here, teachers concentrate on ensuring that skills are learned and that pupils have a good basis upon which to develop their understanding. There is much reinforcement through questioning and by written example. In Years 3 to 6, work follows this pattern too much. As a consequence, the elements of mathematics that challenge pupils understanding are not sufficiently exploited. An example of this was seen in Year 4 where pupils were investigating how numbers are doubled. Although most pupils could find the doubles of simple numbers they did not understand the idea when it was asked in another way. Although the teacher asked more challenging questions it was clear from children's responses that they did not understand why this knowledge was important. Pupils had not had enough opportunity to investigate and generally experiment with mathematics in order to work out a general rule.
89. Pupils are managed well by teachers throughout the school. There are good responses to questions and the class works very well together. Where one pupil cannot answer a question another pupil will help. Discussions are often lively and thoughtful. This produces high levels of enjoyment and involvement. Lessons start on time and run at a good pace. The best lessons are characterised by an introduction that sets out what children will learn, introduces new information followed by written tasks and a closing discussion to ensure that pupils know whether they have completed what was set. Where lessons are very good the teacher ensures

that the pace quickens during the individual writing sessions. This was particularly the case in a Year 7 class. The teacher had very high expectations and relationships were built upon mutual respect. When the class were set a piece of work there was almost total silence because the pupils were concentrating so hard. Good use is made of support staff to focus the work with small groups.

90. Homework has a higher than normal profile. Pupils know what is expected of them, as do the parents. They are clear why a particular exercise is being undertaken and generally ensure that they complete it. The teachers value the contribution this makes and ensure that it is collected in and marked. Pupils have a number of targets for their personal improvement although this has not yet had time to make a significant impact.
91. There are suitable links to other subjects such as ICT and geography. These need to be exploited more so that they will provide even better opportunities to improve progress in the area of investigation.
92. The experienced co-ordinator provides a very good role model for improvement in standards. She has led the training of a number of teachers and has spent a great deal of effort in trying to analyse the weaknesses of the subject. The senior management team and local advisors have helped monitor the quality of teaching. A wealth of information has been collated and this, along with the whole-school assessment, is helping to improve the progress of specific groups of pupils.

SCIENCE

93. By the end of Year 2, standards attained by children are in line with national expectations. Few children achieve at the level higher. By the end of Year 6 standards are below those expected nationally. This is, however, an improvement on the National Curriculum test results in 2001 when pupils' performance was well below the national average. Pupils' attainment in Year 7 is also below national expectations. Since the last report standards of attainment have been maintained with the younger children but with the older they have declined, partly owing to the change in the nature of cohorts as the result of the school's expansion in numbers.
94. Teaching is good overall in Years 1 and 2 and this results in pupils' good progress. In a Year 2 lesson, for example, good levels of learning were seen in a lesson about eye parts and the effect of lenses on vision. The lesson reflected qualities of good teaching, as objectives of what children were to learn were clear; good relationships and work habits underpinned effective classroom management; effective revision of previous work helped children use their previous knowledge to understand new ideas and a good selection of resources such as natural objects and hand lenses was available. In a similar lesson in another Year 2 class, the quality of teaching was very good. The teacher led a genuine scientific investigation into the effect of lenses on vision, using a set of optician's lenses. This prepared the children well for finding out for themselves. They did this well and described the best conditions for seeing objects clearly. As a result of the work children developed their knowledge and understanding of eyes and produced a good standard of work. Through lessons such as these children develop their knowledge of living things and the younger children learn about different forces. Teachers make effective use of ICT, for example, when children design suitable title pages for their topic books.

95. The quality of teaching in Years 3 to 7 is satisfactory, overall. It is at its best when the teacher's knowledge is good, seen, for example, when talking about different types of mammal with a Year 7 class. Such lessons are conducted at a brisk pace, so that children complete the tasks set. In other lessons teachers' endeavours to provide good lessons are limited by their insecure knowledge of the subject, particularly in developing investigative work. While they have knowledge appropriate for the lesson they do not always have enough background knowledge to answer questions such as that asked about whether a butterfly fertilises externally or not. In many lessons all children are given the same tasks, with little variation to challenge the more able children or activities to support those who need extra help.
96. From Year 3 and 4 onwards opportunities for real scientific investigation are not taken and as a result the pupils do not develop a satisfactory understanding of scientific ideas. Eleven year olds have a good understanding of a fair test but there is a significant weakness in their ability to carry out investigative science. Pupils' work in Year 6 shows little evidence of pupil-led investigations that would enhance their development of knowledge and understanding in science. The work seen showed very similar activities for all pupils in each year group, with teachers prescribing experimentation and recording of results. An example of this was seen in a Year 6 lesson on dissolving and separating substances, using crushed sweets. The teacher required all the children to carry out the same filtering experiment taken from a textbook, use the same equipment and record the same conclusions in a set format. Opportunities to extend the more able children's understanding or support those who find scientific ideas more difficult are not taken in Years 6 and 7 when classes are split for science lessons. Children receive a very similar lesson, with the result that some children are not given work with enough challenge to extend their thinking. In some lessons, teachers spend too long on explanations so that children become restless, as they are anxious to start work.
97. Teachers use some assessment activities to see how well children have acquired knowledge and to help with future planning. For example, following a lesson on dissolving, children discussed an assessment sheet with the teacher to show what they had learned. Although the school gathers data on pupils' performance it has not yet been used effectively to support teaching.
98. Pupils enjoy science and their attitudes and behaviour are good in lessons throughout the school. Additional adults in many classrooms ensure that those who present a challenge to the teacher are included in all activities. Groups of children work well together, irrespective of gender. In some lessons children give each other good support. The majority of children listen and watch attentively and are genuinely interested - like, for example, the Year 7 pupil who explained in some detail how he had seen the external fertilisation of coral during a television programme as part of his homework.
99. Teachers are willing and enthusiastic but lack leadership and guidance, as there is currently no co-ordinator. A new co-ordinator has been appointed to start work in January 2002. Leadership of the subject has been less effective during this transitional period. Monitoring is limited as there is no monitoring of pupils' work on a systematic basis or observation of teaching. There is currently no long-term development plan, including financial implications, for science to provide a clear strategy for raising standards.

ART AND DESIGN

100. Only two lessons were observed during the inspection, and it was therefore not possible to make clear judgements on the quality of teaching and learning in this subject. Nevertheless, the good

quality of artwork on display in classrooms and around the school indicates that art is taught systematically, and that both teachers and pupils take great pride in the finished products. By Year 2 pupils produce work that is often of a high standard. This was particularly evident in the mini-beast collages produced by last year's pupils. They had used a good range of fabrics and materials such as feathers, beads and ribbons in their attractive, carefully worked pictures. Self-portraits by present Year 2 pupils are of an equally good standard, and a comparison with similar self-portraits in Year 1 demonstrates how their brushwork skills and sense of proportion have improved over the year. Progress in the infant classes is good and all pupils, including those with special needs, achieve well. The higher standards in Year 2 represent an improvement since the last inspection, when standards were judged to be average.

101. Standards by Year 6 and in Year 7 remain similar to those at the last inspection and are broadly in line with what is expected nationally. Pupils in Year 6 studying 'People in Action' have used sketchbooks to explore the way the body moves and experiment with techniques for giving the illusion of movement in a picture. Their books demonstrate a wide range of standards. Some work is very immature and often incomplete, while higher attaining pupils can draw detailed studies that accurately depict well-proportioned figures and a range of movements. These pupils use their sketch books well to modify and improve their work. It is school policy to use sketch books throughout the school but in some classes there is little evidence of pupils using them routinely to plan their work, record stages of its development or keep a record of any evaluations they may have made.
102. Work on display from last year in Year 6 and Year 7 is of the standard expected. Brushwork and colour mixing skills are developing appropriately. The subject matter reflects scenes and pictures from other artists, such as the work on the Bayeux Tapestry in Year 7, but there was little imaginative work on display at the top of the school. Pupils' achievement in the juniors is satisfactory, but is better in some classes than others.
103. Teachers have recently adopted a new curriculum for art that ensures that all aspects of the subject are covered systematically. Skills and techniques are carefully taught, using a range of media, so that pupils achieve success when they apply them to their own work. This was evident in a good lesson observed in Year 6. Pupils studying human movement worked with layers of tissue paper to build up a picture based around a template that gave the illusion of movement. Pupils soon discovered the properties of the tissue and learned how it could be used to best effect in their own pictures. In Year 1, pupils had very successfully combined the skills of sewing and model making with fabrics to create puppet heads. The end results were very pleasing. Each face had real character and the teacher had displayed the work attractively, ensuring that pupils could feel proud of their efforts, regardless of their ability. Pupils clearly enjoy their work in art. In the lessons seen, pupils worked thoughtfully for extended periods. They used resources such as paint, paper and glue carefully and worked together co-operatively when appropriate. One older girl when questioned described the subject as 'very therapeutic' and younger pupils talked about their work with enthusiasm.
104. The design elements of the subject are taught appropriately and this is demonstrated throughout the school, particularly in the attractive clay work on display. Year 4 pupils had used the computer to create wrapping paper designs, using the cut and paste tools to repeat the patterns. In general, teachers are good at linking work in art with work in other subjects. Examples of this were seen across the school, linking work with history, personal and social education, science and design and technology and thus broadening pupils' understanding and experience of art.

105. The subject makes a strong contribution towards pupils' personal development when pupils use the subject to help them study the natural world and the work of other artists. Art displays are used very effectively to enhance the school environment and value pupils' efforts. The school has good links with the local art college and Year 5 and 6 pupils have benefited from a weekly visit to the college that will culminate in a joint exhibition of work this term. The school is well placed to raise standards further. The art co-ordinator is enthusiastic and keen to develop the subject and is well supported by the headteacher, who has a special interest in art.

DESIGN AND TECHNOLOGY

106. Although it was not possible during the inspection to see lessons and work in all year groups, what was seen shows that standards are good overall. By the end of Year 2 and Year 6 pupils mostly achieve levels better than those expected for their ages. This is similar to standards reported at the previous inspection. In Year 7, work seen was at least in line with what might be expected.
107. Overall, the quality of teaching is good. Teachers are skilful, confident and have high expectations of the pupils, as well as making good use of equipment and resources. In the best lessons children achieve high standards as the result of this good teaching. Lesson plans have clear objectives. As a result, pupils know what they are expected to learn and respond well in lessons, showing a high work rate and much enthusiasm. However, the older children usually work at similar tasks, with higher expectations of success placed on the more able children. As a result, there was limited development in the processes of idea generation, planning and evaluating. Pupils do, however, work well together, with the more competent willingly helping those whose making skills were not very well developed. There is consistency in the work of both classes in each year group.
108. The purpose built design and technology room is a perfect venue and makes an important contribution to the generally high quality of lessons. For example, the facilities enabled some good work to take place on clay resonator manufacture at Year 6 and ensured resources were easily accessible for lessons on designing a moving toy with levers. The latter required the use of accurate measuring skills.
109. Teachers make good use of demonstration. For example, in a Year 1 lesson about moving toys the teacher dismantled the pages of a book with pictures with moving parts to show how it worked before asking the children in a higher ability group to make their own models. The task was developed with effective use of a voluntary helper to support children as they made simple plans before making their own model. Good use was made of the short time at the end of the lesson to allow children to explain what they had made and how they had made it. Teachers set a good example by wearing overalls when teaching in the technology rooms. Pupils are taught and reminded how to use the equipment safely.
110. Good use is made of notebooks at Years 5 and 6 to help with evolving designs and attempts to resolve any difficulty. Good links are made with other subjects in topics. For example, following a study of a variety of drums children designed a cylindrical resonator (drum) showing details of construction and methods of fixing. They used their knowledge from science of vibration and of art and design to help. This also enhanced knowledge of other cultures. Homework is set following some lessons with the oldest children in the form of design task evaluations.

111. Since the last inspection, the co-ordinator who was the school's specialist teacher has retired and has not yet been replaced. Two part-time teachers currently share responsibility for the subject. They are enthusiastic and willing but are constrained in their work because they have no clear job description to define their role. They have written a suitable action plan for the development and maintenance of the subject for the current year but, as it is not a school priority, it is not part of the overall school development plan. Although funds are available if needed there is no planned strategy for spending to support the development of design and technology. There is little monitoring of pupils' work or lessons to help provide a unified approach to teaching design and technology throughout the school.

GEOGRAPHY

112. Very few lessons were seen during the inspection. However, using the evidence from discussions with pupils and a scrutiny of planning and pupils' work, standards are judged to be in line with the national expectation for pupils in Years 2, 6 and 7. Progress since the last report has been satisfactory. Particular progress has been made in developing the use of specific geographical language.
113. Pupils in both Year 1 and Year 2 have an understanding of the world around them. They can talk about their own area and can give differences between the seaside town of Poole and a country area further inland. Lessons in these years are suitably aimed at improving pupils' understanding of their immediate environment. In Year 1 the work this term has concentrated on the local area and pupils have been able to study the area around their school. In Year 2 there is a display about 'Barnaby Bear'. He travels around the world and pupils show excitement about where he has been. From this, two pupils could talk, quite knowledgeably, about some simple differences in climate between England and the Far East. This is at a level that might be expected.
114. Pupils in the junior years have been studying work about Kenya and developing their mapping skills. There is clear progression seen in the work. Maps produced by pupils in younger years contrast well with more complicated versions in Year 4 that include keys and symbols. Much of the work relates to other subjects such as English and ICT. In the one Year 6 lesson, pupils were recording their findings from research into riverbanks near Dorchester. This stemmed from a field study visit and whilst pupils were able to investigate the maps they were also using new skills to pinpoint where the research had been done. This helped improve both geographical enquiry as well as computer skills.
115. Pupils in Year 7 are also undertaking mapping work. There is a good depth of study related to physical land features. Pupils have used very specific words to describe them as would be expected in this year. Their progress in learning is sound.
116. During the inspection it was only possible to see one lesson so no overall judgement on the quality of teaching was made. Teachers plan lessons carefully using both internal schemes and the new national guidelines. These are at an interim stage as the school wishes to make sure that all elements of the geography programme are covered by all pupils. There is a very good balance between fieldwork and research. Most classes have regular opportunities for first hand experience. The written work in years 3 to 6 is less well developed and recording is sometimes limited. From the examples of work seen, teachers have suitable expectations about what pupils can achieve. There are few assessment procedures in place, although this has been set as a priority for improvement. At present, most assessment is through what has been covered rather than aimed at identifying what individual pupils have learned. Teachers are conscientious in their marking. They ensure that pupils are given praise, but at the same time ask questions that will help extend understanding.
117. The newly appointed co-ordinator has not yet had enough time to have a significant impact. However, there is an action plan that correctly identifies the areas for improvement. Resources for the subject are adequate and are enhanced by a good range of visits and visitors.

HISTORY

118. As a result of the school's planning cycle it was possible to see only four lessons, all between Years 3 and 7. It is not possible to make an overall judgement about the quality of teaching. Evidence from these lessons, scrutinies of pupils' work and teachers' planning shows pupils' attainment to be about that expected for their age by the end of Years 6 and 7. This is not as good as at the last inspection but a number of factors have influenced this, including national decisions about the content of the curriculum. There was no evidence of children's work in Years 1 and 2 but from the teachers' planning and the level of attainment shown by the children in Year 3 there is evidence to show that by Year 2 standards in history appear to be in line with national expectations.
119. Children develop a sound understanding of life in the past. The younger children develop their knowledge of the past by looking at famous people and the events they were associated with. For, example, children in Year 2 know the story of Guy Fawkes and how Louise Braille created a system to help blind people read. Children in Years 3 to 6 study the appropriate units of the National Curriculum. Looking at the more recent past, children in Year 3 develop a good understanding of life during World War Two, particularly the popular music of the day and the experiences of evacuees. Through dressing up and their participation in the musical activities children improved their understanding of life during the War. Older children know how national events influenced life in their own town when they studied changes to the transport systems in Victorian Britain with reference to the coming of the railways to Poole. Pupils in Year 7 begin to explore the reasons behind events and develop an understanding of their significance in the development of Britain in the past through their study of the power and influence of the Church in Mediaeval England.
120. In the lessons seen teaching was usually good. Clear objectives were shared with pupils so that children knew what they were expected to learn. Introductions made very good use of children's previous knowledge. A good example of this was seen in Year 5 when pupils were helped to explore their knowledge of Poole Quay and in particular what had been built since the coming of the railways. Explanations were given from a good knowledge of the subject such as in the Year 7 lesson on Mediaeval England. In this lesson explanations were enhanced by children's good use of literacy skills to identify key points in a passage about the power and influence of the Roman Catholic Church before the pupils summarised them in a bullet point list. Appropriate activities are planned, with effective use being made of suitable resources and high expectations are made of pupils. In a Year 3 lesson, for instance, children studied black and white photographs to look for clues as to what it was like to be an evacuee. This not only developed their knowledge but also helped them understand how we use evidence to find out about the past. Lessons proceed at a good pace; discussions were well led to involve all children and keep the lesson flowing. As a result children willingly made pertinent comments and used their previous knowledge well to illustrate their answers.
121. Most children show very good interest in the history topics. The behaviour of pupils in lessons seen was very good because of the children's interest in historical stories. When required to, pupils worked well together in pairs, such as when looking at how occupations had been affected by the coming of the railways to Poole.
122. In order to inform the planning process assessment tasks have been introduced once a term but no assessments are made annually in order to monitor progress. A useful self-assessment chart is pasted in the front of history books at Year 7. There is some good constructive marking of pupils' work. Some homework is set when relevant. The subject contributes significantly to

pupils' spiritual and cultural development. A good example of this was the fantastic dance workshop with Year 3, led by members of the Bournemouth Symphony Orchestra, which generated much excitement. After listening with rapt attention to the teaching about instruments, the Year 3 children were taught to march and to jive to songs such as *Colonel Bogey* and *Run Rabbit Run*.

123. An enthusiastic and experienced co-ordinator provides sound leadership to the subject. The monitoring role is limited to reviewing teachers' plans for each topic. There is little opportunity to look at children's work or to observe teaching. The co-ordinator has no up-to-date job description and the current history policy, produced in 1995, was not reviewed as intended in 1997. Although there is an annual subject action plan there is no longer-term plan, supported by strategic funding, to guide developments. Resources are very good. The provision of wall-mounted televisions in each classroom provides uninterrupted viewing and in the foyer is a beautifully displayed collection of artefacts, books and documents from the old Victorian School in modern museum style, providing good research material.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. By the end of Year 2, Year 6 and Year 7, standards are in line with those expected nationally. Positive comments were made at the time of the last inspection and the provision has continued to improve. Two new computer suites have been installed, a number of extra computers purchased and the range of hardware and software extended. The subject has continued to have a high priority and development has revolved around improving the progress and standards of all pupils.
125. By the end of Year 2, pupils have confidence in operating computers and a range of other types of machines such as tape-recorders. They open, save and print using the correct commands and are beginning to understand how ICT can be used in their work in other subjects. In Years 1 and 2 there are examples of computer generated artwork linked to a science topic on habitats and pupils have made title pages for books about themselves. This work is at a level that might be expected.
126. By the end of Year 6, pupils' use of computers has been considerably extended. They are confident about using various programs and use complicated commands to enhance the work they are doing. Year 4 pupils have produced well-presented repeating patterns on wrapping paper. The pictures show blends and fills of colour and there is some fine line work. Other pupils in Year 6 write simple programs to make lights turn on and off and produce a sequence on traffic lights. Again, this is at a level that might be expected. Attainment is not higher, since these pupils have not developed experiences further; for instance, they are not confident in programming a repeating sequence. Pupils in Year 7 produce presentations of work linked to their study of charities as part of their religious education. They investigate using sounds and graphics, text and title pages. Pupils in all years do not yet have sufficient use of computers other than in the computer suite. As a consequence, pupils are not able to make choices about when it is best to use the media.
127. It was not possible to see many lessons in Years 1 and 2. From the lessons seen in other years, from the scrutiny of work and discussions with pupils it is clear that pupils make sound progress in their learning over time. Teaching, overall, is good. The better use of tightly planned lessons during the inspection week produced good teaching and learning. Specialist teachers with good subject knowledge work alongside less confident class teachers. This helps the latter to benefit

from a higher level of expertise. Planning is focused around integrating both a specific subject and learning new ICT skills. A good example of this happened in a Year 4 lesson where the teacher identified that pupils were to learn how to adapt words and phrases into different fonts and colours. This additionally helped children learn how to choose different effects for a particular audience. Both were successfully achieved.

128. Pupils are keen, eager and interested learners because the teachers are enthusiastic and have good relationships with their class. There is a fast pace to lessons and teachers expect pupils to work hard. Pupils acquire knowledge very quickly. The skills that they develop are then extended through more complicated pieces of work. Concentration levels are high and work completed in the time available. Teachers undertake little evaluation of the effectiveness of what pupils have achieved apart from opportunities to discuss each day's work at the end of a lesson.
129. The co-ordinator of the subject has a high level of technical expertise. Priorities have been correctly identified and the co-ordinator has worked hard to share his expertise with others. A number of other teachers have good levels of expertise. Less confident teachers have undertaken training sessions that have improved their basic skills. Further professional and curricular development is planned through the New Opportunity Funding during next term. New national guidelines have been assimilated into schemes of work and linked well to work in other subjects. An Internet safety policy has been agreed and stringent methods are used to ensure that access is secure.

MODERN FOREIGN LANGUAGES

130. Pupils in Year 7 study French for two lessons each week. They make good progress in acquiring a basic vocabulary and an understanding of the language. They attain standards that are about those expected for children of their age. They know how to say simple greetings or ask questions such as asking each other's name. They are beginning to build a vocabulary of common words or words about a particular topic. For example, when talking and writing about pets they know the names of animals and suitable vocabulary to describe them. They use this to construct simple sentences such as "*Voici mon chien. Il est brun.*" The more able pupils work confidently, produce neat work and develop a wide vocabulary for each topic. The lower attaining pupils respond well to the extra support they receive, such as clearly presented work sheets that help them record their work.
131. Although only a very few lessons were seen during the inspection, the quality of teaching in those seen was good. Teachers' good knowledge of the subject helps them to provide appropriate activities that hold pupils attention. As a result, pupils concentrate well on their tasks and work with interest and enthusiasm. In each lesson pupils have opportunities to listen to French, read texts and to write about their work. Through this approach pupils build up a good connection between the spoken and written word. Good examples of pronunciation by teachers encourages pupils to listen carefully so that they identify vocabulary used on a tape and begin to pronounce words correctly. Pupils, particularly the more able, record how words are pronounced so that they can use the correct intonation. Most pupils use this effectively when reading work to the class. Regular repetition by the teacher reminds pupils of the correct way to say words and how to phrase statements. Teachers use good ways of helping pupils show that they understand the vocabulary they are using in their writing. For example, pupils were asked to illustrate their statements about their pet to match clearly to the written description. Good use is made of resources to illustrate teaching points when, for example, the colours of t-

shirts helped in the explanation that adjectives usually follow the noun. As a result pupils quickly understand where to use adjectives in their short descriptive sentences. Homework effectively supports work in class, as pupils are regularly required to learn new vocabulary at home.

132. A well-planned curriculum ensures that pupils systematically learn new vocabulary and an understanding of the grammatical structures. The enthusiastic teachers work closely together to ensure that pupils in both classes receive consistent content in the topics covered and in the quality of teaching received. Pupils' learning in lessons is supported by the opportunity to practise their newly acquired vocabulary on a short residential visit to France. This venture is supported by the local Twinning Association, which encourages the link with a school in Cherbourg.

MUSIC

133. The school has recently appointed a specialist teacher to teach music throughout the school. Standards in music are currently in line with what is expected nationally at the end of Year 6 and in Year 7 and are rising rapidly as a result of the very good teaching and learning that is taking place. It was not possible to make a judgement about standards in Year 2 but children observed in Year 1 are working to a good standard. In the one lesson seen, pupils were making sounds to accompany a story. They made a variety of appropriate sounds, paying attention to the teacher's conducting signals and starting and finishing on cue. They thought carefully about what instruments they could use to improve the sounds and knew the names of a variety of simple instruments. They listened to each other sensibly and joined in enthusiastically with the songs and sounds. They are well on course to reach the standards expected by the end of Year 2. By Year 6, pupils have become more polished performers. They work in small groups to compose, rehearse and perform their own pieces around a simple melody based on a chord. They listen critically to each other's performances and give sensible suggestions for refinement and improvement. By Year 7 pupils can work from a graphic score, paying close attention to symbols and to their conductor. They refine and improve their own work by taking account of the dynamics of the sound and demonstrate high levels of concentration, interest and collaboration.
134. The quality of teaching is consistently very good. The teacher is skilled at pitching the content of the lesson to the interest and abilities of the age-group, ensuring that pupils achieve well and build systematically on what they have already learnt. She has excellent control and high expectations of they can achieve. Specialist knowledge is demonstrated well in the repertoire of interesting activities provided. These cover all the strands of the National Curriculum for music. This ensures that pupils have appropriate opportunities for listening and appraising, composing and performing. It represents an improvement since the last inspection, when opportunities for composing were judged to be limited. The provision for pupils with special educational needs is good and they make good progress in lessons, often responding positively to the practical activity and group work. All pupils achieve well in lessons because each one is carefully planned to build on what pupils have already learned and move step by step through the next stage of learning. There is further scope for extending the older, higher attaining pupils who have additional instrumental tuition, by making better use of their expertise in some of the activities.
135. The school now offers a good range of musical activities and music clubs to support the class work. Visiting music teachers provide instrumental tuition to older pupils and there are recorder clubs for younger ones. The school choir is being rehearsed to a good standard and represents the school in local musical events. The school's links with the Bournemouth Symphony

Orchestra make a valuable contribution to pupils' understanding and enjoyment of music, as do other members of staff who have some expertise in the subject. During the week of the inspection, Year 3 pupils enjoyed a music workshop with two members of the Bournemouth Symphony Orchestra who taught them songs and dances linked to their topic on the evacuees of World War Two. The event was fun and generated high levels of enthusiasm amongst the pupils and the staff involved. Parents who were invited to an after-school presentation thoroughly enjoyed the performance and there was a noticeable 'feel good' factor at the end of the afternoon. Pupils at Longfleet enjoy their music. They are confident to have a go in lessons, and sing enthusiastically and tunefully in school assemblies. Staff, pupils and parents all value the contribution that the subject makes to the positive ethos of the school and to pupils' personal development.

PHYSICAL EDUCATION

136. In the two dance lessons seen in Year 2 attainment was in line with what would be expected for children aged seven. By the end of Year 6 attainment overall is in line with national expectations. In the gymnastics lesson seen in Year 7 attainment was above national expectations.
137. The quality of teaching in Year 2 is satisfactory. In Years 3 to 7 the quality of teaching overall is good, with some examples of very good teaching. In the one lesson seen in Year 7 the quality of teaching was very good.
138. Teachers and children dress appropriately for physical education. This encourages children to exercise efficiently and helps to lift the levels of expectation. Teachers have a good understanding of techniques for warming up and cooling down at the beginning and end of lessons so that children are well prepared for physical activity and ready to resume their other lessons. Teachers control children well so that most children behave well and work safely. Lessons are generally conducted at a brisk pace so that children exercise rigorously.
139. In the dance lessons seen in Year 2 most children responded expressively to music and began to reflect the actions of animals in their movements. This was helped by the teachers' clear explanations and use of demonstrations. However, teachers rely too closely on recorded music and instructions. They made too few interventions in response to the needs and progress of individuals and groups so that opportunities for improving children's performance were missed. For example, children were not provided with enough opportunities to reflect on the possible reactions of the different animals they were attempting to portray. This inhibited their progress.
140. In the games lessons in Years 3 to 7 children showed good standards of co-ordination and control in throwing and receiving because the teachers closely observed and analysed their movements and used this to explain and demonstrate how they might improve. For example, in Year 5 the teacher advised children how they might position their hands in different ways when catching small balls and then asked children to show their own good examples. This helped to improve the performance of the whole class. Teachers have high expectations, which help children to achieve good standards. This was seen in Year 4 when children performed a high standard of reverse passing and receiving with a rugby ball because the teacher challenged them to improve and set time limits for the completion of a series of passes. Teachers insist that children compete fairly and develop good teamwork skills. For example, in Year 6 children learn to organise their own small team games and recognise that a forward pass gives an unfair advantage. Children are encouraged to reflect on their skills in order to improve performance.

This was enhanced in Year 6 large apparatus work, for example, when the teacher engaged children in a continuous dialogue about how they might improve the balance and variety of the sequences of their movements, individually and in pairs. This was also improved by the very good quality of relationships, because the children knew that their efforts would be valued. This also enhanced their collaborative work. In the one lesson seen in Year 7 the teacher's planning was very clear. She shared the lesson objectives with children and thoroughly revised work from the previous lesson. This enabled children to make very good progress with their compositional ideas and co-ordination because they were building onto existing skills and knowledge.

141. The co-ordinator works hard to organise the subject. Together with other staff he arranges a wide range of extra-curricular sporting activities, including, football, netball, swimming, athletics, 'fit kids' and tennis. He keeps parents and children well informed of activities in physical education and sporting competitions. However, he does not have opportunities to monitor teaching and learning throughout the school. The school successfully participates in competitive sport and many children go on to reach high standards, some at district and regional level. Children in Years 3 and 5 have swimming lessons and most children learn to swim.

RELIGIOUS EDUCATION

142. Standards in religious education have been sustained since the last inspection. By the end of Year 2 and Year 6, eleven and, by the time they leave the school at the end of Year 7, pupils have an understanding and knowledge of religious beliefs and traditions that are appropriate for their age and in line with the expectations of the local education authority's Agreed Syllabus.
143. The youngest children know stories from the Bible such as Daniel in the Lions' Den and the story of Zaccheus. Year 2 children identify different types of celebration and know how and why Jews celebrate Hanukkah. In Year 3 children consider places and events that are special to them while older children look at why Diwali is an important celebration to Hindus. Children in Year 4 know stories from the Hindu traditions and the importance of Hindu Gods. In Year 6 children develop these ideas, for example, by considering how the story of Rama and Sita shows the triumph of good over evil. Children know about important ceremonies in the Christian faith through, for example in Year 5, looking at baptism and confirmation. The oldest children consider key beliefs and questions of meaning. Their work shows an interesting depth of thought when, for example, they raise "the ultimate questions" such as "Why do some people believe that how we live in this life is very important?" This helps them to develop their understanding of beliefs held by different people so that they draw sensible conclusions. For example, one pupil wrote, "Christianity grows in poor places because it gives people hope."
144. The overall quality of teaching is good throughout the school. This is partly helped by the number of lessons taught by the co-ordinator and part-time teacher. This specialist teaching ensures greater consistency in what is taught. Good, clear planning provides each lesson with a good structure to follow so that lessons proceed at a good pace and children's interest is maintained. Teachers use a variety of approaches to help capture children's imagination. For example, children in a Year 3 class confidently answered questions and gave an interesting range of ideas of what they would like to change about themselves because the teacher held their attention well through calm, quiet explanations, pertinent questions and opportunities for children to discuss ideas with each other. In a Year 5 class a more dynamic approach was also successful in inspiring children's imagination when leading into the story of Blind Bartimaeus. By using well thought out resources children were able to consider the difficulties a blind person

may experience. The range and thoughtfulness of some of the children's answers showed how enthused they had been by the practical introduction of trying to identify objects by their feel. Lessons have a good balance between instruction and discussions led by the teacher and opportunities for children to think about the ideas. Children are clear about what they are expected to do, so they settle quickly to the task set. With the younger children good use is made of practical activities, such as when Year 1 children marched into the playground to re-enact the story of Joshua and the fall of the walls of Jericho. Well thought out activities such as these capture children's interest so that they work with good levels of concentration. In a very few lessons, particularly those late in the afternoon, teachers needed to remind children of the behaviour expected when they found it difficult to sustain their usually high level of concentration.

145. With the older children good opportunities are provided to help them explore ideas from their understanding of religious traditions. Resources to help this are used very effectively. For example, pupils in Year 7 used computers effectively to produce a "power point" presentation on a charity of their choice. This activity not only helped further their understanding of caring for others but also gave a good practical activity to improve their skills in information and communication technology. Good use is also made of the Bible and stories from other religions to provide information and help children understand the importance of holy books to different religions. Although lesson plans do not identify different activities for children of different abilities children with special educational needs are given good support to help them develop their knowledge and understanding. Classroom assistants work well with these children to help them complete the task.
146. The curriculum is well planned and ensures that there is a close link between the requirements of the Agreed Syllabus and the topics planned. Plans for each term are well thought out, although in a few classes these are not always followed as closely as they should be. Some lessons focus too much on personal and social development rather than on developing an understanding of religion. Planning is better for teaching children about religion but less secure when addressing the aspects of the Agreed Syllabus on learning from religion. The subject makes a good contribution to children's spiritual development through helping them understand why people believe and how they celebrate and show their faith. It also makes a good contribution to pupils' cultural development by helping them understand the influence of different faiths on their own and other people's lives. An enthusiastic co-ordinator leads the subject effectively, having generated interest in subject and contributed to improvements in teaching. An action plan for the development and maintenance of the subject during the current year has been produced but, as religious education is not a school priority, it is not included as part of the school development plan. The co-ordinator's role has not yet been fully developed to include regular monitoring of teaching and children's learning or managing a budget for the subject.