

# INSPECTION REPORT

## **BETHANY CE JUNIOR SCHOOL**

Boscombe

LEA area: Bournemouth

Unique reference number: 113844

Headteacher: David Porritt

Reporting inspector: Brian Espiner  
30600

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> November, 2001

Inspection number: 193208

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Church of England Voluntary Aided  
Age range of pupils: 7 - 11  
Gender of pupils: Mixed

School address: Knole Road  
Boscombe  
Bournemouth  
Dorset

Postcode: BH1 4DJ

Telephone number: 01202 302406

Fax number: 01202 391947

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Elizabeth Spreadbury

Date of previous inspection: 14 – 17 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	B Espiner	Registered inspector	Geography History Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
09837	R Walsh	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27219	G Evans	Team inspector	English Music	
17760	D Chaplin	Team inspector	Mathematics English as an additional language Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
01949	T Thompson	Team inspector	Science Art and design Design and technology Information and communication technology Special educational needs	

The inspection contractor was:

Full Circle  
35, Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bethany Junior is a Voluntary Aided Church of England school in Boscombe West, Bournemouth. There were 371 pupils on roll at the time of the inspection. Eighteen pupils are from ethnic backgrounds other than European. Eighteen pupils have English as an additional language (EAL), with Portuguese, Chinese, Korean and French being the main languages spoken at home. Almost all these pupils are at a later stage of learning to speak English. The proportion of pupils with EAL is above average, and rising. There are 108 pupils on the school's register of special educational needs (SEN), an above average proportion, and three pupils have Statements of SEN, which is a below average proportion. The attainment of the present Year 6 was broadly average when they started Year 3, but the attainment of the present Year 3 was below average on entry.

### **HOW GOOD THE SCHOOL IS**

The school provides its pupils with a satisfactory standard of education. Standards have been rising in line with the national trend and, although they fell this year, they are broadly in line with the national average. Teaching is satisfactory, and has improved since the last inspection. The leadership and management of the school are satisfactory overall, with many good features. The school provides satisfactory value for money.

#### **What the school does well**

- The headteacher is enthusiastic and committed, and has the full support of governors, staff, parents and the local education authority (LEA).
- Standards are above expectations in information and communication technology (ICT), geography, history and physical education (PE). They are well above expectations in music.
- The provision for pupils with SEN is a strong feature of the school.
- The provision for pupils' social development is good, and for moral development it is very good. Pupils' attitudes and behaviour are good, as are personal development and relationships. Procedures for monitoring and supporting pupils' personal development are very good.
- Equality of access and opportunity, and the school's promotion of social inclusion, are good.
- There is good provision for the gifted and talented in mathematics, music and ICT.
- There is a happy, purposeful atmosphere, where the school's Christian aims and values are reflected very well in its work.

#### **What could be improved**

- Standards in reading in Years 3 and 4, and in writing throughout the school, are not high enough, particularly for the more able.
- There is not enough emphasis on scientific enquiry and experimentation, as standards in this area are below expectations.
- Standards in design and technology (DT) are below expectations, and progress in this subject has been unsatisfactory since the last inspection.
- The monitoring, evaluation and development of teaching, especially in English, science and DT.
- The role and effectiveness of subject and year leaders are not developed well enough.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. There were four key issues for action. Standards needed improving in science and in DT, and they still do, especially in scientific enquiry and the skills of making things. Standards also needed improving in using and applying mathematics, and speaking and listening. Standards in using and applying mathematics are now satisfactory, although they are still weaker here than in other areas of mathematics. Standards in speaking and listening are now above average. The provision for SEN pupils needed to be improved, and the school has done this very well. The school had to introduce a whole-school monitoring plan, and this has been done, but there has been too much concentration on monitoring mathematics lessons at the expense of English. The school did not teach swimming at the time. Standards in swimming are now above average, with 95 per cent of pupils leaving school last year being able to swim 25 metres unaided, tread water and hold their heads under. Teaching and learning are better now than then, and standards have improved generally. Improvement has been satisfactory overall.

## 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	A	B	C	C
mathematics	B	B	C	C
science	C	B	C	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

Information about trends in the school's results over time is available only up to 2000, and this shows improvement in line with national trends. Standards now are average in English and mathematics, and average in the knowledge of science, but below average in the understanding of it, particularly of enquiry and experimentation, which are not tested in national tests for Year 6 pupils. The school sets targets for the number of pupils reaching nationally expected levels in core subjects. These targets have been unrealistically high, and therefore have not been reached. Standards are above average in ICT, geography, history and PE, and well above average in music, but below national expectations in DT.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good, and pupils enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good in general around the school, although it is less well developed among some younger pupils. As pupils move through the school, their behaviour improves.

Personal development and relationships	Relationships are good, between pupils and staff and amongst pupils themselves. Personal development is good, with pupils eager to take responsibility.
Attendance	Attendance is satisfactory, and punctuality is good.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	satisfactory

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

Of 70 lessons seen, five were unsatisfactory, 29 were satisfactory, 29 were good, and seven were very good. The teaching of English and mathematics is satisfactory, as is the teaching of literacy skills. Numeracy skills are well taught. The more able are not challenged enough in writing, and teachers' expectations are not high enough. Class management is good, especially in Years 5 and 6, and pupils work hard and at a good pace. Homework is used well to consolidate and extend learning. Pupils with SEN learn well, and the school has fewer pupils getting the lower grades in Year 6 tests than most schools.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, with a good proportion of time spent on foundation subjects.
Provision for pupils with special educational needs	This is good, and the school has responded well to the suggestions of the last inspection.
Provision for pupils with English as an additional language	The Ethnic Minorities Achievement Service effectively supports the school, and pupils make good progress in learning English.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Overall, this is good, particularly in moral and social development. There are not enough opportunities for spiritual development planned into lessons, although spiritual development is emphasised well in assemblies. There is insufficient emphasis on developing awareness of other cultures in our multicultural society.
How well the school cares for its pupils	There are good procedures for monitoring and supporting pupils' academic progress. Educational and personal support and guidance are good.

The school has effective links with parents and gives them good information, particularly about their children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher work well together and give clear direction to the school. Middle management contribute well to the ethos of the school, but their role in monitoring the quality of teaching is not sufficiently developed.
How well the governors fulfil their responsibilities	The governing body is effective. Governors have a good knowledge of the school's strengths, and a satisfactory knowledge of where it needs to improve. They fulfil all their statutory duties well.
The school's evaluation of its performance	This is satisfactory overall, but there is not enough emphasis on monitoring, evaluating and developing the teaching and learning of English.
The strategic use of resources	Financial planning supports the school's educational priorities well. All large items of expenditure are put out to tender in order to get the best value.

Staffing matches the demands of the curriculum. Resources are satisfactory overall, being good in ICT and music, but limited in science, art and DT. The library is generally understocked. Accommodation is unsatisfactory. The school buildings are well maintained by the governing body, which has developed the school and grounds well within the limited space available. However, the inadequate partitioning in the Year 4 area means that noise from other classes interferes with learning. This is also true, but to a lesser extent, in the old art room now used as a Year 6 classroom, and in the Year 3 and Year 5 areas. The school copes very well with not having a field.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• Children like school.</li> <li>• Children are making good progress.</li> <li>• The school works closely with parents.</li> <li>• Behaviour in the school is good.</li> <li>• Parents are well informed about how their children are getting on.</li> </ul>	<p>There was no major disagreement with any of the statements on the parents' questionnaire. A small number of parents at the meeting and in letters thought that children could be given longer to do their homework. A small number thought that there were not enough extra-curricular activities for younger pupils. Four letters expressed concern that the rising numbers of pupils with SEN, particularly with emotional, behavioural and social difficulties, would adversely affect their children's learning.</p>

The inspection team agrees, in the main, with parents' positive comments. All the statements in the left-hand box got over 87 per cent agreement. Homework is consistent and

good, and 80 per cent of parents answering the questionnaire were happy with the amount given. Pupils know exactly when they will get it, when they will have to hand it in, and when they will get it back, or when they will be tested if it is spelling or learning mathematical facts. They have regular reading homework. Changing the timing of homework would cause more organisational difficulties than it would solve. Eighty-two per cent of parents answering the questionnaire think that the school provides an interesting range of activities outside lessons. The provision for extra-curricular activities is satisfactory overall, and necessarily dependent on parent volunteers. Parents who do this are doing a good job and are highly valued by the school, but, without more volunteers, there is little the school can do to increase provision. All staff already take part in running clubs. The team found no evidence that pupils with any kind of SEN slowed down or interfered with the education of others.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. In the 2001 national tests for Year 6 pupils, standards in English, mathematics and science were in line with the national average, and in line with the average for similar schools. The proportions reaching the higher level were below average in English, average in mathematics and above average in science. This represented a fall since 2000, when attainment was above the national average in all three subjects. In the years up to 2000, standards had been rising in line with national trends. School standards now are average in English and mathematics, and below average in science. This is because standards in scientific enquiry are below average, and this is not tested nationally. Standards in literacy are satisfactory, and numeracy skills are above average.
2. In English, standards are above average in speaking and listening. This represents a very good improvement since the last inspection, when raising standards in speaking and listening was part of a key issue for action. Standards in reading are below average in Years 3 and 4, but are in line with the national expectation in Years 5 and 6. In writing, the great majority of pupils are reaching the expected level, but boys are not achieving as highly as girls, reflecting the national picture. The school is aware of this and is developing a programme to raise boys' attainment. Standards of punctuation, spelling and handwriting are satisfactory. The more able are not being challenged highly enough, and too few are reaching the higher level in Year 6. The school has identified this as an area for improvement, and planning shows that it is developing ideas about how this improvement might be achieved. Pupils in Year 3 are sometimes being given work that is too hard, and the school does not have a very productive dialogue about English with the main infant feeder schools, so knowledge of what is happening at Key Stage 1 is limited.
3. In mathematics, standards are in line with the national expectation in all areas of the National Curriculum, although standards in the knowledge and understanding aspects are somewhat higher than in using and applying mathematics. In the last inspection, the area of using and applying mathematics was unsatisfactory, and progress has been satisfactory in raising attainment. The more able are challenged well, particularly in Years 5 and 6, and some achieve standards that are well above average. These pupils in Year 6 understand and apply the formula for the area of a circle. Most Year 6 pupils can find the area of a rectangle, and some have no difficulty in finding areas of compound shapes. Standards in mental mathematics are above average, with most Year 6 pupils knowing their multiplication tables and using sensible strategies to work out, for example,  $48 \times 15$ . They measure angles accurately to the nearest degree, and length to the nearest millimetre.
4. Scientific enquiry is a very important aspect of the subject, although it is not tested in Year 6. Standards in the parts that are tested are in line with national expectations overall, although Year 6 pupils know and understand more about life and living things than about certain aspects of materials and their properties and physical processes. Teachers tend to concentrate on the parts tested, particularly on key facts and the knowledge of concepts, to the detriment of the experimental and investigative side of the subject. Consequently, standards in scientific enquiry are below expectations, and this brings down overall attainment in science to below average. Moreover, the situation was the same at the time of the last inspection, and a key recommendation

then was that the school should increase its emphasis on practical work. This has not been done effectively, and progress in this area since the last inspection has been unsatisfactory.

5. Another major recommendation of the last inspection was to improve standards in DT, and again the school has made unsatisfactory progress in this area overall, although they have made satisfactory progress in the area of improving design skills, picked out at the last inspection for particular improvement. Standards in DT are broadly average in Year 3, but pupils' progress is unsatisfactory, and by Year 6 standards are below the national expectation, particularly in the skills required in the making process.
6. Attainment in ICT is above the national expectation, and well above expectations in some areas; for example, Year 6 pupils show great confidence and competence in searching the internet to find information, and then to organise it into publishable form with a mixture of text and pictures. This is well integrated into their study of Victorian times in history. Pupils in Year 5 have a good knowledge and understanding of the use of spreadsheets. Year 4 pupils use databases well, although, not surprisingly, their ICT skills outstrip their mathematical understanding of pie charts. This is not the school's fault in any way, and simply reflects the inability of software providers to give an ICT package that takes account of Year 4 knowledge and understanding of fractions.
7. Standards in music are well above the national expectation, much higher than at the time of the last inspection, and music is now a strength of the school. Pupils' singing is very good, and over a third of them play a musical instrument. Technical knowledge and understanding are well above average. Several members of staff, including the headteacher, are musically very talented and enthusiastic, and this enthusiasm is transmitted to pupils. The result is an atmosphere where music is highly valued, and pupils try hard and make very good progress.
8. In art, standards are broadly in line with expectations. Pupils draw and use paint and pastels, but generally do not get enough opportunity to work in three dimensions. The school has problems with storage space for large items of art work in progress. Standards in geography and history are above the national expectation. Year 6 pupils talk knowledgeably and enthusiastically about the historical periods they have studied and have no difficulty putting them on a time line. A group of them could name all six wives of Henry VIII and put them in order, a year after studying it. They could name a lot of British rivers (besides those which are school house names) and knew common map symbols. An analysis of work, including all the work of last year's Year 6 pupils, shows that pupils do more work in geography and history than is done in most schools, and this, along with good teaching, produces above average standards.
9. One of the key issues of the last inspection was to enable pupils to learn to swim. The school responded very well to this, and swimming standards are now above average, with 95 per cent of pupils leaving school last year reaching the nationally expected level of being able to tread water, swim 25 metres unaided, and put their heads under water. Standards in netball skills are also above expectations, with Year 5 pupils able to pass double-handed and single-handed, using a shooter's motion. The dance seen in the inspection was of a good standard, with girls better than boys. Year 6 pupils are keen to maintain fitness, and work hard in circuit training to ensure this, with a good knowledge of what is happening to their bodies.

10. Pupils with SEN generally make good progress towards the targets identified for them in their individual education plans, particularly in relation to improving their literacy skills. Their overall progress is satisfactory. This takes into account their learning in class lessons as well as in the special educational needs withdrawal groups. They make good progress when they are withdrawn from class teaching to work with one of the co-ordinators for SEN or one of the designated teaching assistants. Similarly, they make good progress when they have the support of teaching assistants; for example, in some English, mathematics or ICT lessons. In other lessons they make less good progress; for example, where all pupils are expected to complete written records in a similar manner. This approach adversely affects those pupils who have special educational needs in relation to developing or practising their literacy skills. In these cases there tends to be a lack of structure and support to help them record what they have observed. It is in the younger year groups where this is the more significant weakness. Pupils with EAL make good progress. Many of these pupils achieve particularly well in mathematics.
11. Attainment on entry to the school is below average. However, school records show that the attainment of the present Year 6 was average when they entered the school. Their progress in the school has therefore been satisfactory overall, and good or very good in several subjects. Progress in other years is similar, although it is generally better in Years 5 and 6 than in Years 3 and 4.

### **Pupils' attitudes, values and personal development**

12. Pupils' responses to teaching are good. Their attitudes to learning are particularly good when teaching is of a high quality and closely matched to their needs. Pupils enjoy their lessons and examples were seen where they were reluctant to stop working and go out to break. During a science lesson pupils were observed sharing equipment and working collaboratively and individually to solve problems. Achievement is acknowledged by praise and merit marks in the classroom and celebrated formally at the weekly assembly (to which parents are invited) with certificates; this provides encouragement to pupils to take pride in their work and strive to do their best. The majority of parents responding to the pre-inspection questionnaire (95 per cent) agreed with inspection findings that their children enjoyed being at school.
13. Standards of behaviour are good throughout the school and are seen to have a beneficial effect on pupils' learning. Each year group negotiates its own rules at the beginning of the year and these are displayed in their classroom. Pupils understand what is expected of them and the great majority follow the school rules, which they themselves have helped to create. Lunchtime supervisors expect and receive the same standards of good behaviour as the teaching staff and, outside in the playground, where some lively play is enjoyed, behaviour is also good. Pupils are confident in approaching adults with any worries they might have and, when problems do occur, staff deal with these sensitively. Behaviour and relationships, including consideration and respect for others, are discussed as part of the social education programme; this was observed during the inspection after a minor playground incident. Although some incidents of bullying have occurred, it was noted from discussions with parents that staff dealt with these quickly and effectively. At present there are no exclusions in force and the school is usually successful in improving the behaviour of pupils who have been excluded. Pupils display a genuine pride in their school, and the number of incidents of vandalism or damage to school property is very low, with classrooms and cloakrooms kept tidy.

14. Pupils' personal development is good. Pupils like their teachers and teaching assistants and feel well cared for. In lessons they are seen to help and support each other in group work and other activities. They display interest and respect for each other's feelings, ideas and work. They accept the full participation of those with special educational needs and help them catch up with classroom activities when they return from special lessons. Many opportunities are available for pupils to develop their self-esteem; for example, becoming a member of the school council or being congratulated for producing a good effort or piece of work at the weekly assembly. The pupils are encouraged to articulate their own beliefs and views by taking part in discussion groups, and class feedback sessions enable them to share their thoughts and experiences with each other. The school gives pupils opportunities to accept responsibility and show initiative, which increase as they progress through the school; for example, pupils take registers back to the office after registration and control the music and overhead projection at the assemblies. The school council is seen as particularly effective in this respect; the elected representatives from each class take forward ideas and opinions from their class to the monthly meetings with the deputy headteacher, and the council's input has recently influenced changes to the school uniform and provided ideas for new books for the library. The head boy and girl conduct new pupils and parents on guided tours around the school. The pupils play their full part in creating a happy school where each person is valued for his or her contribution.
15. The behaviour, response and attitudes of pupils with SEN are good. Most pupils persevere willingly to complete their work. Appropriate and effective guidance from teaching assistants helps these pupils to achieve good levels of concentration and application. Pupils are supported fully by staff and other pupils. For example, when they are withdrawn from a lesson, other pupils are assigned to mentor them when they return to help them cover the ground that they missed. This is monitored effectively by the teachers and has a positive impact on the attitudes of pupils with SEN and of the other pupils. Pupils with EAL have good attitudes to their learning. In mathematics, for example, some of these pupils have very positive attitudes; they concentrate well and work at a very good pace. Other pupils respect pupils with EAL, and relationships within the classrooms are good.
16. Attendance rates are satisfactory and at present are in line with the national average for a school of this type and size. The major causes of present absence rates are the children taken out of school for late summer holidays. The school documentation emphasises to parents their responsibilities in this respect, the importance of consistent attendance and the impact this has on their child's learning. The school creates a happy and welcoming environment that encourages good attendance in pupils, and the registration period is used very effectively as a pre-school activity, which sets a good tone for the whole day. Pupils settle to work quickly and quietly at the start of sessions and staff treat latecomers seriously, with any disruption being kept to a minimum. Recent problems with lateness have been overcome by the school opening at 0845, followed by a ten-minute work period before registration. This early start to work has a very positive effect on pupils' productivity and progress. Timekeeping during the school day is generally good, with lessons starting and ending promptly. Registers are meticulously maintained and controlled, and comply fully with all the statutory requirements.

## **HOW WELL ARE PUPILS TAUGHT?**

17. Teaching and learning are satisfactory. Of 70 lessons seen, five (seven per cent) were unsatisfactory, 29 (41 per cent) were satisfactory, 29 (41 per cent) were good, and seven (ten per cent) were very good. This is an improvement since the last inspection. Good and very good lessons were seen in all years, and unsatisfactory lessons in Years 3, 4 and 6. Teaching and learning are good overall in geography, history, ICT and PE, and very good in music. In English and mathematics they are satisfactory overall, with one unsatisfactory lesson seen in both subjects. In science, teaching and learning are unsatisfactory overall. In art and DT, not enough lessons were seen to make a judgement. The teaching of literacy skills is satisfactory, and numeracy skills are taught well.
18. The management of pupils is generally good, and this is well illustrated by the orderly movement of pupils around the school and their usual good behaviour, and by the fact that behaviour improves as pupils get older. In class, pupils apply themselves diligently and with good productivity; for example, in a very good Year 5 mathematics lesson on symmetry, pupils knew that they had to behave well and work hard, so they did. Good relationships and the teacher's skill kept the work rate very high. However, this was an experienced teacher, and a few less-experienced teachers have more difficulty in maintaining discipline at all times.
19. Pupils' intellectual, creative and physical effort is good. In all PE lessons seen, pupils were keen to do their best. In a Year 6 lesson designed to promote cardio-vascular exercise and increase strength and stamina, pupils were given a familiar circuit of several exercises, having to do as much of each exercise as they could in a minute. Having rested a minute, they went on to the next. All their attainment was recorded and compared with their previous best. By being put in competition with themselves, they were very keen to improve. The teacher had the timing and organisation down to a fine art, and seemed to be everywhere, encouraging and urging them on. The pace was high, health and safety were emphasised and embedded in their practice, and pupils really enjoyed wearing themselves out. Year 4 pupils, obviously delighted with their own achievement in different rhythms in music, were spurred on by the teacher's enthusiasm and use of praise to follow the school motto and make their best better. In all four very good mathematics lessons, pupils responded to the high expectations of the teachers and enjoyed rising to the intellectual challenge.
20. Not all teachers always have high enough expectations of what pupils are capable of, and this is the one aspect of teaching and learning that is unsatisfactory overall. Expectations of behaviour and work rate are high, and this is why there is an atmosphere of quiet determination in most lessons. However, in the unsatisfactory lessons, and even in many of the satisfactory lessons, expectations of what individuals can achieve were too low. Sometimes this resulted in work not being sufficiently well targeted. For example, in an unsatisfactory Year 3 English lesson, all pupils were given the same work to do, and the teacher's knowledge and understanding of the National Literacy Strategy, which demands work at different levels, were sketchy. In other lessons, time is sometimes wasted before the more able are really challenged. For example, in a satisfactory Year 6 English lesson, which had some good and very good features, the most able completed an exercise on punctuation before going on to their extension work. Whilst it did no harm for them to practise and consolidate their punctuation skills, they actually learned very little during this part of the lesson, and would have benefited more from just doing the extension exercise, which they would then have had time to finish. Had this been the case, the lesson would have been good.

21. Other aspects of teaching and learning are at least satisfactory, although unsatisfactory lessons showed different unsatisfactory elements. Teachers' own knowledge and understanding of subjects are not usually a problem. In the subjects where teaching and learning are good overall, teachers' knowledge and understanding are generally good, and they are very good in ICT and music. However, in one Year 6 science lesson, the teacher transmitted her own confusion over the difference between melting and dissolving (of jelly) to the pupils. Lesson organisation is satisfactory and sometimes good, but in another Year 6 science lesson it was the organisation that stopped it from really taking off, with pupils passively observing and writing down the teacher's observations, rather than experimenting for themselves with their own observation and measurement. In a Year 4 history lesson, the pace was too slow, with too much time spent on the mat. Moreover, the intended learning outcomes were not clear. In most lessons, learning outcomes are clear, and shared with pupils so that they know what they should be learning, and can tell at the end whether they have succeeded or not. This good educational practice is reduced in its effectiveness in some lessons, where learning objectives are confused with activities to be undertaken.
22. Homework is consistent and used well to enhance learning. Pupils know when they will get homework, when to hand it in, and when they will get it back. If it is learning facts, such as spellings or multiplication tables, they know when they will be tested. A few parents would like their children to have more time, with homework given out on Tuesday or Wednesday rather than on Thursday. However, teachers need time to take in homework books to mark before pupils can take them home again, and the organisational problems caused by a change in timing would outweigh any benefits. Parents can arrange special consideration for individual circumstances.
23. At the last inspection there was some weakness identified in the teaching of pupils with SEN. This related to learning not being sufficiently structured to meet the needs of these pupils when they were working in groups. All teachers and teaching assistants are now fully aware of the needs of pupils with SEN and they have clear understandings of the pupils' individual educational plans. The quality of teaching of groups of pupils withdrawn specifically for their educational needs is generally good. This is the case whether staff are working with individual pupils or with small groups. Arrangements and organisation are usually good and never less than satisfactory. The school has tackled successfully the weaknesses in teaching that were identified at the last inspection. The school is not aware of recent national guidance on the teaching of phonics and writing that has been sent to all primary and infant schools but not junior schools. Currently, this guidance and the suggested teaching approaches are not included in the teaching programmes for the younger pupils with SEN. Generally, the needs of pupils with SEN are met in the teaching of English and mathematics in whole-class lessons, where they have sufficient support. Conversely, the needs of pupils with SEN are not always met where the teaching is directed mainly at whole-class activities.
24. Teachers work hard to include all pupils in lessons. For example, in a personal and social education lesson, the teacher carefully targeted questions at a pupil with EAL to ensure that the pupil was involved in the lesson and able to contribute successfully.

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

25. The curriculum is broadly based and meets the requirements of the National Curriculum. The school has responded positively to the previous inspection and now makes provision for the teaching of swimming to a targeted year group. The curriculum is well balanced in terms of the time allocated to subjects. There are weaknesses in the balance within some subjects of the curriculum. In science, for example, there is insufficient emphasis on the teaching of scientific skills through experiment and investigation. This was the case at the time of the previous inspection. Also in the previous inspection it was found that the design part of DT did not have a high enough priority. This is not the case now, but this improvement has been achieved at the expense of putting enough emphasis on the skills necessary in the making process. There are also few opportunities to apply the skills taught in mathematics in other subjects of the curriculum such as science and geography. The curriculum is accessible to all, and the school makes good provision for the inclusion of pupils with EAL and those with SEN. Pupils are prepared appropriately for the next stage of education.
26. There are appropriate arrangements, approved by the governing body, for the provision of sex education. A written policy provides a clear outline of the programme of teaching for sex education across the school. A satisfactory programme is in place to raise pupils' awareness of the misuse of drugs. The school makes effective use of the local health-promotion service and the 'Life Caravan' to support the provision for this area of the curriculum. These form part of the wider, satisfactory programme for pupils' personal, social and health education. Other aspects of the programme include collective worship, residential visits and 'circle time' where pupils have the opportunity to discuss with the teacher and other pupils matters that are important to them.
27. The school is making use of aspects of the nationally recommended schemes of work from the Qualifications and Curriculum Authority to support some of its planning. In some subjects, the school has yet to review these schemes and make well-considered adjustments to meet its own pupils' needs; for example, what to cover in depth and what in outline. Teachers working in year-group teams carry out medium-term planning under the guidance of the year leaders and subject co-ordinators, and this helps to ensure consistency between parallel classes. This approach is also supportive to new staff joining the school. Provision is good where teachers annotate and adjust their joint planning to ensure that it meets the needs of the class. Whilst learning outcomes are included in medium-term planning, some of these lack clarity and indicate an activity rather than detailing what pupils will be learning next. Pupils with SEN have individual education plans; in some classwork, such as in mathematics lessons, these plans receive insufficient attention to ensure that the work provided is carefully linked to individual pupil's targets for improvement.
28. The school's strategy for the teaching of literacy is satisfactory. A good strategy is in place for the teaching of numeracy.
29. Teachers in each year group plan collaboratively to ensure that pupils receive a similar entitlement. This has the advantage of sharing good practice across year groups but has the disadvantage of sharing less effective teaching strategies too. The SEN co-ordinators do not have sufficient impact on this planning in relation to the provision of appropriate learning experiences in all subjects for pupils with SEN. This is particularly the case with the younger pupils. Some classrooms do not provide sufficient support for pupils with SEN to enable them to tackle the work provided; for example, in writing, particularly in Years 3 and 4, where pupils with SEN might still need the same sort of resources as might be found in Key Stage 1 classes or in the

school's SEN teaching area. Additional literacy support is effective in providing extra help for groups of pupils, and teaching assistants are used effectively.

30. A satisfactory range of extra-curricular activities is provided. These are accessible to pupils across the year groups; this is an improvement since the previous inspection. As a result, there are opportunities for pupils to take part in sports such as netball, cross-country and volleyball. Other pupils take part in activities such as desktop publishing, sewing, gardening and the choir. Members of the community are involved in the organisation of some extra-curricular activities. The school appropriately targets pupils in different year groups when planning various music and drama performances. Last year, for example, pupils in Year 4 had the opportunity to attend a dramatic production as part of work in the performing arts. All pupils with SEN and EAL have equality of access to extra-curricular activities.
31. The school makes good provision for specialist teaching. The school has a specialist music teacher, and peripatetic teachers contribute to instrumental tuition. Currently, there are pupils learning a variety of instruments, including electric and acoustic guitar, keyboard, violin, woodwind, drums, brass and recorder. Provision is also made to meet the needs of pupils who are gifted in mathematics; a 'gifted and talented' mathematics group is provided for pupils in Year 6.
32. The school makes satisfactory use of resources available outside the school to provide educational and social experiences. Members of the local churches regularly visit the school and take part in collective worship. Many areas of the curriculum benefit from visits in the locality. In Year 6, for example, pupils visit the 'Streetwise Centre' to support work in personal safety. Year 3 pupils have recently visited Badbury Rings as part of a study in history. Residential visits, such as to Leeson House in Swanage, make an important contribution to pupils' moral and social development.
33. The school has formed satisfactory links with other local schools. Sound links exist with both St Clement's Infant School and the secondary schools to which many pupils transfer. The school has used subject specialist teaching from the secondary school to support the teaching of aspects of ICT. Pupils from the school joined with pupils from schools across the borough for a performance of *JC2000* in the Winter Gardens. The school enhances its provision for pupils who are talented by taking part in the borough's arts-based summer school. There are sound links with the University of Southampton Education Faculty and students in training. Recently, the school has been supported in the development of a mural by a local business as part of its community based work.
34. The provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for their spiritual development is satisfactory. Acts of collective worship make a good contribution to the school's provision and are strongly Christian in nature, reflecting the school's aims and values; for example, considering what makes a good servant of God and relating this to pupils' actions in school. Pupils are very aware of worship as a special time in the school day. They are actively involved, and singing makes a good contribution to acts of worship. Time is provided for reflection. The school's provision is strengthened through the involvement of local churches, such as the Bournemouth Vineyard Church, and the invitation for parents and members of the local community to join with pupils for worship on a weekly basis. A weakness in the school's provision is the lack of planned opportunities to develop pupils' spiritual awareness in other subjects of the curriculum.

35. Provision for pupils' moral development is very good. It is explicit through the school's 'golden rules' and reinforced through many visual notices and displays around the school and in classrooms. The school effectively promotes the principles of right and wrong, often through collective worship and personal and social education lessons. Values such as honesty and respect for each other and the school environment are a strong feature of the school's work. In a circle-time session with Year 6 pupils, the teacher skilfully enabled pupils to discuss an incident from the previous week when some pupils annoyed others sitting in front of them whilst watching a film. There was an opportunity for pupils to discuss the feelings of others and to relate this to a story read by the teacher to reinforce the effect actions can have on other people. In a lesson in Year 5, pupils had the opportunity to discuss recent events in Afghanistan, considering deeper moral questions such as 'Is war ever right?'
36. Provision for social development is good. The school's established system of house captains and the head boy and girl provide opportunities for pupils to take responsibility. These pupils undertake responsibilities such as looking after pupils entering the school, contributing to aspects of collective worship, lunchtime duties and showing visitors around the school. They take these responsibilities very seriously. The school council is effective and pupils understand their role as council members in 'trying to make the school better for everyone'. The school council is used very well for bringing forward pupils' views. There have been, for example, changes to the school uniform and developments planned for the library in terms of access and the types of books available; these are issues that have involved the school council. The head boy and head girl attend school council meetings and report the outcomes to the headteacher. In classrooms, pupils have allocated responsibilities. These opportunities and roles are effectively teaching pupils about taking responsibility and contributing to the school community. Good relationships were observed in a Year 5 personal and social education lesson where pupils listened attentively to other pupils who gave a presentation about an event or achievement out of school. The teacher effectively modelled ways in which questions could be asked to gain more information about the individual pupil's views and feelings. This enabled pupils to ask relevant and appropriate questions themselves. The achievements of others are also celebrated through the house point system and the award of certificates and class cups. Some lessons in mathematics provide opportunities for pupils to co-operate with each other, such as when discussing a number pattern with a partner. Generally, however, there are insufficient opportunities provided within mathematics lessons for pupils to collaborate with each other, through, for example, working in groups.
37. Provision for pupils' cultural development is satisfactory. They study Islam and Judaism as part of the religious education programme and visit local churches and the Bournemouth synagogue. In geography, pupils study life in countries such as Dominica and St Lucia. The school supports two children overseas each year as part of a collection during Lent. In the past, the school has been visited by a headteacher from Uganda. The experiences of those pupils who come from other cultures are welcomed. The Christian culture is strongly promoted through collective worship. Within the curriculum, however, there are only limited opportunities to develop an awareness of the cultural diversity of British society; this was a shortcoming at the time of the previous inspection.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The school's procedures for monitoring the progress and personal development of pupils are very good. The pupils' annual academic progress reports are informative

and comprehensive, and contain specific targets for academic and personal development. They also invite parents to comment, and formal meetings are set to discuss the contents with the class teacher. The timing of these reports has recently been placed earlier in the school year, so that progress towards the targets can be monitored more effectively. In addition, the school holds an open evening each term, allowing parents and teachers to share information on individual progress and to set further targets for improvement. Homework books also encourage parents to comment on their child's progress and development on a weekly basis. The environment provided by the staff is caring and supportive, which makes a significant contribution to the quality of education existing in the school. Teachers and support staff know the pupils and their families extremely well, and deal sensitively with any problems as they arise. Classroom assistants are enthusiastic and committed to improving attainment levels, and they provide invaluable support to individual pupils. This is particularly evident in the help given to those pupils with SEN in meeting their personal learning targets. The pastoral care provided by staff is good. Discussion groups are used effectively throughout the school to encourage pupils to take responsibility for their own actions, and also as a vehicle for communicating any fears or concerns in a non-threatening climate. There is a strong feeling of mutual respect between adults and pupils, which adds significantly to the atmosphere within the school. The school also takes advantage of contributions from other professionals including the educational psychologist, the officer responsible for the care of children looked after by the local authority, and the community policeman. The school is particularly successful in developing strategies that allow pupils with behavioural difficulties to be re-integrated into mainstream education.

39. The school has good procedures for monitoring and improving attendance. Registration is carried out efficiently, registers are properly maintained and electronic recording is used by office staff to provide attendance data. This is examined regularly, with any unsatisfactory attendance followed up by the school and, if necessary, the education welfare officer. When a pupil unexpectedly fails to arrive at school the family emergency number is contacted to establish the reason.
40. Arrangements for monitoring and promoting appropriate behaviour are good. This is supported by the strong values the school encourages; pupils are expected to behave well and this is made clear to them on joining the school. Staff promote good behaviour by consistent use of praise and rewards. Each class has its own set of rules and targets, which are discussed and agreed by pupils and teachers each term. When behaviour becomes unacceptable, there is a hierarchy of sanctions, depending on the incident and the child. Sanctions range from withdrawal of a privilege to referral to senior staff and, in particularly difficult cases, internal exclusion from the class. Each class teacher keeps a behaviour book which tracks individual pupils' behaviour over time and this aids the consistency of the behaviour policy across the school. Bullying is discussed with pupils in their circle time. Staff deal with any bullying that does occur quickly and effectively, and the school is free from racial harassment. The school has an effective school council, which meets every month with the deputy headteacher, allowing pupils to communicate their ideas or general problems to staff.
41. Arrangements for child protection are good. In addition to the headteacher, the deputy is also trained in child-protection procedures. All staff, including support staff and lunchtime supervisors, know what action to take if they feel concerned about any pupil. Teachers and support staff have recently been briefed on the latest updates and are well aware of the procedures for identifying pupils at risk. Relationships with other statutory agencies are good. There are effective measures in place for

ensuring pupils' health and safety, with regular inspections and annual risk assessments of the buildings and equipment. Contracts are in place for safety inspections of electrical appliances and PE apparatus, and consultants advise on specific health and safety problems; for instance, visual display unit operation. There are clear procedures for evacuation in the event of fire, and fire drills take place each term. Any minor injuries to pupils are handled competently by staff trained in first aid, and are fully documented in the school's accident book. Pupils themselves are regularly reminded about health and safety matters in practical subjects such as science and PE and through their personal and social education lessons.

42. All statutory requirements are met for the assessment of pupils with SEN. Annual reviews are carried out and involve parents appropriately. Individual education plans are reviewed regularly and involve teachers, support staff, the co-ordinators for SEN, parents, pupils and the appropriate external agencies. The quality of targets in individual education plans is good. This represents considerable improvement since the last inspection. Teachers and support staff are well aware of the targets for pupils in their class. Assessment procedures for pupils with SEN are very good. They are linked very effectively to the overall monitoring of pupils' progress using test results and teacher assessment. Excellent procedures are now in place to track the progress of pupils in each year group and predict expected progress. This is used effectively in the setting of challenging but achievable targets for SEN pupils.
43. The school's procedures for assessing pupils' attainment and progress are good. This is an improvement since the time of the previous inspection. The range of tests used by the school has been co-ordinated and rationalised. Standardised and national tests are used to track progress in English and mathematics. The school also uses optional assessment materials produced by the national Qualifications and Curriculum Authority. There has been a good analysis of performance data at the end of Key Stage 2 completed as part of an 'attainment review'. The school has raised issues for further investigation through this analysis and focused attention on groups of pupils who may be underachieving. For example, it has considered issues of pupil mobility and attendance and the impact these may have on attainment. There has also been an analysis of the relative performance of boys and girls. The school is using the analysis to inform action it may take. In mathematics, for example, the school has introduced setting in Years 5 and 6. The personal and social education programme has been developed specifically to support both those pupils who join the school during the key stage and those whose friendship groups may have been affected through pupils leaving the area. Assessment procedures and the analysis of the value added by the school are less well developed in English than in mathematics. In its procedures for assessment, the school effectively implements the principles of educational inclusion.
44. The use of assessment information to guide curricular planning is satisfactory. Most teachers maintain informal assessment notes about pupils' academic and social development. In medium-term planning, work is provided to meet the differing needs of groups of pupils within the class. Activities within lessons are often provided for different groups of pupils. Assessment information is not consistently used to steer planning to indicate which aspects of learning may require further teaching or to agree specific curricular targets for subjects such as English and mathematics. The school has yet to develop effective and consistently-used systems to track the progress of pupils within the academic year.
45. The procedures for monitoring and supporting pupils' academic progress are good. The progress of pupils with EAL and those with SEN is effectively monitored and the

school reviews the progress of these pupils regularly. Pupils who are gifted in mathematics are very well supported, particularly in Years 5 and 6. Teachers discuss improvement issues with pupils, and each year group has agreed general targets in English, mathematics and behaviour. In classrooms, teachers effectively support pupils' progress through discussing individual targets for improvement, often in personal and social education lessons.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. The school forges good links with parents. The school prospectus and the governors' annual report to parents are well constructed and contain detailed and comprehensive information. Parents receive a newsletter together with other home-school communications on a specified day each week, and this has greatly increased the reliability of the receipt of information. The governors' annual report is well laid out and contains detailed information about the school and its work, including important events. A small number of parents, however, felt that the scope of information given to them on curriculum topics and timings was rather limited. School reports are comprehensive and give parents a clear picture of their child's progress, together with academic and personal development targets for the future. These are supplemented by formal and informal discussions on pupils' performance with class teachers each term. Parents are particularly happy with the ease with which they can communicate with individual teachers to resolve minor problems or discuss their child's progress. Parent governors are active in providing a positive link between parents and school. Homework books provide a valuable communication link between home and school, and a number of parents find these useful for facilitating a home-school dialogue. Parents with children with SEN are fully involved in reviewing individual education plans. A very high proportion of parents returning the questionnaire (96 per cent) felt comfortable in approaching the school with questions or problems.
47. The school encourages parents to become involved in the learning process. A number of parents, and other members of the community, work voluntarily in school, hearing children read, helping to supervise out-of-school trips, and running extra-curricular clubs such as netball and gardening. There is a very effective school association, which raises considerable extra funding for the school and promotes home-school liaison. The association is at present well on the way to raising funds to enhance the playground with extra play equipment.
48. Parental views of the school are very positive. They report that their children enjoy school and are particularly happy with the standards of teaching and leadership displayed by staff. They appreciate the ready accessibility of staff and the expectations that the staff have of the pupils. For pupils with SEN, individual education plans are shared with parents at review meetings. Parents are encouraged to support pupils with reading at home. Relationships with parents generally are very good and there are indications that this is the case with parents whose children have SEN.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The headteacher is a charismatic, innovative and dynamic leader who inspires the loyalty of staff, governors and parents. He has formed a strong working partnership with the deputy headteacher, and they effectively share the senior management of the school. The deputy headteacher is hard-working, conscientious and competent. She deputises for the headteacher in all aspects of the school. With the headteacher, she

leads on matters of school development and the implementation of initiatives to raise standards; for example, in the provision for gifted mathematicians.

50. The headteacher and deputy headteacher have embarked on a programme of monitoring teaching and learning. This has picked up some instances of weak teaching, and the headteacher models lessons to help teachers improve their performance, which he does very well. During the inspection he gave a very good PE lesson to a quite difficult class in order to demonstrate methods of class control. However, there are two aspects of lesson monitoring that have yet to be improved, apart from not involving co-ordinators and year leaders enough. One is that there has been too much emphasis on mathematics lessons at the expense of other subjects, particularly English and science. The other is that, although monitoring has been very good in pointing out teachers' strengths and giving them encouragement, it has been less successful in feeding back to teachers exactly where they can improve.
51. Year leaders are part of the school leadership team. They play an important part in whole-school decision making and the daily running of the school. They monitor behavioural and learning issues in their years, support their team's planning and evaluate pupils' work. However, their role in monitoring the teaching and learning in the years they are responsible for is underdeveloped. Similarly, although most subject leaders are conscientious and enthusiastic, their role in ensuring the quality of learning of their subject is also underdeveloped. The school should consider how the role of the deputy headteacher, who does not have a full-time class commitment, could be used to enhance the roles of year leaders and subject co-ordinators.
52. The school has a very good relationship with the LEA, and recognises and values the support and guidance provided by them. Together with the LEA, the school produces targets each year for the number of Year 6 pupils reaching the nationally expected levels of attainment in English, mathematics and science. The school's philosophy on this has been to set very high targets in order to encourage teachers to strive constantly to improve standards. However, targets have been unrealistically high, and there is a danger that teachers, realising that they are unattainable, will become so used to not reaching them that targets will cease to have the effect they were designed for.
53. The skills and training of teachers and teaching assistants match the demands of the curriculum. The school's system of continuous professional development is integral to the annual cycle of performance management, along with monitoring of teaching and staff appraisal. There is an occasional impediment to this. For example, the science co-ordinator attended a long and useful course on his subject, but has yet to find time to disseminate this knowledge to the rest of the staff. Induction of new staff is good, with the headteacher and deputy headteacher releasing newly qualified teachers one afternoon a week, and these teachers taking part in the LEA induction programme. All teachers new to the school have a mentor to help them. The school provides good support for initial teacher-training students from the University of Southampton, and has been successful in training a teacher within school. This was a highly commendable initiative in trying to secure staff in a shrinking market. Indeed, the headteacher's placing of such a value on innovation, and his eagerness to experiment and learn, are highly commendable in themselves.
54. The school thinks carefully about priorities, and the strategic plans are useful documents. The school evaluates its own performance by using 'An Opportunity to Excel', an effective method developed with the LEA, and another example of successful innovation.

55. There are two part-time SEN co-ordinators. They provide effective leadership for this aspect of the school's work. The day-to-day management of pupils, staff and the curriculum is good. The SEN co-ordinators ensure that all staff are aware of pupils' SEN, understand the system for identifying those needs and are supported appropriately in addressing targets on individual education plans. Teaching assistants are deployed efficiently to meet the needs of these pupils and work very effectively with them, and with their class teachers. Very good systems are in place to monitor the progress of pupils with SEN. The subject knowledge of the co-ordinators is high and is used to good effect. Currently, the co-ordinators do not have enough opportunity to monitor the provision for pupils with SEN when they are being taught in their class lessons. Where pupils are cared for by the local authority very good provision is in place.
56. The governing body, which is ably led, is effective in fulfilling its responsibilities. Governors are dedicated and hard working. The committee structure is efficient, with committee-meeting minutes reaching the whole body in good time for consideration before full meetings. Governors have a good understanding of the school's strengths and a satisfactory understanding of where it needs to improve. They are astute in shaping the direction of the school, and they ensure that the work of the school reflects its aims and values very well, built round its strong Christian ethos. Governors share with the school, parents and the LEA a real commitment to improve, and the school has the capacity to succeed in this. The governing body is appropriately involved in SEN provision. The governors with particular responsibility have sound knowledge of the strengths and areas for development. They are clear about expenditure and they are developing good ideas about how to measure the impact of that spending on provision and the progress of pupils with SEN.
57. The school makes good provision for pupils with EAL. It welcomes pupils from different cultures. There is a good awareness of the need to analyse attainment data to identify possible areas of underachievement. The co-ordinators for SEN maintain a good overview of the progress made by these pupils.
58. The school's financial management systems are good with best-value principles being used to secure all major purchases. Day-to-day financial planning is very good and as a result, the headteacher and governors have easy access to all the information necessary to ensure that finances are kept in good order. The budget is managed well and resources are carefully considered before purchases are made. The governing body is effective in ensuring that allocations are used against educational priorities defined in the school's development planning; for example, the recent decision to procure more reading materials that will be attractive to boys. The decision to improve the Year 3 teaching area during the summer is seen by both staff and pupils as very positive. The next phase will be to improve the Year 5 teaching area. The day-to-day running of the office is smooth and unobtrusive. The officer for finance and human resources is competent and efficient, and the school saves money by using her and independent payrolling services, a good example of the governors' application of the principles of best value. She is also highly valued by pupils as their first call for first-aid, and is an integral and efficient part of the school's caring culture as well as its management. New technology is used very well throughout the school.
59. The school's accommodation is unsatisfactory. There is only limited storage space for work in progress in DT and art. Recent improvements have been made to Year 3 classrooms, but one of them is still very cramped in view of the number of pupils

being taught. Classrooms for Year 4, and to some extent Year 5 and Year 3, suffer from high levels of external noise from other classes and this disturbs the concentration of pupils and teaching staff. Some Year 6 classrooms provide the access to other classrooms and this causes disturbances and disruptions during lessons. In the old art room, this is compounded by intrusive noise from adjacent classrooms. The school playground is drab and uninviting, although some improvements have been made recently by painting the end wall and clearing and bringing into use a substantial wooded area. The school has major plans to improve the play area, but these have not yet been finalised. The area is always enlivened by the play of pupils, who make the most of what they have. The lack of a playing field has been overcome by renting a field from another local school at a very competitive rate, and very good planning and organisation have cut down the travelling time, which allows the maximum time to be spent on teaching and learning. The school approach and the office areas present a welcoming and professional first impression of the school. All the accommodation and external areas are exceptionally clean and well maintained by site management and cleaning staff.

60. Learning resources are satisfactory overall, but some areas need developing. Resources are very good for music and ICT, and good in history, but for DT, science and art they are too limited and in some instances need upgrading. DT has too few tools and an insufficient range of materials; proper scientific apparatus for science teaching is not always available. Provision of general teaching equipment is good and all classrooms are equipped with whiteboards and flip charts. Some books in the library are old and worn out, but the school is aware of this and the process of replacing them is already underway. The library stock is generally too limited to support the school's plans for improving reading. The school makes good use of the resources it has.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to improve further, the school should:

(1) improve standards in English, particularly reading in Years 3 and 4, and writing throughout the school, by:

- increasing teachers' expectations of what pupils are capable of;
- giving more challenge to the more able in writing;
- monitoring English lessons more effectively;
- increasing the involvement of the subject co-ordinator in raising standards;
- having a more productive dialogue with the main infant feeder schools at subject level, in order to increase knowledge and understanding of what happens at Key Stage 1;

(paragraphs 1, 2, 20, 51, 62, 63, 72, 73, 75)

(2) improve standards in science by:

- placing more emphasis on investigation and experiment;
- increasing the involvement of the subject co-ordinator in raising standards;
- monitoring science lessons more effectively;
- ensuring that knowledge and understanding gained from courses are effectively shared with staff;

(paragraphs 1, 4, 21, 25, 51, 83, 84, 86, 87, 89)

(3) improve standards in DT by:

- improving the subject knowledge and leadership skills of the co-ordinator;
  - placing more emphasis on the specific practical skills necessary for designing and making tasks;
  - monitoring DT lessons more effectively;
  - ensuring that staff understand the differences between DT and art;
- (paragraphs 5, 25, 51, 95, 98, 99)

(4) increase the involvement generally of subject and year leaders in improving standards in their subjects and years.  
(paragraphs 50, 51)

## **OTHER THINGS THE SCHOOL SHOULD CONSIDER**

Increase the emphasis on the provision for multicultural development, in order to equip pupils better to take their place in British multicultural society (paragraphs 37, 92).

Plan for more spiritual experiences in lessons (paragraph 34).

Include more three-dimensional work in the art curriculum (paragraphs 8, 92).

Be more precise and statistical in working out targets for numbers reaching expected levels in the core subjects, in order that targets are realistic whilst still remaining challenging (paragraph 52).

As finance allows, endeavour to find ways of reducing extraneous noise in classrooms, in the first instance particularly in the Year 4 area and in the former art room. As finance allows further, extend this noise reduction to the rest of the classrooms (paragraph 59).

As finance allows, improve the stock of books and other media in the library (paragraphs 60, 62).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	110

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	29	29	5	0	0
Percentage	0	10	41	41	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	371
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	108

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	18

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	16

## Attendance

### Authorised absence

	%
School data	4.9
National comparative data	5.6

### Unauthorised absence

	%
School data	0.2
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	39	50	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	30	37
	Girls	41	34	45
	Total	69	64	82
Percentage of pupils at NC level 4 or above	School	78 (79)	72 (82)	92 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	29	32
	Girls	36	32	40
	Total	59	61	72
Percentage of pupils at NC level 4 or above	School	66 (68)	69 (81)	81 (77)
	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	3
Black – African heritage	1
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	353
Any other minority ethnic group	8

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	15.8
Number of pupils per qualified teacher	23.5
Average class size	31

#### **Education support staff: Y3 – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	216.75

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000-2001
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	£
Total income	738,294
Total expenditure	701,360
Expenditure per pupil	2,027
Balance brought forward from previous year	19,967
Balance carried forward to next year	56,901

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	381
Number of questionnaires returned	81

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	0	1
My child is making good progress in school.	42	51	5	0	2
Behaviour in the school is good.	35	56	2	0	7
My child gets the right amount of work to do at home.	27	53	16	2	1
The teaching is good.	51	46	0	0	4
I am kept well informed about how my child is getting on.	37	51	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	70	26	4	0	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	42	51	6	0	1
The school is well led and managed.	72	27	0	0	1
The school is helping my child become mature and responsible.	59	38	1	0	1
The school provides an interesting range of activities outside lessons.	33	49	15	1	1

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

62. Standards for pupils in Year 6 are on course to be in line with those expected nationally for pupils of this age. At the time of the last inspection, progress was satisfactory overall, but better in reading and writing than in speaking and listening. However, following recommendations from the last inspection, pupils have improved in their listening and speaking skills and standards in reading and writing have been maintained. There are no significant differences between the attainment of boys and girls, beyond national differences. The numbers attaining the higher levels in the 2001 tests were below average. This is still the case, and the most able are not being challenged enough in writing.
63. The implementation of the National Literacy Strategy has helped to support teachers' knowledge and understanding. The school has identified priorities for development and these include raising boys' attainment in reading and writing. The school improvement plan identifies the need to monitor the quality of teaching and develop the use of effective data to provide information for setting realistic and achievable targets. These strategies are at a very early stage of development, and have not been consistently implemented in literacy. The inspection confirms average standards at Year 6 but below average standards of attainment in the early part of the key stage.
64. Speaking and listening have been emphasised across the school, and teachers are working to raise attainment in reading through the introduction of group reading in each class. Parents are encouraged to listen to their children read at home. A recent focus to improve the quality of pupils' writing has included extended writing in geography, history and music, and this is improving the pupils' attitudes to their work and enriching their learning.
65. The school is achieving above average standards in speaking and listening through opportunities for class discussion and the exchange of ideas as part of the structure of the National Literacy Strategy. They listen well to the teacher and to each other, and work effectively in pairs and larger groups. Another important factor in the improvement of speaking and listening skills has been the introduction of 'Circle Time' and opportunities for drama, demonstrated in whole-school performances. In a Year 6 class, pupils talked confidently about the role of women as authors in Victorian times, and about their preferences in reading and the focus of writing. In some classes there are too few opportunities given for extended debate and discussion, and less experienced teachers are not providing enough opportunities to develop speaking skills further.
66. Across the school most teachers follow the format of the National Literacy Strategy closely, and initiate questioning leading to whole-class discussions at the beginning of the lesson. Where the National Literacy Strategy structure is not followed, there is confusion about the purpose of shared work, lack of focus on guided work and ineffective use of the plenary to assess pupils' learning during the lesson. Teachers are generally effective in engaging all pupils in discussion, using praise well, but sometimes there are missed opportunities to extend the more able and demonstrate expectations that all pupils should participate. This happens in lessons where there is not enough difference in the levels of work provided for different ability groups.

67. Standards in reading are in line with the national average for the majority of pupils by the time they reach Year 6 and there are some capable readers in all classes. The school has recently promoted books and reading further through the introduction of a developmental reading scheme that matches the resources at Key Stage 1. However, teachers are generally uninformed about Key Stage 1 developments, and there is little dialogue with feeder schools about English. Group reading sessions are currently being introduced in classes. During the inspection there was evidence of guided reading taking place in some, but not all, classes. Some pupils in Year 3 were reading inappropriate material and across the school, records to monitor developing reading skills are not consistent.
68. Library skills are not well developed and the small library provides only limited opportunities for pupils to develop their ability to research and work independently. More-able pupils have good skills in researching for information and are clear about the differences between fiction and non-fiction texts. Older pupils know the procedure for accessing information through reference codes and the use of an index. However, the quality, range and number of books in the library are unsatisfactory and do not promote the profile of reading as identified in the school's overall development plan. The range of multi-media resources in the library is very limited and pupils are not provided with opportunities to use the computer to access the reading material they need. The library co-ordinator is working with a steering group from the governing body to improve library provision.
69. There is evidence of parent and governor support for reading, especially in the early part of the key stage, but little evidence that the school is initiating any further actions to involve parents in their children's learning. At the time of the inspection, the school was increasing the range of fiction and non-fiction texts to help to motivate boys to read, but it is too early to say how well this is succeeding. By Year 6 most pupils are able to identify authors and demonstrate their knowledge and understanding of style and content. Most pupils have achieved satisfactorily in relation to their previous attainment and reach average standards in reading by the time they leave the school.
70. The school has also identified writing as an area for development this year, to raise standards at the end of Key Stage 2. This has been addressed through the introduction of new resources such as dictionaries and thesauruses to encourage the use of more adventurous vocabulary, and also the adaptation of the daily literacy hour to provide time and opportunity for extended writing. There are good examples of writing in other subject areas. In geography and history, pupils write factual pieces; for example, on different areas of the world, mountain regions, and different periods in time.
71. Pupils write for different purposes; for example, in Year 4 they create recipes for 'Scrummy Pie and insect roll'. Year 5 displays show descriptive writing linked to geography and art through discovering information about volcanoes. Year 6 pupils write biographies and autobiographies, and these show the development of complex sentences and the use of paragraphs. Pupils enter the school using printing when writing, and in Year 3 there is evidence already of a cursive style being developed. At the end of the key stage pupils are developing a neat legible form of handwriting using ink. Standards in spelling and punctuation are satisfactory.
72. The quality of teaching is satisfactory overall and ranged from unsatisfactory to good in the lessons observed. The quality of the pupils' learning matches the quality of teaching in lessons. Although planning is structured to meet the needs of all pupils in lessons, this is not always happening in practice. Teachers often do not expect

enough, especially of the more able. For example, in an unsatisfactory lesson in Year 3, all pupils were expected to do the same work.

73. Teachers tell pupils what they are going to be learning in the lessons, and most check at the end of lessons to see if this learning has been achieved. However, time is sometimes wasted by younger pupils copying the objectives into their books, and this has an adverse effect on the pace of the lesson. When lessons are good, questioning is well targeted to involve all pupils, and teachers support them well. Clear objectives are provided and there is evidence of sound knowledge and understanding. This has a positive effect on pupils' learning. It is less effective when pupils are not given opportunities to develop through open-ended tasks that are challenging. For example, in a Year 5 lesson, some pupils finished what they were expected to do without being given any further challenge.
74. Teachers manage behaviour well overall and relationships are good. The school has a marking policy, but at the time of the inspection little evidence was seen of marking with helpful comments to raise writing standards. The school has started to analyse data to track pupils' progress in order to help them to identify more accurately areas for future development and set realistic targets. Resources for the subject are satisfactory.
75. At the present time the curriculum co-ordinator has no involvement in the monitoring of teaching and learning. A small number of literacy lessons have been monitored by the headteacher and deputy headteacher over the past year. The co-ordinator uses assessed writing to demonstrate standards throughout the school, but the present action plan lacks detail about strategies to raise standards.

## **MATHEMATICS**

76. Standards of attainment are average at the end of Key Stage 2. Standards in the knowledge and understanding elements are higher than in the investigative aspects of mathematics. More-able pupils achieve particularly well in Years 5 and 6. Pupils with EAL achieve well in mathematics throughout the school.
77. By the age of 11, many pupils are becoming competent mathematicians and a few show exceptional ability. They work confidently with the four rules of number and many pupils understand mathematical vocabulary such as 'multiple', 'factor' and 'square'. They can solve many calculations in their heads and use their knowledge of strategies such as doubling and halving to solve calculations such as 48 multiplied by 15. Most pupils have a secure mental recall of multiplication facts. Many pupils use 'jottings' where appropriate. Pupils are able to measure length accurately in centimetres and millimetres, and angles to the nearest degree. They are able to reflect shapes in a mirror line. They understand the concepts of area and perimeter and can calculate these accurately. Some pupils understand and use the formula for the area of a rectangle. A small number of more able pupils are able to understand and use the appropriate formula for finding the areas of circles. Attainment for this group of pupils is well above average.
78. Attainment in using and applying mathematics, although satisfactory overall, is relatively weaker when compared with pupils' knowledge and understanding. Except among more-able pupils, particularly those in Years 5 and 6, skills in presenting information and results in an organised way and the ability to try out ideas are relatively weaker aspects of standards in mathematics. There is little evidence to

indicate that pupils apply their mathematical skills in other subjects; for example in measurement, constructing graphs or interpreting data in science and geography.

79. The quality of teaching and learning in mathematics is satisfactory overall but ranges from very good to unsatisfactory. Where teaching is good or better, teachers have good subject knowledge and this enables them to challenge pupils through appropriate questioning. Teachers have a good knowledge of mental calculation strategies and this has a positive impact on the learning of the basic skills of numeracy. Games and activities such as 'loop cards' are used very well to engage pupils. Teachers make good links with the previous lesson and make explicit the intended learning outcome for lessons; this is effective in ensuring that pupils know the focus of the lesson. In successful lessons, teachers involve pupils in an explanation of their ideas. For example, in a Year 6 lesson on finding the areas of compound shapes, the pupils were challenged to refine and explain the method they would be using. In a Year 3 lesson about counting in fives from various starting points, pupils were encouraged to explain to a partner the patterns they had discovered. This is particularly effective in helping pupils to articulate their thinking and in promoting co-operation. Teachers use a range of methods to involve pupils, including the use of individual whiteboards and, in some lessons, 'mathematics partners', where pupils are encouraged to solve problems with each other. Where teaching is good, teachers involve pupils in an evaluation of their own learning. In a lesson in Year 3 about tallying, pupils were asked to evaluate their understanding of tallying at the beginning of the lesson and then, at the end of the lesson, the progress they felt they had made. In most lessons, teachers manage pupils well, giving clear instructions about work and behaviour. Teacher-assistant support is well targeted; for example, in a Year 4 lesson to ensure that pupils who had been absent were able to understand the work being covered. Many teachers use assessment information from the marking of pupils' work to adapt lessons and provide revision of previous work where this is necessary. In a lesson focusing on multiplication by partitioning, the teacher provided additional support materials for some pupils and spent time directly teaching a group to ensure that the pupils' understanding was secure. Good use is made of homework to extend the work completed in class, as in a Year 5 lesson on reflective symmetry and in a Year 6 lesson on area where pupils were asked to practise using the formula for measuring area taught in the lesson. The use of setting in Years 5 and 6 is having a positive impact, especially when teachers provide a range of work at different levels within the set. The formation of a 'gifted and talented' group in Year 6 is effective and is an example of how the school is promoting the principles of educational inclusion in practice. In this group, work is closely linked to work from the mathematics set. The teaching is challenging and allows the pupils to achieve very well. For example, pupils worked together to suggest and apply strategies for measuring the areas of circles. They discovered that counting methods are approximations and then used existing knowledge and the ideas of one pupil in the group to suggest and apply the appropriate formula to measure the area of a circle.
80. Where teaching is unsatisfactory, teachers do not make the intended learning outcome explicit to pupils. In such lessons, learning outcomes are activities rather than detailing what pupils will be learning. The work presented is well within the capabilities of the pupils; they are therefore not appropriately challenged and concentration and behaviour deteriorate. The management of pupils rather than the intended learning then becomes the focus of the lesson. In some lessons, explanations are too brief whilst in others the teacher's exposition is too long and pupils lose interest. In unsatisfactory teaching, teachers do not gain the attention of all pupils at the beginning of the lesson. This has a negative impact on the pace of the lesson and the amount of work pupils complete.

81. The majority of pupils have good attitudes towards mathematics. Opportunities for pupils to work together and explain their thinking to each other help to promote positive attitudes. When given the opportunity, pupils co-operate well. In a Year 4 lesson, pupils used individual whiteboards to demonstrate their understanding of multiplication. When these were shared with the class, other pupils demonstrated positive attitudes and respected the attempts of others. In most lessons pupils concentrate well but they are often given relatively few opportunities to select resources or comment on their work to suggest how it could be improved. In these lessons there are insufficient opportunities for pupils to articulate their thinking; this explains the relative weakness in the use and application of mathematics.
82. The National Numeracy Strategy has been implemented effectively and the school has developed good strategies for teaching numeracy. Leadership and management within the subject are good. The very good subject knowledge of the subject leader is having a positive impact on the teaching of mathematics. A very good analysis of performance data has been undertaken. This has been used effectively to target groups of pupils, such as higher-attaining pupils, and to inform the composition of sets for mathematics in Years 5 and 6. Provision for pupils with a particular aptitude for mathematics is a strength of the school's provision. The governor with responsibility for numeracy has a good overview of the subject in the school and standards of attainment. Monitoring of teaching has taken place in mathematics. The judgements of the quality of teaching are over-generous in many cases and do not systematically include areas for improvement in teaching. Teachers assess objectives in mathematics and record them in a variety of ways. Greater consistency is needed to ensure that key objectives are assessed and recorded, and that this information is then used to inform future curricular planning and targets for the subject. Some pupils with SEN have targets for improvement in mathematics. Generally, teachers do not refer to these in lessons; this is an issue the school is aware of.

## **SCIENCE**

83. Overall inspection findings contradict the pupils' achievement in the 2001 national results, which found that standards were in line with the national average. Inspection findings take into account the recent results but are also based on a scrutiny of pupils' work, discussions with the pupils and lesson observations. Standards at the end of Key Stage 2 are below the national expectation when the pupils' achievement in all aspects of science are taken into account. The national tests measure the pupils' knowledge and to some extent their understanding of science. On the other hand, the inspection takes these into account as well as their skills in relation to scientific enquiry. Scientific enquiry in the National Curriculum covers the extent to which pupils can plan, carry out and evaluate simple scientific investigations. Pupils' skills and understanding are underdeveloped in this aspect of science, but also some of their understanding is weak in relation to physical processes and materials and their properties. Discussion with a small group of Year 6 pupils indicated that the majority of them could not remember key facts about simple electrical circuits from a topic that had been covered earlier in the term. Most were unable to construct a simple circuit and none could explain its application in real life. Across the school, the pupils' work indicates that the teachers emphasise the teaching of key facts and the knowledge of concepts at the expense of developing the pupils' skills of scientific enquiry or investigation. Pupils' work indicates that they have too few opportunities to increase their investigative skills. In some cases they might tackle only one practical

- activity independently, that requires them to plan, carry out or evaluate an investigation, in just one lesson in eight.
84. At the last inspection, standards were judged to be in line with standards nationally but that the more able underachieved. The school has maintained the level of results and increased the percentage of pupils achieving the higher levels. However, the report identified weaknesses in the pupils' learning in relation to their acquisition of skills of scientific enquiry. It also identified weaknesses in relation to planning and the balance of the curriculum. It reported that too little emphasis was placed on scientific enquiry as opposed to acquiring knowledge about science. This is still the case. It noted an imbalance between other aspects of science, notably that teaching and learning about life and living processes were emphasised at the expense of materials and their properties and physical processes. This has been improved and there is no significant difference across the school in the balance across these aspects of the curriculum. Although there have been improvements since the last inspection it is unsatisfactory overall.
85. Overall, the quality of teaching is unsatisfactory. Out of six lessons seen, two were unsatisfactory, two were good and two satisfactory. In addition, the scrutiny of pupils' work indicated that there were weaknesses in teaching across the school. There are two significant reasons for this.
86. Firstly, the teachers expect too little of pupils in relation to their working independently. For example, in lessons for Year 6, which examined what happens when a candle burns, a single lighted candle was placed at the front of the class whilst the pupils observed what happened. Most of them could not see clearly, so the teacher told them about the changes that were taking place to the candle as it burned. The pupils were given no opportunity to discuss or plan how the investigation might be carried out beforehand. The majority of pupils could not observe for themselves. The teacher took responsibility for time keeping and decided how often to record the changes. These points are typical of science lessons where there are weaknesses. Occasionally, pupils are given the opportunity to investigate practically. In a lesson about light and reflection, the pupils used mirrors to find out about the pathway of light when it is reflected by mirrors. Although too much time was spent introducing the idea, the majority of the lesson was devoted to pupils trying out their ideas and recording their findings by drawing. The lesson concluded with an effective 'plenary' session, which drew the pupils' ideas together and explained clearly the principles which lay behind the activity. In an effective lesson about the solar system the teacher engaged the pupils at an early stage by getting them to discuss in small groups key questions about the work. The teacher predicted that the pupils should have known the answers to some of the questions from previous work, but that some of the questions would pose new learning. The group discussion session was an effective way of involving the pupils and using the class discussion that followed to assess the pupils' understanding.
87. Secondly, there are weaknesses in the subject knowledge of teachers across the school. For example, a Year 6 lesson about different materials (chocolate and jelly) tackled how the materials might exist as solids or liquids. The teacher mixed up the concepts of melting chocolate by heating it, and dissolving jelly in water, by referring to the jelly as being 'melted'. As was the case in other lessons, the pupils were not sufficiently involved in the investigation in a practical way. They were unable to have a good view of what happened. They were not involved in planning the task. The teacher's expectations of how the activity might be undertaken in a systematic way were too low. The pupils were given only a short time at the end of the lesson to plan

how they might carry out a similar investigation. In this and other lessons teachers sometimes used incorrect scientific language when providing explanations.

88. The scrutiny of pupils' work and teachers' planning indicates that too much teaching depends on teacher demonstration, with the pupils as observers. The pupils' written work is too often identical across the whole class, indicating that there has been just one teacher-led activity. This approach has an adverse impact on the achievement of the more able and the less able, which includes the pupils with SEN. In lessons the attainment of more-able pupils is often restricted and pupils with SEN tackle work in ways which are too difficult. Discussions indicated that pupils enjoy science. They talk about it enthusiastically. In lessons, pupils' attitudes and behaviour are usually good. They showed the most positive attitudes and best levels of co-operation when they were involved in small discussions and practical activities.
89. The subject leader has very good subject knowledge and has attended substantial training to increase subject knowledge and leadership skills. However, there have been too few opportunities used to enable the subject leader to share this knowledge and skills with colleagues. There has been too little monitoring of teaching and learning through lesson observations by the subject leader or senior teachers over time. As a result, the school does not have a clear idea about the subject's strengths and weaknesses. The scheme of work and termly planning are satisfactory. The weakness in the curriculum and its planning lies in what happens as teachers plan individual lessons. Year-group teams plan together, but when there are weaknesses in the planned approaches and activities they are shared across the whole year group. The subject leader does not have enough impact on the quality of planning at this level. Many science resources are stored in a central area and are not organised for maximum efficiency. This prevents easy access by teachers or pupils. In some aspects of the curriculum there are not enough resources to enable pupils to undertake activities more independently than is the case now.

## **ART AND DESIGN**

90. Too few art lessons were taught during the inspection for firm judgements to be made about the quality of education provided. At the last inspection, standards were judged to be in line with national expectations and the quality of education, including the quality of teaching, was satisfactory. In this inspection, from lesson observations, discussion with pupils and a scrutiny of sketchbooks and displays around the school, it can be concluded that standards are still broadly in line with expectations.
91. In Year 6, pupils have recently made a pencil-study of shoes. They have interpreted their observations effectively and created good effects of shade and texture. A scrutiny of all the available work on this study indicated that standards are broadly in line with national expectations. Across the school there were few examples of pupils using their observational skills in drawing and painting, at equivalent levels for their age, as was the case with this Year 6 work. Examples of work relating to the use of colour, shades and tints show that pupils can experiment with different media and are developing an understanding of how to lighten and darken different colours. However, displays and sketchbooks indicated that the curriculum provided is too narrow.
92. In discussion with a sample of Year 6 pupils, they remembered more about what they completed in art when they were in Year 3 than about what they have done in the recent past. They were unable to recall doing much to develop their skills in three-dimensional work, sculpture or ceramics. Similarly, they could not remember printing, using dyes or working with textiles. An analysis of curriculum planning

indicates that much of the work focuses on European traditions of art. This is at the expense of developing the pupils' experience of art from other cultures. Although the Year 6 work was effective, the pupils' sketch books did not provide evidence that they developed their ideas by drawing and studying different shoes or parts of shoes, that they tried approaches using different media, or that they evaluated different approaches to find out which one suited the subject best.

93. During the inspection, Year 4 pupils were studying the work of the impressionist school of artists. They tried paint and pastel to imitate the effects of artists such as Monet. Most could scrutinise copies of works of art and make good attempts at replicating the technique for themselves. The teacher made very effective use of demonstration and discussion. Other adults, including teaching assistants, were used appropriately. The pupils had good access to photographs and pastels. The teacher introduced the idea of frames to focus the attention of the pupils on a small area of the original picture. However, there were too few of these for all pupils and this restricted their effectiveness. Throughout the lesson the pupils worked diligently and with enthusiasm. They co-operated well and used resources with care.
94. Currently, there is no subject leader for art, and the headteacher has taken on this responsibility for the time being, pending decisions to be taken in the spring term about leadership in art. There has been little development of art over time and the subject lacks effective strategic direction. There are weaknesses in the breadth and balance of the curriculum provided. There are indications that improvement in the quality of the curriculum provided is only just satisfactory since the last inspection.

## **DESIGN AND TECHNOLOGY**

95. Too few lessons were taught during the inspection to enable firm judgements to be made about the quality of teaching from lesson observation. Taking into account the few lessons observed, discussions with Year 6 pupils and a scrutiny of previous work, there are indications that standards are below the national expectation and that they have not improved since the last inspection. A scrutiny of previous work indicated that the Year 3 pupils' achievement was in line with expectations, but levels of achievement began to fall behind expectations in the older year groups.
96. From the lessons observed and curriculum planning, it is apparent that teachers confuse some aspects of DT with art. The school's scheme of work does rely in the main on national guidance. However, teachers' more detailed planning does not show sufficient reference to the expected development of ideas and skills before pupils undertake designing and making tasks. The most significant weakness identified, related to an absence of teaching of practical skills. The pupils need these before they can successfully tackle designing and making tasks. The capability of the pupils is restricted by a lack of balance in the curriculum, a narrow range of resources, and unsatisfactory teachers' subject knowledge. Expectations about the nature of activities are not always linked effectively to what the pupils are capable of making with the techniques available to them. For example, current Year 6 pupils were engaged in designing and making a 'fantasy shoe'. The skills and techniques required to complete this successfully, that might enable a realistic evaluation of the finished product, are beyond the scope of pupils of this age. They would not be able to make a product that was fit for its purpose.
97. In lessons and during discussions the pupils showed good attitudes and levels of interest. During activities the pupils persevered and co-operated effectively with others. They responded enthusiastically to questions and discussions. In one lesson

a pupil with EAL gave a very clear account of her work. This pupil is making very good progress both in speaking and listening in English and in developing her skills of evaluation in DT. Generally, pupils with SEN respond well to practical tasks and make satisfactory progress.

98. The subject knowledge and leadership skills of the subject leader are underdeveloped. Currently, the development plan for DT does not identify how these will be improved. Available learning resources are not stored effectively, and teachers and pupils cannot access them appropriately. In lessons these resources are not organised for pupils in a systematic manner. As a result, they have difficulty making informed decisions about what materials to use or what types of joins or fastenings to use in construction tasks. The school has inadequate storage space for part-finished models.
99. At the last inspection standards were below the national expectation and there were weaknesses identified in teaching. As a result, the report identified developments in DT as the second most important key issue for improvement, particularly in the design process. Pupils' knowledge and understanding of the design process are now satisfactory. However, not enough has been done to improve teachers' subject knowledge, teaching approaches, curriculum planning or the provision and adequacy of resources to have a positive impact on standards.

## **GEOGRAPHY**

100. An examination of the work of last year's Year 6 pupils shows that standards in geography were above the national expectation by the time they left the school. Almost all pupils reached the nationally expected level and much of the work was at the higher level. This year's Year 6 pupils are well on the way to achieving similar standards. They understand and compare the weather and formation of different highland regions – the Alps, the Himalayas, and mountainous areas of England, Scotland and Wales. Pupils have a good knowledge and understanding of volcanoes, glaciers, drifts, blizzards, avalanches, hanging valleys and rivers. They use correct technical terms with confidence; for example, 'confluence', 'meander', and 'magma'. Pupils compare life in urban Boscombe with that in rural areas such as the Purbecks. They have good atlas skills and knowledge of where countries, cities and rivers actually are in relation to each other. They can find their way round an Ordnance Survey map and know the major symbols. In Year 5, pupils consider the best route for a Christchurch bypass, using maps and local census information. Year 6 pupils talk knowledgeably about Dominica and the Caribbean, which they studied in Year 4. Progress is good throughout the school, but particularly so in Years 5 and 6.
101. Only two lessons were observed, both of which were good, and it can be concluded from the high standard of work that teaching and learning are good overall. In a Year 3 lesson, pupils were considering what they could say about the weather of various places around the world from a series of A5 photographs. The lesson concentrated well on geographical skills. It was a simple idea that worked well. Pupils worked hard, co-operating well in small groups. They were interested and involved. In a lesson in Year 5, pupils were given maps of South America and asked to find out various things – countries, capitals, seas, rivers, the Andes, the equator, the tropic line, major languages, populations and life expectancy. The tasks were matched to pupils' ability. This took place in the period before assembly, and there were plans for it to be repeated with other Year 5 classes by swapping teachers to use expertise well. The school is fortunate in having more than its fair share of geography specialists, and the knowledge and understanding of teachers are good in general.

102. Pupils' knowledge, understanding and skills are enhanced well by a series of humanities trips, including a residential visit by Years 5 and 6 to Leeson House field centre. Pupils visit Swanage, Brownsea Island and Hengistbury Head to study coastlines and erosion, and Corfe to look at settlement. They also study Boscombe town centre and beach. Parents are a considerable help in volunteering their time to help with these trips, which pupils recall with a great deal of pleasure.
103. The school uses the nationally recommended scheme as a basis for the curriculum, which is covered well. The geography co-ordinator is competent, knowledgeable and hard working. She has introduced various computer programs and searched out relevant websites in order to enhance learning, and is planning to increase the use of ICT in the subject. Literacy is supported well as pupils are expected to write in a factual way, as well as composing lists and giving reasons for judgements; for example, in the observed lessons. Little evidence was found of support for numeracy in geography. There is no whole-school assessment scheme, but this is not having a detrimental effect on standards, as teachers mark work effectively. The co-ordinator plans to monitor teaching and learning, but her non-contact time does not coincide with other teachers' geography lessons. Resources are satisfactory, although some atlases and globes need replacing.
104. In the last inspection, standards in geography were found to be in line with, and sometimes above, the national expectation. Since they are now definitely above expectations, the school has made good progress in this area.

## **HISTORY**

105. Standards in history are above the national expectation. Year 6 pupils spoke confidently and knowledgeably of the periods they have studied at school – Celts and Romans in Year 3, Egyptians and Greeks in Year 4 and Tudors in Year 5. At the time of the inspection they were very enthusiastic about their study of Victorians and looking forward eagerly to a forthcoming 'Victorian' day, when they would dress as Victorian children and take part in typical Victorian activities. On being asked about Greek and Roman Gods, they entered into an animated debate about different names for the same god, showing a well above average knowledge of something they had studied two and three years ago. They took great delight in recalling the more gory aspects of mummification. The pupils knew a great deal about the Tudor period, and between them could name, in order, all the monarchs and all of Henry VIII's wives and their various fates, as well as several Shakespearian plays. This showed a good knowledge and understanding of the passage of time. From an analysis of the work of last year's Year 6, it was apparent that pupils' knowledge and understanding of Victorian times – for example, the origin of Christmas as we know it, the rich/poor divide, childhood, and the order of events on time lines – were above average, and there is every reason to believe that this year's Year 6 pupils will be equally good. The history standards of the present Year 3 pupils are about average, and attainment moves to above average as pupils go through the school. Progress is good.
106. Five history lessons were observed, and another two ICT lessons which were history-based. One of these lessons was unsatisfactory, one was satisfactory and five were good. Taking into account pupils' good progress over time as well as observed lessons, it can be concluded that teaching and learning are good overall. The unsatisfactory lesson was with a Year 4 class. The intended learning outcomes were not apparent. Pupils were badly behaved and too little learning took place as the teacher had to spend too much time keeping order. To be absolutely fair, it must be

stated that the teacher was ill at the time with a very heavy cold, and was only in school from a sense of loyalty during an inspection. The headteacher, quite rightly, told the teacher not to come in the following day, and a supply teacher took over.

107. Good lessons were seen in Years 4, 5 and 6. No lessons were observed in Year 3. Both ICT lessons, with Year 6, were good, with very good use of resources, in this case the Internet to research about Victorian Britain and produce a fact sheet about one aspect of it. This was a very good example of the successful use ICT in other subjects, to the benefit of pupils' ICT skills as well as to their knowledge and understanding of history and their skills of historical research. The lessons had a very good pace, and pupils were very enthusiastic and determined to do their best. They had an understandable pride in what they were able to produce – high quality fact sheets that teachers themselves would be happy to use. Literacy is supported well by such exercises, and by pieces of factual writing about the periods studied. The use of time lines supports numeracy.
108. Teachers' knowledge and understanding of history are good. In good lessons, they make the subject interesting and alive by emphasising human aspects, and pupils respond with enthusiasm and work hard. This enthusiasm is reinforced by the annual history and drama days for each class, which encourage empathy and deepen understanding. Learning is also helped by trips to Badbury Rings, Corfe Castle and the Mary Rose, and to the archaeological dig at Hengistbury Head. Parents help with the history drama-days and trips. One parent who is an archaeologist has brought in artefacts and talked to Years 3 and 5.
109. The co-ordinator is enthusiastic, competent and hard working. The school uses the nationally recommended scheme of work as a basis, and the National Curriculum is covered well. The co-ordinator looks at pupils' work, but has had little opportunity to observe history lessons. Resources are generally good. The last inspection found that standards were in line with the national expectation, so the school has made good progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

110. At the last inspection standards were judged to be above the national expectation. The school has kept pace with national developments in ICT and with rising expectations of what pupils should achieve.
111. Standards are above the national expectation and in some lessons there were indications that they are well above the national expectation. Pupils in Year 6 can use the Internet to search for key information; for example, about life in Victorian times. They select what they need and use their knowledge of desktop publishing to organise the information in different but simple forms. They achieve this in a relatively short space of time. In relation to organising and presenting the information, pupils can resize and reposition text boxes, preview the result and make small amendments before printing. They learn new ideas at a brisk pace and can apply them in correct sequences. Pupils in Year 5 have a very good understanding of how spreadsheets work. For example, they followed teacher-led demonstrations to try out ideas about costing an imaginary party and, as with Year 6, they applied their learning quickly to work out the next steps for themselves. Year 4 pupils developed their knowledge of databases and the facility to create graphs to illustrate information in different ways. In this respect, their knowledge and understanding about how to use ICT exceeded their knowledge of mathematics. As a result, the pupils could not always interpret the graphs effectively. For example, they were clear about the information that column

and bar graphs provided, but many were unclear about the meaning of pie charts because they had not covered fractions at sufficient depth in mathematics.

112. In lessons, pupils have very good attitudes to learning. They can work independently or in co-operation with others. Levels of concentration and application are high and pupils are well motivated.
113. The quality of teaching is good. Teachers have good subject knowledge and the content of lessons is presented in ways which the pupils understand. The teachers plan for a good balance of demonstration, discussion, and expecting the pupils to try out what has been taught and to practise what they have learned. As a result, lessons have a high proportion of activities which require the pupils to work independently. The teachers' good subject knowledge and effective planning have a positive impact on the pupils' progress. Across the key stage, they make good progress. As a result, pupils of all abilities are challenged appropriately in their learning. The pupils with SEN make at least expected progress and they are supported effectively by other pupils, the teaching assistants or teachers. Successful lessons were characterised by short introductions, clear instructions and effective assessment and monitoring by the teachers as they proceed. In these lessons teachers also initiate ideas in the classroom and bring illustrations, instructions and summaries from previous lessons into the ICT suite for pupils to refer to. Teachers intervene in activities using short, brisk teaching episodes. Most lessons finish with effective teacher-led discussions that highlight what has been learned and explain what the pupils will cover next time.
114. Overall progress since the last inspection is very good. The school has improved accommodation to provide a teaching room for ICT. It has a suite of networked computers with Internet access. There are appropriate safeguards in place to ensure that this is used appropriately. There has been significant staff development involving all teachers and in some cases teaching assistants.
115. Currently, the subject leader is absent for the school year and the headteacher is acting as subject leader. Overall, leadership is effective. Methods of teaching and learning are being developed well. Leading and managing staff and the use of resources have been effective. The quality of the curriculum is best where ICT planning is linked directly to what the pupils are learning in other subjects; for example, history. Conversely, it is less successful where the ICT curriculum is not linked to what is being covered in other subjects, such as mathematics.

## **MUSIC**

116. Music plays an important part in the life of the school and contributes well to pupils' experience. The subject is led by a part time music specialist and standards of music throughout the school are very good. This is a considerable improvement since the last inspection, when standards were judged to range from satisfactory to very good.
117. Teaching and learning are very good. Four lessons were observed during the inspection and all proved to be very effective. As a result of the teacher's secure knowledge and understanding of her subject, Year 4 pupils are able to sustain a rap rhythm when performing with others and know the names of notes and rests such as 'crotchet', 'semibreve' and 'minim'. Pupils also have an understanding of the value of notes. They are able to create tunes using repeated patterns, pulse and drone and there is evidence of high attainers layering sound. The teacher's class management

enables Year 6 pupils to develop the skills of working together in small groups and they are skilled in appraising the work of others. Pupils are able to pitch and copy rhythms using strong beats and rests effectively, and are able to sing in harmony. There was evidence in assembly of the Year 3 choir performing lyrics written by Year 6 pupils based on a current pop song. This will be performed as part of the whole-school production of "A Christmas Carol".

118. The teacher uses effective questioning to assess pupils' knowledge and understanding. Sharing the lesson objective in the form of a 'rap', pupils are able to echo sequences of notes in a pentatonic scale. In a Year 4 class, she skilfully develops a group performance using pupils' written work from a religious education lesson about the Creation. Pupils work effectively in groups, concentrating and cooperating well and produce work of a high quality. In two of the lessons observed, pupils who were unable to work effectively in groups were composing using a computer program.
119. A further indicator of the high standards in music is the number of pupils learning an instrument. Over a third of the school's pupils now take some form of music tuition in guitar, recorder, strings, woodwind, keyboard and brass. There are also two choirs and an orchestra. The quality of singing throughout the school in assemblies and performances is very good. All pupils are involved in school productions, and the musical life of the school is enhanced by other performances such as concerts, musical plays and carol festivals.
120. The subject plays an important part in pupils' spiritual, social, moral and cultural development. They have opportunities to respond to live and recorded music. Choir members and instrumentalists have to make important decisions about priorities and commitment, contact with different adults and children in and out of school develops their social skills, and cultural development is enhanced by the variety of music that they encounter.
121. The subject is managed very well by the subject co-ordinator, who has developed an effective, manageable system of assessment linked to the overall planning of the subject. Resources include a wide range of instruments, and the co-ordinator has begun to develop the use of ICT in composing.

## **PHYSICAL EDUCATION**

122. In most of the areas of PE that it was possible to observe – netball, dance and fitness training – standards are above those usually seen among pupils in the age-groups concerned. Standards in gymnastics in Year 4 are satisfactory. School records show that they are good in swimming, athletics and cross-country. The school was highly placed in the summer athletics league last year, and for several years it has achieved success in the local cross-country league. One of the key issues of the last inspection was to introduce swimming as the school was not doing it, and it is a national requirement that pupils should be able to swim 25 metres and understand water safety by the end of Year 6. Last year 95 per cent of pupils could do this, and there were physical reasons why the others could not.
123. Teaching and learning are good. Five lessons were observed, at least one in each year, for a long enough time to make a judgement. Three of these lessons were good, and two were very good. One very good lesson was a demonstration by the headteacher to an inexperienced colleague, part of the school's support for developing teaching and learning. In a netball lesson in Year 5, passing skills were

good, with pupils correctly and confidently using the two-handed pass and catch, and some using the one-handed shooting throw to get over the heads of the opposition. Pupils were enthusiastic, responding to the teacher's enthusiasm and good pace. In the games which concluded a largely skills-based lesson, they stopped each other, and themselves, with good humour if they contravened the 'steps' rule. In a dance lesson with Year 3 pupils, the girls showed some very good skills, whereas the boys' skills were satisfactory. Girls were thinking more and co-operating better, and they were more imaginative in movement concerning life and death, or cold and hot. The teacher's knowledge and understanding were good, and he was successful in getting small groups to work together, to watch each other and to try to improve continually. In a Year 6 circuit-training lesson, pupils showed a good knowledge and understanding of what was happening to their bodies and why they were doing the exercises. In all lessons there were good warm-up, stretching and cool-down sessions, and control and organisation were good.

124. The co-ordinator is dedicated and very competent. The curriculum is based on a mixture of schemes such as TOPS sports and Suffolk gymnastics, but mostly the school uses the nationally recommended scheme. The resulting scheme covers the National Curriculum well. The co-ordinator himself organises area and district events. Almost all staff take part in some club to support PE (and all support a club of some kind), and the school is very happy with the support of the few parents who volunteer for these. However, it would like to run more sports clubs, and cannot find more volunteers. When the school was built, the land that could have been used as a playing field was sold for housing development. Determined that pupils' education should not suffer, the school secured the use of the playing field of another local primary school, and one afternoon a week half the school does games there. This necessitates a ride to and from the other school in three double-decker buses with all the equipment. The organisation of this is like clockwork, with various pupils picking up equipment and transporting it wherever necessary. Pupils are sensible and behave well, and there is a very good emphasis on safety. This minimises lost time and maximises time actually spent playing games, and the school should be congratulated on the way it handles what amounts to a school trip every week.
125. The last inspection found that standards in most areas of PE, apart from swimming, were appropriate, skills in games were well developed, and progress in gymnastics, dance and games was good. Skills are now generally higher, and progress since the last inspection has been good, and very good in swimming.