

# INSPECTION REPORT

**KINSON PRIMARY SCHOOL**

**Bournemouth, Dorset**

LEA area: Bournemouth

Unique reference number: 113724

Headteacher: Mr J Elliott

Reporting inspector: P Mathias  
Rgl's OIN - 21945

Dates of inspection: 25.02.02 - 28.02.02

Inspection number: 195125

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant & Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Kinson Bournemouth Dorset
Postcode:	BH11 9DG
Telephone number:	01202 572713
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr William Magowan
Date of previous inspection:	19th - 22nd May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Mr P Mathias	Registered inspector	Science Physical education Religious education English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed? What the school should do to improve further. How well are pupils taught?
10965	Mrs P Edwards	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
30705	G Stephens	Team inspector	Information and communication technology History Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?
26519	Mrs M C Hatfield	Team inspector	Mathematics Geography Under fives	
12997	Mrs C Cheong	Team Inspector	Special educational needs English Art Design technology	How well does the school care for its pupils?

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

With 310 pupils on roll the school is of above average size for primary schools. It caters for boys and girls between the ages four and eleven. The youngest children attend the reception class on a part time basis until Christmas and then become full time. Many of these children have previously attended a private on site playgroup. Ten pupils joined and thirty two pupils left in the last school year at times other than the normal. The latter is a high figure and is associated with the fact that some families move from an area of social housing which the school serves. Children's attainment on entry to the reception class is generally below average. By the beginning of Year 1 many, but not all are ready to begin the national curriculum.

There are ninety six pupils who are considered to have some degree of special educational needs which is above the national average. No pupil currently receives support for special educational needs from outside agencies. This is a low figure. Most pupils come from homes where there is a spread of social and economic advantage and disadvantage. About 23 per cent of pupils are known to be eligible for free school meals which is above the national average. There are nine pupils who have English as an additional language of whom three are at an early stage of acquisition.

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

Kinson has some significant strengths. Standards in the national tests for eleven-year-olds have improved dramatically recently and are well above average for schools considered similar. Pupils make above expected progress in these tests based on how they achieved when they were seven years of age. The quality of teaching is satisfactory overall and teachers in Year 3 to Year 6 make very good use of the information they collect to help pupils make progress in English, mathematics and science. The headteacher and deputy headteacher work very closely with staff and governors to raise standards. Governors give the school a strong sense of direction. The school is well resourced and generally has good facilities. The school gives good value for money.

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

- Standards in information and communication technology (ICT) are above those expected and have improved significantly since the time of the last inspection.
- Provision for and the impact of the school's procedures for monitoring academic performance amongst pupils aged between eight and eleven are very good in English, mathematics and science.
- The quality of teaching in Year 3 to Year 6 is strong.
- The leadership of the governing body is very strong. Governors work closely with the senior management team to raise standards and to evaluate the success of their decisions.

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

- Teachers in the reception classes do not plan with sufficient regard to the small stepping stones to learning which are appropriate for children of this age. They do not assess and record regularly these children's progress towards all of the early learning goals.
- The lavatories for children under six years of age are too large for them all to use safely and hygienically. They do not conform to the School Premises Statutory Instruments 99/Part2, Para 3.1.
- The good quality of teaching and learning in Year 1 and Year 2 is inconsistent across those classes.
- Comparative standards at the end of Year 2 are much lower than at the end of Year 6.
- The school day for pupils in Year 3 to Year 6 is shorter than that adopted by most schools. Overall the division of the timetables for pupils in the school does not make best use of the time available. Some lessons are too long.
- Procedures for assessing, recording and monitoring standards in subjects other than English, mathematics and science are inadequate.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When the school was inspected in May 1997 the standards achieved by pupils required some improvement. The quality of education provided by the school required some improvement. The school's climate for learning was good and the management and efficiency of the school were good. Since then the school has made good progress in addressing nearly all of the key issues for improvement indicated in the previous report. These were to improve curriculum planning and the quality of teaching, strengthen procedures for assessing pupils' work

and progress and raise standards in ICT. There has been very good progress in raising standards in ICT and now standards are above expected levels. The school has impressive assessment procedures to look at how pupils perform between the ages of eight and eleven years in English, mathematics and science. It uses the information this gives very well to raise standards in the national tests for eleven-year-olds in these subjects. There are now detailed plans for the systematic teaching of all subjects. However, the impact of all of these subject plans on teaching and learning have not yet been fully evaluated. The school recognises this and is intending to address this in the future. The quality of teaching is better now than it was.

Standards in the national tests for seven-year-olds in reading, writing and mathematics since 1997 have been consistently well below average. In mathematics standards have improved since a low point in 1998. In reading and writing in comparison to the national trends, standards are lower now than they were in 1997. In contrast standards in the national tests for eleven-year-olds in English, mathematics and science were well below average in 1997. The trend of improvement of results in the end of Year 6 tests for eleven-year-olds is above the national trend and is now well above average for similar schools. The leadership and management of the school remains a strong feature. The school is well placed to improve further.

## 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				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	E	C	A	well above average    A above average        B average                 C below average         D well below average    E
mathematics	B	D	C	B	
science	B	C	C	A	

The table shows that standards in the tests in the last three years have generally been average. In 1999 they were above average and in 2000 they were below average overall but average in science. In 2001 results were average when compared to schools nationally. When these results are compared with the results of schools considered to be broadly similar, standards are well above these similar schools in English and science and above in mathematics. Pupils achieve above the levels predicted for them as a result of their prior performance in the national assessments they took when they were aged seven.

Pupils enter the reception class with broadly below average basic skills. In classes standards at the end of Year 6 are average in English, mathematics and science. Pupils in Year 6 have achieved well in those subjects considering their below average starting point. Currently standards in ICT are above those expected nationally. Standards are in line with expected standards in all other subjects of the National Curriculum and many pupils exceed the expected standard in swimming (to swim 25 metres). Standards in religious education are in line with those set out in the locally agreed syllabus. Standards in literacy and numeracy reflect the same pattern as in English and mathematics.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Nearly all pupils enjoy their lessons and look forward to school.
Behaviour, in and out of classrooms	Satisfactory. A small minority of pupils do not always give of their best or follow their teachers' instructions willingly.
Personal development and relationships	Good. Relationships between pupils and their teachers are good and there is a strong commitment to the care and welfare of pupils. Pupils have good opportunities to learn how to accept responsibilities.
Attendance	Satisfactory. Procedures are thorough and absences are followed up strenuously.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

The quality of teaching is satisfactory. In nine out of ten lessons it is satisfactory or better. In one out of ten lessons it is unsatisfactory. In four out of ten lessons teaching is good and in one out of ten lessons it is very good. The teaching of English is satisfactory and teachers have a firm understanding of the literacy strategy. The teaching of mathematics is satisfactory and all teachers plan carefully in similar ways to meet the objectives of the numeracy strategy. The teaching and support for pupils with special educational needs are good as is the teaching for those pupils who have English as an additional language. Pupils with special educational needs and English as an additional language play a full part in their lessons.

In the best lessons the teachers plan thoroughly, lessons begin purposefully and teachers are aware of what they intend their pupils to achieve in the lessons. Pupils are reminded regularly of this and the time available to complete the task. The teachers are enthusiastic and make all pupils feel involved in the lesson. Teachers have a good knowledge of their subjects and this enables them to explain clearly and to help pupils understand the principles they are being taught. Teaching assistants and resources are used well.

Where teaching is satisfactory but has some weaknesses or where teaching is unsatisfactory, the pace of learning is too slow, the teacher provides too much explanation and insufficient activity. Opportunities are missed for pupils to think things out for themselves. In the reception classes insufficient attention is given in teacher's planning to taking account of the small steps to learning which are appropriate for children of this age and as a result work is not always suitably matched to the range of abilities of these children.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school plans successfully to ensure that the curriculum is wide and interesting for all pupils and meets statutory requirements. However the school day is shorter than that kept by most schools. The division of time for individual lessons is not always appropriate for the subject being taught.
Provision for pupils with special educational needs	Good. Work is carefully matched to these pupils. Individual educational plans are well set out and followed.
Provision for pupils with English as an additional language	Good. Pupils are well supported and those who are in the early stages of acquiring English benefit significantly from the well focused teaching they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall it is good. Provision for pupils' moral and social development is good. Provision for spiritual and cultural development are satisfactory. There is a good range of activities outside the taught curriculum including team games.
How well the school cares for its pupils	Good. Procedures for monitoring and supporting pupils' academic progress in English, mathematics and science in Year 3 to Year 6 are very good and very effective. In the reception classes and Year 1 to Year 2 these procedures are less well developed. Procedures for assessing standards in other subjects are beginning to be put into place. Provision for monitoring personal development is good. Child protection is thorough. Procedures for monitoring attendance are good
Partnership with parents.	Good. Strengths are in the very good impact parents have by their involvement in the life of the school and the way parents help their children learn.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and other key staff is good. There are very good arrangements in Year 3 to Year 6 to provide very good support in order to raise standards. There is a positive ethos to the work of the school.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well and is very effective.
The school's evaluation of its performance	The headteacher and governing body evaluate the information they receive from national and local sources very carefully to track the performance of individual pupils in national tests and other initiatives. Currently, not all subjects co-ordinators have had opportunities to look at teaching and learning which is planned to take place in the future.
The strategic use of resources	There are very good procedures to link the school's financial planning to its educational needs. These ensure that spending decisions are cost effective and are good value for money. The school uses grants and additional funds well. The generally good accommodation is well used. However, lavatory facilities for children in the reception classes are unsatisfactory.

## 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>• My child likes school.</li><li>• My child is making good progress.</li><li>• The teaching is good.</li><li>• The school has high expectations of my child.</li></ul>	<ul style="list-style-type: none"><li>• Behaviour</li><li>• The information the school provides on their children's progress</li></ul>

In response to the 312 questionnaires sent out 83 were returned. The evidence of the inspection confirms parents' positive views of the school. Parents appreciate the fact that generally their children make good progress and like coming to school. They feel happy with the teaching their children experience and the expectations teachers have for them. Some parents rightly expressed some concern about the behaviour of a small minority of pupils. The school provides an appropriate amount of information for parents about their children's progress.

A meeting was held between the Registered Inspector and parents. Twenty two parents were present. Parents expressed on the whole positive views of the school. They felt that the school had improved particularly in its accommodation and in the level of support their children receive in classes.

## **PART B: COMMENTARY**

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

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

1. Generally pupils enter the school with below average standards. Standards overall are average by the age of eleven. During the inspection there was no significant variation between the performance of boys and girls although in the period between 1999 and 2002 girls attained less well than boys in reading in the national tests for seven-year-olds. In the same period amongst eleven-year-olds, boys achieved better in the Year 6 than girls in English, mathematics and science.
2. In the 2001 national assessment of seven-year-olds standards were well below average in reading and writing and below average in mathematics. When compared to schools considered broadly similar these results were well below in reading and writing and average in mathematics. Standards have been well below average in reading and mathematics since 1997. In writing, standards amongst seven-year-olds were just above average in 1997 and since then have fallen away to their current well below average position. Standards in reading and writing are now comparatively lower than they were in 1997. At the end of Year 2 pupils have not improved at the rate of most seven-year-olds over the period between 1997 and 2001. The school has identified this as an area for improvement.
3. In the 2001 national assessment tests for eleven-year-olds, standards in English, mathematics and science were average when compared to schools nationally. When compared to schools considered broadly similar standards in English and science were well above average for these schools and in mathematics results were above average for similar schools. Pupils in Year 6 in 2001 achieved above what was expected of them based upon the standards they achieved when they were tested in the national assessments for seven-year-olds.
4. In contrast to the long term downward trend in standards of seven-year-olds, the pattern of improvement in the school's performance in national tests for eleven-year-olds is much more encouraging. The rate of improvement in the period 1997 to 2001 is above the national trend. The school has raised its national test results for eleven-year-olds much quicker than most schools. This impressive improvement is closely related to the very purposeful way the school has used its own and national data to identify where pupils could improve and to dedicate additional resources and teaching to address this issue.
5. Children enter the reception class with levels of basic skills which are below those usually found amongst children of this age. Standards at the end of Year 2 in English in speaking and listening, reading and writing are below average. Standards in mathematics are also below average. Standards in science at the end of Year 2 are average. At the end of Year 6 standards in English, mathematics and science are average. This improvement is closely linked to the good teaching going on in classes between Year 3 and Year 6 and the careful way these pupils are helped to reach higher standards.
6. In English by the end of Year 2, most pupils are able to listen satisfactorily and make appropriate responses, for instance, to instructions and stories. Many in Year 2 show an understanding of the main points of a discussion, such as why it is important to praise and encourage people. In Year 2, pupils use appropriate phonic knowledge and some have good word recognition skills, but they are not aware of other strategies they could use to help them to decode a word. By the end of Year 2 pupils can recognise familiar words and some are able to read simple texts with

appropriate accuracy and understanding, taking due note of punctuation such as full stops. By the end of Year 2, all pupils can communicate meaning through words and phrases. Some can write in sentences using simple punctuation. Pupils are beginning to write for different purposes, including writing their own versions of familiar stories or what they would say if lost in a wood. By the age of eleven, most pupils listen with satisfactory concentration and respond appropriately when engaged in oral comprehension and discussion.

7. In mathematics, by the age of seven, many pupils have a satisfactory knowledge of place value to 100 but are unsure about ordering numbers to 100. Few can solve problems using numbers to 1000. They count in fives and in tens as a group and some can double and halve to ten. Many recognise odd and even numbers. They identify common shapes and some develop a sound understanding of shape, space and measures. Through playing number games, using dominoes and dice younger pupils count and sequence numbers, becoming aware of adding and taking away. By the age of eleven many pupils can work out calculations in their heads quickly. They understand functions, and recognise approximate proportions by using fractions and percentages to describe them. They develop sound measuring skills, calculate the area of a rectangle with confidence and use and interpret a range of diagrams and charts.
8. In science, in Year 2 pupils have a sound understanding of how to group objects according to their physical features. They know that substances can be altered by heating and cooling. They are just beginning to appreciate how to conduct experiments. In Year 3 to Year 6 pupils have a secure understanding of how to carry out a fair test and have good opportunities to put their ideas into practice. They know about how the human body works and can classify plants and animals according to their characteristics.
9. Standards in information and communication technology (ICT) are above those expected nationally. This represents a major improvement bearing in mind that this was a key issue at the time of the last inspection. Standards then were low. Now standards have risen as a result of the careful and effective way resources have been improved and teachers' knowledge and understanding strengthened so that all teachers now know what and how to teach. This has occurred through well focused additional training.
10. Standards in art, design technology, music, history, geography and physical education are at expected levels at the end of Year 2 and at the end of Year 6. Pupils achieve well in swimming in physical education and many exceed the standard expected of eleven-year-olds (to swim 25 metres). Standards in religious education are in line with those set out in the locally agreed syllabus.
11. Standards in these subjects are much the same as at the time of the last inspection. An exception to this is in music where standards were above expected levels. They have fallen since to be in line with those expected. This is closely related to the current lack of a co-ordinator for this subject. The school has identified the need to address this shortcoming and is in the process of doing so.
12. Pupils with special educational needs (SEN) make appropriate progress overall to the targets set for them. Pupils on the SEN register make satisfactory progress against prior attainment and against their targets set in their individual education plans (IEPs). Progress towards targets is reviewed each term. Pupils are well integrated into the life of the school and take a full part in the curriculum. Additional support in lessons and in withdrawal groups enables them to progress in line with their peers.

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

13. Throughout the school pupils, including those with special educational needs, have positive attitudes to their learning. This is in line with the findings of the previous report.
14. Pupils enjoy coming to school and talk about their work with enthusiasm. The majority of pupils respond well and show interest in the activities provided. For example in a Year 6 mathematics lesson when squaring multiples of ten pupils listened carefully to their teacher and willingly shared their ideas with one another. The majority of pupils work hard in lessons trying to do their best.
15. The majority of parents are happy with their children's attitudes to school and feel they are encouraged to behave well and grow in maturity. During the inspection the behaviour of pupils in lessons and around the school was satisfactory overall. However some inappropriate behaviour was noted in some lessons throughout the school. Playtimes and lunchtimes are pleasant social occasions where the majority of pupils play well together. Pupils and parents report incidents of bullying rarely occur. There were three fixed period exclusions during the last reporting year.
16. Relationships between the majority of pupils are open and friendly and they feel comfortable when chatting to teachers about their work and personal issues. Many pupils are developing a growing maturity and appreciate the trust adults put in them, as seen in a lesson discussion in Year 3/4 where pupils came to realise the impact of their actions on others. Pupils are able to respect each others faiths, values and beliefs.
17. Pupils are willing to accept responsibilities and enjoy helping with the routines of class and school, such as assisting with setting up for collective worship, acting as prefects, playground buddies and serving on the school council. Pupils are encouraged to use their initiative and examples of learning researched at home were observed during the inspection, for example work on 'The Beatles'.
18. Attendance is satisfactory at 94.2% and was broadly in line with the national average for the last reporting year. The majority of pupils arrive punctually allowing lessons to start on time and continue without interruption.

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

19. The quality of teaching is satisfactory and is better than at the time of the last inspection. Across the school nine out of ten lessons are satisfactory or better. In four out of ten lessons seen teaching is good and in one in ten lessons it is very good. Particularly strong features are some good quality teaching in Year 2 and the often good and very good teaching in Year 3 to Year 6. Overall the quality of teaching for children in the reception class is satisfactory. However, teachers do not plan carefully enough to ensure that all lessons are based on the small steps necessary for children of this age to take in their learning. The good teaching allied to very thorough procedures in Year 3 to Year 6 to assess what pupils need to do to improve in English, mathematics and science are having a significant impact on raising standards in the national assessment for eleven-year-olds. This good teaching also helps pupils to achieve well bearing in mind the often low starting point of pupils at the end of Year 2.
20. The teaching of literacy is satisfactory and lessons are planned well to meet the structure of the literacy hour. Teachers have a firm understanding of how to teach reading. The National Numeracy Strategy is also successfully implemented and the school regularly measures pupils' attainments through a variety of assessments to see that they are at least on track to reach by the age of eleven, the standards expected of them. Pupils benefit both in literacy and numeracy from teaching clearly focused on what they need to do to obtain good results in the national tests for eleven-year-olds.

21. Across the school where teaching is good or very good, lessons begin in a lively and purposeful way because the teachers have prepared thoroughly so that the teachers know what pupils should achieve in the time available. The routes the lessons will take are clearly laid out and followed successfully. The teachers are enthusiastic and this enthusiasm is caught by the pupils who work eagerly. All pupils, including those who have English as an additional language, are made to feel that they have an important part to play, for example, when moving dramatically in a dance lesson in physical education. The teachers have a very positive relationship with all pupils in their classes who in return try hard and wish to please their teachers. In the best lessons teachers have a good subject knowledge. For example, in a science lesson in explaining how forces are measured. The teachers make clear their expectations of what pupils should achieve in the time available. They make sure that pupils have remembered what they have learnt previously before they begin to build on what they already know. Teaching assistants are used well to help the lesson move forward purposefully. Opportunities to use information and communication technology are recognised and taken up well by pupils. As a result pupils maintain good concentration and work purposefully because they know what is expected of them and why they should strive to achieve to the best of their abilities.
22. Where teaching is satisfactory and have some weaknesses or where teaching is unsatisfactory the pace of learning is allowed to slow from its original brisk beginning. In some lessons the pupils learn little because too much time is wasted dealing with issues of behaviour. These delays result in more pupils becoming disinterested. The teacher provides too much explanation and opportunities are missed to encourage pupils to think things out for themselves. Some lessons are too long, and as a result the pace of learning falls away because pupils become disinterested.
23. The teaching of pupils with special educational needs by the class teachers and support assistants is good. The Code of Practice is fully implemented. Individual educational plans are appropriately drawn up by class teachers and reviewed. Teachers offer good support and mostly show good awareness of the needs identified in pupils' individual plans and targets. Work is generally well adapted to care for their needs and levels of understanding. Sometimes, however when pupils move to another teacher for work in English or mathematics there is some lack of knowledge of the pupils' targets. Teaching assistants offer good support in classrooms and in small group activities.
24. The overall quality of teaching in the reception class is satisfactory. Basic skills are taught competently. Teachers' manage their classes effectively. This often results in children's positive responses and appropriate behaviour. A strong feature of teaching is the good use of teaching assistants. These are very effective and children benefit from their high quality support. A wide range of purposeful play activities is provided and effective organisation ensures that all children are included in all activities and have equal access to the curriculum. However, teacher's do not always match work carefully enough to childrens' abilities. Consequently there is some lack of challenge in some lessons, for instance, in some aspects of physical development. In other lessons tasks are too difficult, for example in some work on the sounds letters make in literacy. Sometimes opportunities to develop children's skills and knowledge are missed because teachers' planning does not address all the areas of learning and the Early Learning Goals carefully enough. It does not identify in sufficient detail the small, structured steps in learning necessary to help children with different levels of understanding achieve the Early Learning Goals. Assessment procedures are under-developed. They are not used to guide the planning of new work in all the areas of learning.
25. Across the school the quality of marking is generally satisfactory, although in some instances the teachers do not give enough emphasis to what pupils should do to improve. Teachers regularly assess pupils' work in English, mathematics and science and particularly in Years 3 to 6 use this

information well to set individual goals for pupils to reach. However in other subjects these procedures are under-developed. There are sound arrangements for the setting of homework which are often closely related to the work pupils are undertaking in their lessons.

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

26. The curriculum is broadly based and meets the requirements of the National Curriculum. This is an improvement since the last inspection when the curriculum did not meet statutory requirements in information and communication technology (ICT). Statutory requirements are also met to teach the locally agreed syllabus for religious education. The quality and range of learning opportunities are satisfactory overall and good in English and mathematics. This is because of the very positive impact of the national strategies and the decision to focus on raising standards in these two subjects.
27. As reported at the time of the last inspection, teaching time in Year 3 to Year 6 classes is below the national recommendation. This, and the additional time devoted to the teaching of English, has impacted on the balance of the school day. Time is not used to best effect for the benefit of all subjects.
28. The provision for pupils with special educational needs (SEN) and those with English as an additional language (EAL) is good throughout the school. The school is successful in ensuring equal opportunities for all pupils and the school day is organised to ensure that pupils with SEN, those with EAL have full and equal access to all aspects of the curriculum. Planning is matched well to the different abilities of pupils and ensures that their needs are met. All pupils are fully included in lessons where they are well supported by teaching assistants in all classes. The special educational needs policy follows the requirements of the Code of Practice.
29. The curriculum for the reception classes is broad, balanced and covers all the recommended areas of learning. It is based on the nationally recommended Early Learning Goals. It links smoothly with the National Curriculum. The school has already identified the need to base these children's learning on small, structured steps to help children of different levels of understanding achieve the national Early Learning Goals in all the areas of learning. The curriculum promotes learning through purposeful play and first-hand experiences. Effective opportunities are provided to develop children's skills and knowledge through a balance of activities that are directly taught by adults and those that children choose themselves. All children are included in all activities and have equal access to the curriculum. Provision for children with special educational needs is good. Links with the on-site independent playgroup are very good, and enable pupils to build on their previous learning experiences.
30. The school has adopted the Qualifications and Curriculum Authorities schemes of work in all subjects other than religious education, which follows the agreed syllabus. This is an improvement since the last inspection when the provision of schemes of work was a key issue. The schemes have been fully adopted. These schemes, together with the National Literacy and Numeracy Strategies help teachers plan effectively to ensure continuity and provision. Long-term plans in Key Stage 2 are based on a two-year cycle and are shared with parents at the beginning of the school year. Medium and daily plans, especially those written for older pupils, are comprehensive. They detail not only learning objectives but also key activities, questions and vocabulary to be introduced. They also ensure that the different needs of all pupils are met.
31. The curriculum is enhanced by a good range of extra curricular activities offered mainly to pupils in Year 3 to Year 6. There is also a programme of visits, including a residential visit to Swanage



for pupils in Year 6 in the autumn term. Pupils have the opportunity to join the school choir, play the recorder or learn to play woodwind and brass instruments taught by visiting specialist teachers. These combine to form a wind band. Other clubs include dance, chess, cricket, Spanish, computer, skipping, netball, gardening, French, football and a very recently formed story/poetry club. Visiting specialists include qualified football and tennis coaches and several pupils have joined the local tennis club as a direct result of this initial contact in school. The school's commitment to social inclusion is reflected in the twice-weekly homework club for pupils who are unable to do their homework at home or who want to talk elements over with a member of staff. Good use is made of opportunities outside school, for example, pupils visit the local Victorian Life museum, the River Stour and local places of worship. There is a residential visit to the Leeson Centre at Swanage for a week for pupils in Year 6.

32. Links with the local community are good. Pupils collect for charities such as 'Barnado's' and organised a 'Bring and Buy' sale for a charity appeal organised by the television programme 'Blue Peter'. They have entered local children's art competitions and the choir has sung at the local old peoples home and in the Wintergarden Festival in Bournemouth. Visitors to the school include representatives from the RSPCA and Railtrack and also various faiths to lead assemblies. Actors have also attended, in costume, to lead study sessions in history on the Romans and Anglo Saxons. Recently, representatives from local businesses were invited to a school 'open day' and as result the school has been invited to join the local Chamber of Commerce.
33. The school has established a good working relationship with partner institutions. The majority of pupils come from the private pre-school setting that shares the school site. Very good induction procedures are in place to ensure that children are well prepared for their transfer into the reception classes. Good working relationships have been established with Oakmead Technology College to which most pupils transfer at eleven. Staff visit regularly prior to pupils' transfer and also support the school well with their football and rugby coaching expertise. Plans are in hand to both support and work closely with the school to enhance still further the provision of ICT skills and opportunities that it offers its' pupils.
34. The schools' provides effectively for pupils' personal, social and health development. The school was awarded the Healthy Schools' Award in 1998-2000. There are appropriate arrangements, approved by the governors, for the provision of sex education. Parents of Year 6 pupils are invited to a meeting to discuss the teaching arrangements and have the opportunity to be fully involved in a working partnership with the school. The 'Life Education Unit' visits the school every year and works with pupils of all ages complementing the work of staff in helping pupils develop the knowledge and skills to make informed and responsible choices.
35. Pupils with special educational have equality of access to the curriculum and have equal opportunities to make progress. Provision for pupils identified as having special needs is good. The school has a good range of support to meet the various needs of individual pupils. Teachers work closely with teaching assistants, often planning work together. These assistants are well informed of their pupils' needs and how they can best help them. Pupils are generally given extra help when the class is doing the same subjects. As a result they do not miss out on other lessons.

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

36. Provision for pupils' personal, including spiritual, moral and social development is good and pupils have a good sense of right and wrong. Most demonstrate this in their daily activities.

37. Provision for pupils' spiritual development is satisfactory, collective acts of worship meet statutory requirements and made a positive contribution to pupils' spiritual development. Pupils are given appropriate opportunities to pray and to gain some insight into the values and beliefs of others.
38. Provision for pupils' moral and social development are good and pupils are generally well supported. The school has an effective policy for promoting good behaviour with which pupils and teachers are familiar. The adults in the school present very good role models and show respect for all pupils, including those with special educational needs.
39. Pupils have good opportunities to be responsible and to be made aware of their social status. The school has arrangements for pupils to discuss between themselves issues of importance to them, older pupils also learn to be independent through a residential visit to Swanage.
40. The provision for cultural development is satisfactory. Pupils benefit from a good range of out of school activities and clubs which includes music, chess and games. The school is successful in promoting pupils' appreciation of their own and others' cultural traditions through its planned provision in subjects such as history, art, music and geography and incidentally, for example in listening to music in assemblies.
41. A key issue in the last inspection report was to improve whole school assessment procedures to ensure the effective monitoring of pupils' attainment and progress in all subjects. Good progress has been made in the development of this in English, mathematics and science and for pupils with special educational needs. In other subjects, such as geography and art, not enough has been done, which the school has identified as a priority.
42. At both key stages the school has focused on developing a good, consistent system of assessment and target setting to inform planning of future work in English, mathematics and science. Co-ordinators undertake careful analysis of assessment and test information, and this ensures that in these subjects all staff have clear knowledge of what pupils can and cannot do. At the start of each year, these initial assessments are used well to set targets for pupils' progress over the year. Assessment is clearly recorded in a simple record-keeping system. In English, mathematics and science pupils are assessed regularly over the year, and records of their progress are kept. This is working particularly well in writing. The recording includes reading tests, statutory and non-statutory tests and other assessments. The school has a satisfactory clear picture of progress of different cohorts. In English, mathematics and science, the results are beginning to be used to plan work to ensure that pupils continue to develop as well as possible, and this set of procedures is working well.
43. Schemes of work are based on government recommended documents. Teachers use some of the assessments suggested and keep individual records. However, there is no school-wide agreed practice for assessing subjects other than English, mathematics and science. For these subjects, there are no whole-school, consistent procedures to assess pupils against levels of attainment of the National Curriculum or for keeping appropriate records. Similarly, in the reception classes teachers do not regularly record their assessments of children's progress in all areas of learning. The result is that teachers are not always clear about the next level of work that pupils need.
44. Assessment procedures for those on all stages of the special educational needs code of practice are good. Forms used by staff to record pupils' assessment are clear; entries are always dated, and targets are generally written in precise language. Targets on individual education plans for pupils are precise and focus well on the individual pupil's most urgent learning needs. Targets are reviewed and updated regularly.

45. Baseline assessments, undertaken when children start school are used to plan suitable programmes of work. Learning targets are set for individual children which are shared with parents. Currently, assessment and recording procedures are not fully effective and are areas for development. The school is aware that these need to be based on small structured steps in learning, leading to attaining the Early Learning Goals in all areas of learning. This will enable staff to track more clearly children's progress towards attaining the Early Learning Goals in all of the areas of learning.
46. The school has maintained its effective care of pupils as reported at the time of the previous inspection. It provides a supportive environment where teachers know their pupils well and value them as individuals. The majority of parents are happy with the care and guidance offered to their children. They feel their children are happy in school as teachers are fully aware of their needs.
47. Procedures for monitoring and promoting positive behaviour are good. There is an effective behaviour policy that is applied consistently by all staff. Pupils and parents are aware of the school's 'Golden Rules' which are well supported through the home school agreement. Incidents relating to bullying and unacceptable behaviour are monitored carefully through activities such as whole class discussion. Staff deal with any reported incidents swiftly and effectively.
48. Procedures for checking attendance are good. Registers are called promptly at the beginning of each session. Parents are made aware in the school prospectus and newsletters of their responsibility to inform the school of the reason for any absence. The education welfare officer works closely and effectively with the school where problems have been noted.
49. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures.
50. There is a comprehensive health and safety policy and regular risk assessment is carried out. All necessary checks on fire appliances and electrical equipment are up to date. However the lavatories in the reception area are too large for children of this age and wet floors have the potential to lead to accidents. The arrangements for first aid including the recording of accidents and informing parents are good. First aid boxes are fully stocked and appropriately sited. Lessons on sex education and drug awareness form part of the school's programme for personal, social and health education. This programme is well supported by outside agencies including the 'Life Education Service', 'Streetwise' and the school nurse who holds a weekly drop-in session for parents.

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

51. Parents rightly believe that the strong partnership between home and school, reported at the time of the previous inspection, has been maintained.
52. The majority of parents are proud of the school and indicate that they are pleased with what the school provides. The quality of information provided by the school is good. Most parents feel that the school's regular newsletter keeps them well informed about developments. Consultation meetings for parents are held termly where targets for development are discussed. The majority of parents feel that they are given a clear picture of what is happening in school and how their children are progressing. Pupils' annual progress reports are satisfactory. They provide clear information about work covered but targets for improvement are sometimes too broad, and

information on standards reached is limited. Parents feel staff are approachable and teachers are willing to talk to them at any reasonable time.

53. The impact of the parents' involvement on the work of the school is very good. They are encouraged to help in school and many help on a regular basis, for instance with swimming, hearing pupils read and class activities. This contribution is much appreciated by the school. The school has provided workshops for parents on literacy, numeracy and developing information technology skills. Parents receive details of the curriculum to be covered each term and of the homework expected by class teachers. This is provided in pupils' homework diaries, which act as a useful tool for the transfer of information between home and school.
54. Induction and admission arrangements to both reception classes are smooth and effective. Relationships between staff and parents in the reception classes are very positive. Learning targets are set for individual children and are shared with parents. Staff encourage parents to be involved as partners in the education of their children and some very well briefed parent helpers are committed to supporting reception children. Parents have good opportunities to attend 'Open' afternoons and evenings to discuss their child's progress.
55. The school has effective relationships with outside agencies. Parents are invited to annual reviews and some attend.
56. The Parents and Friends Association is open to all and raises considerable funds to help resource the school through events such as Christmas and summer fairs, quizzes and sponsored events. These occasions are always well supported by parents.

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

57. The quality of leadership in the school is good. Parents rightly believe that the school is well led. This is very much the same picture as at the time of the last inspection. The school has made very good progress in addressing most of the shortcomings indicated in the last inspection report. For example standards in ICT are now high and teachers now teach this subject with confidence and understanding because of the good support and training they have received. Since the last inspection, with the help of the local education authority, the school has carefully reviewed its assessment procedures in English, mathematics and science in Year 3 to Year 6. It has used this information very effectively to raise standards in the national tests for eleven-year-olds. Recently the school received national recognition for its improvement in this area. However, the school is aware of the need to adopt a similar approach within Year 1 and Year 2 and to adopt more rigorous assessment procedures for subjects other than English, mathematics and science. Progress has been made in adopting national guidance in planning a curriculum for the school and there are detailed schemes of work for all subjects. However, while co-ordinators look at teachers' plans and discuss how to put these into practice there are limited opportunities for most co-ordinators to visit classes formally to look at the success of their intentions in practice. Currently there are no permanent co-ordinators for music and physical education which the school is in the process of addressing.
58. The headteacher and deputy headteacher work closely and effectively together to provide a positive lead to teachers to give a clear educational direction and to help to raise standards. The deputy headteacher has played a pivotal role in the push to raise standards within Years 3 to Year 6 and has worked closely with teachers to identify where pupils in general have difficulties, for example in knowing the best strategies to enable them to answer questions correctly in the national tests for eleven-year-olds. As part of the school's commitment to raise standards further the headteacher visits classes regularly to look at how well teachers teach and pupils learn. These visits are used well to identify strengths and areas for improvement. Where

appropriate, for example in raising standards in ICT specific help has been well targeted. In writing, for example, the headteacher has successfully encouraged several teachers to visit other schools to look at the successful strategies going on there. There is a positive ethos to the school and teachers particularly within Year 3 to Year 6 work closely and effectively together. The senior management team which includes an assistant headteacher has yet to address the reasons why standards at the end of Year 2 are lower than at the end of Year 6, and to take action to improve them. Arrangements for the induction and support of newly qualified teachers and newly appointed teachers are good.

59. The school is well placed to improve further and is on course to meet the realistic targets it is setting for itself. The school is in the process of utilising ICT to compare each pupils' performance from the time the pupil begins school and to predict the standards which could be expected.
60. A particular strength of the school is the very effective way in which the governing body fulfils its responsibilities. The chair of governors works closely and constructively with the headteacher, staff and senior management team. He sets a very good example to the rest of the governing body who are all very well informed and play their full part in deciding the long term strategic needs of the school. They act very well as a critical friend and hold the senior management team appropriately to account for the success of initiatives. For example, following concern about the school's well below average results in the national tests for eleven-year-olds in 1997, the governing body became actively involved in agreeing with the school ways to rectify the situation. Since then governors have kept a careful eye to see that the money spent to raise standards, for example through the funding of additional teaching assistants, has been well spent. Similarly improvements in ICT have been achieved through well thought out strategies to improve teachers' confidence and to purchase appropriate new resources. Governors are well aware of what should be achieved to show that their decisions have had success in raising standards.
61. The school's finances are managed well and specific grants are used appropriately. The day-to-day administration of the budget is thorough and the school office staff set a purposeful and welcoming tone to visitors. The latest financial audit found financial management to be effective and all recommendations have been put in place. The school development plan is extensive and appropriately detailed. It is carefully costed and indicates when and by whom different initiatives should be addressed. There are clear procedures in place to judge the success of initiatives and to evaluate their educational impact.
62. Generally good use is made of the accommodation. However lavatory facilities for children under six years of age in the reception class are unsatisfactory because the lavatories are too high. They are unsuitable for children of this age to use safely. They do not conform to the requirements of the School Premises Statutory Instrument 99/Part 2, Para 3.1. Resources are generally good and are nearly always well used particularly in ICT where standards have risen rapidly since the time of the last inspection. A generous number of teaching assistants are well used to provide a high level of support for pupils in lessons, small groups or individual activities. This makes a positive contribution to their achievements. There are good arrangements to help newly qualified teachers and other teachers who are newly appointed to the school to be effective members of staff.
63. The governing body has a person identified for particular interest in special educational needs who is well informed and active in her support for the area. The governing body's annual report correctly mentions the success of the special educational needs policy. The special educational needs co-ordinator makes sure that the register for SEN is carefully and fully maintained. She has a good level of expertise in this area of work, and is well informed about these pupils and

their needs. She continues to extend her expertise by attending relevant courses and meetings. A new policy covering the recently introduced code of practice is good. The accommodation for pupils with special educational needs and additional resources to support these pupils are also good.

64. Pupils entered the school with levels of basic skills which are on the whole below average. Overall, pupils make good progress particularly between Year 3 and Year 6 and achieve above the levels expected of them. Taking the overall sound quality of teaching, the very positive way the school is managed and the progress pupils make, set against the high level of income per pupil the school receives, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The headteacher, staff and governors should:

- (1) Raise standards for children in the reception class by:
  - a) Planning their curriculum with regard to the small steps to learning considered appropriate for children of this age.
  - b) Putting in place procedures to assess and record regularly these children's progress towards all of the early learning goals.
  - c) Provide appropriate lavatory facilities for these children which conform to the School Premises Statutory Instrument 99/Part 2, Para 3.1. (24, 29, 43, 50, 62, 73, 75, 78)
- (2) Raise standards in Year 1 and Year 2 by making the good teaching and learning there more consistent. (2, 19, 57, 80, 84, 85, 87, 90, 92, 95, 101)
- (3) Review the length and organisation of the school day for pupils in Year 3 to Year 6 so that the time spent in learning is in line with most schools and that time across the school is effectively divided to ensure that the length of lessons is appropriate to the subjects being taught. (22, 27, 104, 139, 143)

### MINOR KEY ISSUE

Extend procedures currently in place in English, mathematics and science for the assessment, recording and monitoring of standards in all other subjects (which the school has identified is a priority). (41, 43, 57, 112, 121, 126, 132, 136)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		7	27	28	5		
Percentage		10	40	42	7		

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		310
Number of full-time pupils known to be eligible for free school meals		57

*FTE means full-time equivalent.*

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		96

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	32

### Attendance

Authorised absence	%
School data	5.4
National comparative data	5.6

Unauthorised absence	%
School data	0/3
National comparative data	0/5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



### *Attainment at the end of Key Stage 1 (Year 2)*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	18	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	21
	Girls	14	15	16
	Total	33	33	37
Percentage of pupils at NC level 2 or above	School	75 (69)	75 (75)	84 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	25
	Girls	16	16	17
	Total	36	35	42
Percentage of pupils at NC level 2 or above	School	82 (81)	80 (85)	95 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	27	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	20
	Girls	23	19	26
	Total	39	35	46
Percentage of pupils at NC level 4 or above	School	80 (63)	71 (65)	94 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	20
	Girls	17	18	23
	Total	27	32	43
Percentage of pupils at NC level 4 or above	School	56 (70)	67 (72)	90 (91)
	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	1
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	299
Any other minority ethnic group	6

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	22.2
Average class size	24

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

Total number of education support staff	15
Total aggregate hours worked per week	239

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

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

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	200 - 2001
	£
Total income	692,924
Total expenditure	672,158
Expenditure per pupil	2,050
Balance brought forward from previous year	62,266
Balance carried forward to next year	83,032

### ***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

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	312
Number of questionnaires returned	83

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	6	0	0
My child is making good progress in school.	58	39	2	0	1
Behaviour in the school is good.	35	48	14	1	1
My child gets the right amount of work to do at home.	41	48	8	1	1
The teaching is good.	48	49	1	0	1
I am kept well informed about how my child is getting on.	30	52	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	34	1	2	0
The school expects my child to work hard and achieve his or her best.	57	40	2	0	1
The school works closely with parents.	37	53	8	1	0
The school is well led and managed.	41	53	1	1	4
The school is helping my child become mature and responsible.	45	46	6	0	4
The school provides an interesting range of activities outside lessons.	47	37	6	2	7

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

66. Provision for children in the reception class is satisfactory, as at the time of the last inspection. The curriculum is appropriately based on the six areas of learning considered appropriate for children of this age. Children start school with very wide ranging standards that are, overall, below those expected for children of this age in all the areas of learning. The quality of teaching is satisfactory, overall. By the age of six most, but not all are ready to begin the National Curriculum.
67. Forty-one children attend full-time in two reception classes. They start school part-time in the September of the year in which they are five. In the following January, all start on a full-time basis.
68. Children start school with very wide-ranging standards that are, overall, below those expected for children of this age in all the areas of learning, in speaking, listening, language and literacy, mathematics, personal, social and emotional development, knowledge and understanding of the world, physical and creative development. By the end of the Foundation Stage, their achievement is satisfactory. Many are on course to achieve the Early Learning Goals but overall, attainment is below expectations in all areas of learning. A significant number have speech problems and other special needs, affecting not only language development but general development in all areas of learning. At the time of the last inspection, children attained average standards.

### **Personal, Social and Emotional Development**

69. Many children enter school with immature skills in this area of learning. Effective teaching encourages children to respond positively to the routines that teachers have established, giving them confidence and a sense of security. Many achieve as expected for this age. Staff provide good role models, leading to constructive relationships between children and adults. This contributes effectively to children's development of positive attitudes.
70. Children enjoy school and are generally enthusiastic about learning, for example, when planting sunflower seeds or painting pictures. Staff provide good opportunities for children to learn to take turns and share apparatus, for example, when they work at sand trays and use number games. Adults promote children's personal development and independence effectively, by ensuring equipment is easily accessible to them. Staff encourage children to take responsibility by being register monitors, Classroom Helpers and by clearing away equipment.
71. Most children learn what is acceptable and unacceptable behaviour in the class and playground, and what is right and wrong. Occasionally, behaviour is erratic and teachers manage the instances of immature behaviour sensitively. Some children find it difficult to sustain attention and few can concentrate or listen for long, particularly when class sessions are over long. Some lessons lack a sharp focus on what is to be learnt, so that progress is slower.

### **Communication, language and literacy**

72. Teaching is satisfactory, overall, with some unsatisfactory phonics teaching observed. Children make sound progress, from a below average starting point. By the end of reception, some are likely to achieve the Early Learning Goals but overall attainment is below expectations. Children enjoy listening to stories and rhymes, with increasing attention and recall but many have limited

listening skills. Some children develop effective negotiating skills. For example, in the 'Giant's Castle' a group debated who would dress up first, as the 'Giant', in the story of 'Jack and the Beanstalk'. Staff effectively encourage children to extend speaking and listening skills through providing and explaining new words, such as 'huge, enormous, large' instead of 'big', when describing the 'Giant'.

73. In literacy, group sessions are too long and many children lose concentration with this adversely affecting progress. Children share the book 'Jack and the Beanstalk' with the teacher, and higher attainers begin to know that print carries meaning. Most are aware of story structure, many handle books carefully and some soon pick up key features of the story. In the best lessons, language games and activities are used effectively to help children recognise sounds and identify rhyming words. Where teaching is less successful, tasks are too challenging to meet the needs of the children who then lose interest and progress becomes slower. For example, when learning the letter and sound 'o', some are confused to be shown the words 'out' and 'do', instead of words with the sound 'o', as in 'orange'. Planning is appropriate for higher attainers but does not sufficiently address small, structured steps in learning to enable average and below average pupils to make good, rather than satisfactory, progress.
74. Some children make marks and understand that these carry meaning. Most use pencils to practise writing patterns, with growing skill. More able children form letters correctly, record their learning in words and pictures, writing over and under teachers' writing with some success.

### **Mathematical development**

75. Teaching is satisfactory and children make sound progress. Some are on course to achieve the early learning goals but overall attainment is below expectations by the end of the reception class. Children are interested in numbers, and count, order and match to five reliably and, as a group to ten and beyond, with the teacher. Teachers provide effective opportunities for them to become aware of 'one less' and 'one more', and of the idea of subtraction through singing and acting number songs such as 'Five currant buns in a baker's shop'. Where work is well matched to children's abilities, learning is successful. For example, they develop confidence in attempting to recognise numbers through the good provision and use of number games, such as 'Spin the bottle' and 'Lotto', using numbers to five. Where learning is less successful, teachers' expectations are too high. For instance, when children work on a floor 'jigsaw' with numbers that are too high, their needs are not met, learning opportunities are missed and progress is slower. Through using shapes, structured apparatus, water and sand trays, children develop basic understanding of space, shape and measures. Teachers' planning is effective for more able children but lacks sufficient structure to allow average and below average attainers to make quicker progress.

### **Knowledge and understanding of the world**

76. Teaching is satisfactory, overall, with examples of good teaching seen in both classes. Staff build appropriately on what children know and can do, enabling them to make sound progress. Teachers provide a wide range of well-prepared, purposeful play activities, to encourage children to learn about the world in which they live. For example, children observed and sorted a variety of objects into those that are plants and those that are not plants, using their numeracy skills effectively. Children enjoy planting sunflower seeds and a few understand these seeds will produce flowers. Most have some awareness of where they live but have a limited sense of place. Opportunities for children to talk about photographs of themselves as babies add to their sense of time. With good support, they make and bake 'play dough' and some show sound understanding of change. Good opportunities to use computers help to develop basic information technology skills. In the best lessons, help from adults, for example, in water and sand areas is

well used to stimulate language and children's abilities to share apparatus and take turns. In the less successful lessons children are allowed to become too noisy and lack concentration and this hampers progress.

### **Physical Development**

77. Teaching is satisfactory, overall, with some unsatisfactory teaching observed. By the end of the reception class, most children's achievement is sound but attainment is generally below expectations. In physical education lessons children develop increasing awareness of space and of others, moving with improving co-ordination. They practise throwing bean bags with growing control. In the best lessons adults effectively encourage children's understanding of positional language, and support and involve all children, including those with special needs, in all activities. Where teaching is less effective the organisation of the lessons is unsatisfactory and expectations are too low, so that children do not listen or behave appropriately, therefore progress is slower. The outdoor secure play area provides a good resource to encourage the development of children's large bodily skills. They run, jump, scramble and balance, using an appropriate range of outdoor equipment safely, including wheeled toys, an improvement since the last inspection. Staff teach skills such as cutting, and handling writing implements, paintbrushes and scissors, to help children gain safe control of these finer movements. Some children find this difficult, but are well supported by staff.

### **Creative Development**

78. Overall, teaching is sound, with some good teaching also observed. Children's achievement is satisfactory. Many are likely to attain the early learning goals by the end of the reception class, but general attainment is below expectations. Effective organisation ensures all children are included in all activities. Most gain confidence in learning different colours and they enjoy and explore colour mixing and texture to print and paint pictures of 'Mary, Mary, quite contrary', with good support. Staff provide an appropriate balance of activities that adults teach directly, and activities that children choose themselves, to encourage independence. However, planning lacks a structured approach to ensure children build on the small steps to learning they have attained. Children make high and low sounds with their voices and enjoy using a 'giant's' voice to chant 'Fee, fi, fo, fum'. They respond well to making 'louder and quieter' sounds and some follow very simple basic symbols to make these sounds. Children join in singing familiar action songs from memory, such as 'One, two, three, four, five, once I caught a fish alive'. The 'Home Corner' and the 'Giant's Castle' encourage role-play but there is less intervention by adults than in other creative areas, and opportunities to develop children's imaginative play and sustained conversation are missed.

### **ENGLISH**

79. Pupils' attainment at the time of the inspection is broadly similar to the national average for eleven-year-olds. For seven-year-olds it is slightly below. Standards have improved since the time of the last inspection. This improvement has been achieved by a sustained programme to improve further the quality and amount of literacy pupils receive.
80. In national tests in 2001, the proportion of pupils in Year 2 attaining or exceeding the expected Level 2 was well below the national average in reading and writing. When compared to similar schools, standards were well below average in both reading and writing. In national tests for eleven-year-olds in 2001, the proportion of pupils attaining the expected Level 4 or above was the same as the national average, with a similar proportion to that found nationally attaining both Level 4 and Level 5. When compared to similar schools, pupils achieved very well. Over time, standards at Key Stage 2 have risen at a similar rate to the national trend, with results rising and

falling back with differing cohorts of pupils. At Key Stage 1 standards over the last few years have been consistently below those found nationally.

81. Standards in speaking and listening are generally similar to that found nationally at both key stages. When pupils enter Year 1, most lack confidence in speaking and their listening skills are unsatisfactory. By the end of Key Stage 1, most pupils are able to listen satisfactorily and make appropriate responses; for instance, to instructions and stories. Many in Year 2 show an understanding of the main points of a discussion, such as why it is important to praise and encourage people. A considerable minority express their ideas clearly, and they can explain how someone has praised them and in what circumstances. Most pupils respond promptly to questions and their answers are relevant, indicating good listening and understanding. For example, in a Year 1 class, pupils had to explain the order they had given to a set of pictures to tell the Cinderella story. However, many struggle with Standard English and speaking in whole sentences. Within Year 1 and Year 2, teachers use questioning and discussion differently, with some teachers more able to encourage pupils' fuller responses. These teachers give pupils better opportunities to think, talk and contribute in areas such as evaluating their work.
82. By the age of eleven, most pupils listen with satisfactory concentration and respond appropriately when engaged in oral comprehension and discussion.
83. Teachers give pupils some good opportunities to talk, firstly with just one or two other pupils to clarify their own ideas. They then report back to the whole class. A good example of this was pairs of pupils discussing how the structure of the paragraphs helps the story in 'Carrie's War'. This practice of speaking and listening supports the curriculum well in other subjects too, such as design and technology and information and communication technology. Pupils mostly employ some of the core features of Standard English vocabulary and grammar. However, in some lessons pupils shout out answers, and sometimes teachers miss opportunities to encourage speaking and listening in small groups. The teaching assistants ensure that pupils with special educational needs are well supported when the class is listening to the teacher, often sitting with them, helping to aid concentration and reinforce the meaning of all that is said. This ensures that these pupils understand the main teaching points and are fully included in the lesson.
84. Standards in reading are below average at the end of Year 2. By the end of Year 6 they are in line with that found overall, with a small minority of very good readers. Pupils' attitudes to reading are positive. Reading is taught systematically and satisfactorily with teachers' using the National Literacy Strategy well. In Year 1 and Year 2 pupils use appropriate phonic knowledge and some have good word recognition skills, but they are not aware of other strategies they could use to help them to decode a word. By the end of Year 2 pupils can recognise familiar words and some are able to read simple texts with appropriate accuracy and understanding, taking due note of punctuation such as full stops. Higher ability children talk enthusiastically about the books that they read and can understand and use the contents in a non-fiction book. Pupils' take reading books home regularly and home/school reading records are well maintained. At Year 3 and Year 6, pupils make better progress, so that by Year 6 most can use their reading skills satisfactorily to support their learning across the curriculum. Throughout Year 2 to Year 6, pupils are given some interesting and challenging texts to read, and these help their learning well through capturing their interest and extending their vocabulary for example, in text such as 'Carrie's War' by Nina Baldwin and in a type of poem called a 'Kenning'. Information about the gravity effect on the earth is taken from the internet and used well by one Year 5 class. By the time they reach Year 6, many pupils are able to read clearly out loud and talk well about the meaning of the text, drawing out key points. They can use deduction appropriately. Pupils know how to locate information quickly by using contents and index pages but are not aware of how the system for locating books on a certain subject works in the school library. The needs of less

able pupils are met well by the setting system for the subject, by the clear planning of individual teachers and by the good support of the large number of teaching assistants.

85. Standards of writing are well below average at the end of Year 2. Standards are above at the end of Year 6. The school recognises the need to raise standards in this area. As part of this work the school has taken some of the reading out of the literacy hour and has concentrated on raising the standard of handwriting. As a result handwriting is improving, though not all staff consistently set the correct role model for the chosen style.
86. By the end of Year 2, all pupils can communicate meaning through words and phrases. Some can write in sentences using simple punctuation.
87. They are beginning to write for different purposes, including writing their own versions of familiar stories, or what they would say if lost in a wood. Scrutiny of work indicates that in Year 1 an overly large proportion of their writing consists of grammar exercises from work sheets. Also, in Year 1 and Year 2 teacher's expectations are sometimes not high enough, and this is limiting attainment. Some pupils are able to spell a satisfactory range of simple words and have a solid understanding of letter sound relationships. Many pupils have a satisfactory understanding of full stops and capital letters but do not use them consistently. In Year 3 to Year 6 teachers help pupils begin to extend writing by greater use of complex sentences. A few pupils can use paragraphs well. Teachers provide pupils with many lively, sustained opportunities to write for a wide range of purposes, which is good. Younger pupils in Year 3 to Year 6 develop their skills of writing instructions in a good lesson, using the computer suite. In one class in Year 6 they write about the characters in the Hobbit, while pupils a Year 5 class compose a report on scientific forces to read to other pupils. Good opportunities are given to extend their creative use of vocabulary through writing poetry. For example, Year 4 pupils write "guess what I am" type poems, with suggestions for a teacher ranging from "chocolate scoffer" to "home worker"! Whilst overall attainment is satisfactory, individual pupils' standards of writing vary from poor to very good, in terms of both content and skills. For many pupils writing is a slow process despite their sound knowledge of the conventions of grammar, spelling and punctuation which are often taught well. In each year, a significant minority of writing has incorrect spelling and inconsistent punctuation, and a few have unsatisfactory handwriting. The school has a good system for unaided writing each month to be done in a special book. After the work is marked, pupils are given targets for improvement in writing, and this is beginning to have a positive impact on standards. However, teachers do not always give pupils enough reminders about their targets, and some pupils are not sure of what their target is or what they personally need to do in order to improve. Pupils with special educational needs make satisfactory progress in writing towards their targets set in their individual education plans, as do pupils with English as an additional language. They are supported well by class teachers and teaching assistants. The achievement of boys and girls is similar.
88. The quality of teaching and learning at both key stages is satisfactory overall with all observed lessons being satisfactory or better, and one very good. The small amount of good teaching seen is spread across all of the age groups, but there is more good teaching in Year 3 to Year 6 than in Year 1 and Year 2. Teachers generally show good knowledge of the subject and plan their work effectively in line with the expectations of the literacy framework. They generally manage pupils soundly and relationships are good. Classes are well organised and good use is made of interesting resources and tasks. All teachers are implementing the National Literacy Strategy confidently and with some success. Some teachers are making good use of connections with other subjects such as science to further pupils' skills of literacy. There is a good balance in most lessons in terms of whole-class, group and individual activities, and the subject curriculum is broad and balanced as a whole. However, the learning objectives are not always shared with pupils clearly enough, or returned to at the end of the lesson. The learning objectives are rarely



emphasised in written work, so when work comes to be marked it is against general criteria rather than whether the pupil has or has not achieved the objectives of that piece of work. This also makes it harder for pupils to assess their own work and to see where they need to improve.

89. Assessment and record keeping for English is good. The subject is monitored regularly by governors and staff undertake analysis of pupils' performance and targets set both for year-on-year developments and for individual classes and pupils. There is a well set out library where pupils can browse and enjoy books some of which are becoming out of date.

## **MATHEMATICS**

90. Pupils currently in Year 6, attain the standards expected for their ages in numeracy and all areas of mathematics. Pupils at the end of Year 2, attain standards that are below those expected for their ages in all of these areas. The 2001 national test results paint a similar picture. For eleven-year-olds, these results show that standards were above average when compared with similar schools. For seven-year-olds, they were close to the average but below for similar schools.
91. Standards are improving and, since 1998, there has been a steady increase in the proportion of seven and eleven-year-olds reaching the standards expected in national tests. This is due to a focused and consistent approach to teaching the National Numeracy Strategy, good subject leadership and management and the school's decision to increase the number of teaching assistants to support the work of teachers and pupils in the classroom.
92. Standards are still not as high as they should be for seven-year-olds. Teachers do not expect enough of the more able pupils and they could do better. The 1998 statutory test results of the present group of Year 6 pupils, when they were aged seven, show that this group entered Year 3 with standards that were well below the national average. Since then these pupils have made good, or very good progress and have achieved well, or very well, in relation to their prior attainment. This is due directly to the good, well-focused teaching in Year 3 to Year 6. Pupils are also set into 'ability' groups in single year groups, and 'booster' classes are provided to give additional support to raising standards.
93. There are no marked differences in the performance of girls and boys. Pupils with special educational needs and those who speak English as an additional language are supported well and make good progress. All pupils receive equal opportunity and access to the curriculum. To help to raise standards, personal targets are set in mathematics. Pupils are involved in setting these targets, with their teachers. This helps them to understand what they are doing, how well they have done and how they can improve their work.
94. By the age of seven, many pupils have a satisfactory knowledge of place value to 100 but are unsure about ordering numbers to 100. Few can solve problems using numbers to 1000. They count in fives and in tens as a group and some can double and halve to ten. Many recognise odd and even numbers. Pupils identify common shapes and some develop sound understanding of shape, space and measures. Through playing number games, using dominoes and dice younger pupils count and sequence numbers, becoming aware of adding and taking away. By the age of eleven many pupils can work out calculations in their heads quickly. They understand fractions, and recognise approximate proportions by using fractions and percentages to describe them. They develop sound measuring skills, calculate the area of a rectangle with confidence and use and interpret a range of diagrams and charts. Higher attainers measure and draw angles accurately and know the sum of angles at a point. Throughout the school pupils gain confidence in applying their mathematical knowledge to problems. The setting of work involving real life problem-solving is well addressed, and is an improvement since the previous inspection.

95. While the quality of teaching and learning throughout the school is good overall, it is stronger in Year 3 to Year 6 than in Year 1 and Year 2. In Years 1 and 2 the teaching is satisfactory overall and varies from unsatisfactory to good. In a good lesson about partitioning for six and seven-year-olds, the teacher evaluated the previous lesson, identified pupils' difficulties and effectively adapted planning for the next day to meet pupils' specific needs. However, teachers do not consistently expect enough from their pupils. The pace of learning for many pupils in Year 1 and Year 2 is slow, class management is insecure, pupils are easily distracted and they make limited progress. Often, the demands made of pupils in Years 1 and 2 are inappropriate because pupils of very different abilities are set the same work. In Years 3 to 6, teaching ranges from satisfactory to very good and is good, overall. Teachers' expectations of their pupils are high, work matches the differing abilities of pupils, so that they achieve well and make good progress. Higher attainers are now more appropriately challenged, an improvement since the last inspection. Where teaching is less effective, introductions are over long and pupils lose concentration. The setting of homework is addressed well across the school.
96. In the very good lessons, all of which were in Years 3 to 6, pupils are encouraged to solve problems related to real-life situations, use resources well and the tasks make them think hard. For example, eight and nine-year-olds were encouraged to create number sequences, and recognise negative numbers through detailed discussion about the weather, temperature and thermometers. In another successful lesson about handling data, nine and ten-year-olds used a 'smart' board very effectively in the computer suite to plot and interpret graphs. High expectations and probing questions contributed very well to the oldest pupils' understanding in a lesson about using fractions to solve number problems.
97. The teachers are familiar and secure with the National Numeracy Strategy, which they apply very effectively. The three-part lesson structure is well established and planning is very good. The use of clear questions at the end of sessions to assess what pupils have understood is a strong feature of teaching. Identifying what is to be learnt in a lesson is clearly defined in the planning and often shared with pupils when lessons begin, particularly in Years 3 to 6. Teachers use a good range of mathematical vocabulary. This results in pupils being able to explain their work using correct terminology. The oral and mental sessions are usually delivered with enthusiasm, pupils learn quickly and show appropriate mental agility. The main teaching activities involve pupils practising their skills and in this part of the lesson teachers manage pupils and resources very efficiently.
98. Pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is developing very positively, an improvement since the last inspection. For example, they use computers to create a variety of graphs, tables and charts to collect and interpret data. Pupils use mathematics to help learning in other subjects. For instance, pupils use their numeracy skills when drawing graphs in geography and taking accurate temperature readings for the 'Eco log' display in science. Their literacy skills are used effectively by reading simple problems and by using and extending their mathematical vocabulary.
99. Teachers use informal observations and regular tests, including non-statutory tests, to assess pupils' attainment and to track progress. Assessments are used very effectively to guide the planning of new work and to set sufficiently challenging targets for pupils, an improvement since the last inspection. Leadership of this subject is good, building on a very secure basis set by the previous coordinator. The current coordinator is good. The co-ordinator has very secure subject knowledge, has attended much in-service training and monitored colleagues' plans. The co-ordinator has been involved in monitoring and evaluating teaching and learning, well supported by the senior management team and local education authority staff. As a result the coordinator has a good overview of strengths and areas for development. This has improved since the last

inspection. The school has carried out a detailed analysis of the results of national tests to improve pupils' performance and provided information to governors and parents

100. The school has made good improvement in mathematical provision since the last inspection. Teaching in Year 3 to Year 6 has improved, the curriculum and assessment have been reviewed and the National Numeracy Strategy is well established.

## SCIENCE

101. Standards in science are average at the end of Year 2 and at the end of Year 6. This is broadly the same picture as at the time of the last inspection. In 2001 teachers assessed pupils by the age of seven as having standards above those in schools nationally. In the most recent national tests for eleven-year-olds standards are average when compared to schools nationally and well above average when compared to schools considered to be broadly similar. Since 1997 there has been a dramatic improvement in the school's results at the end of Year 6. In 1997 standards in these tests were well below average for schools nationally. In 1999 they were above most schools and in 2000 results were in line with the national average. This overall improvement is closely related to the careful attention given particularly between Year 3 and Year 6 to analyse where pupils have areas of weakness in their knowledge and understanding of this subject and doing something about it effectively. For example, there are now "booster classes" for science, where some pupils are given extra help for example to enable them to understand how to answer specific types of questions accurately. The school is assiduous in regularly assessing pupils' progress and setting specific individual targets for pupils to improve upon.
102. Pupils from Year 1 had a sound understanding of how to group objects according to their physical properties. They know that some substances like water can change from liquid to solid and back again and that some changes cannot be reversed. They are able to recognise and group objects by the sound they make and predict the activity taking place from the sounds they hear. They are beginning to learn how to experiment. Older pupils from Year 3 onwards have a secure understanding of how to conduct a fair test and particularly in Year 5 and Year 6 have good opportunities to put their ideas into practice, for example when studying solids and solutions they question whether the size of the sugar influences the rate at which it dissolves. Older pupils in Year 6 have a sound understanding of what composes a healthy diet and how the human body works. They know the necessary requirements for plants to grow successfully and how to classify plants and animals by their characteristics. They are able to recognise and measure forces, for example when lifting objects. All pupils including pupils with special educational needs are well supported by their teachers and teaching assistants and benefit significantly from the well focused help they receive. Pupils with English as an additional language make very good progress and learn well.
103. The quality of teaching is satisfactory. The careful analysis of individual pupils' strengths and weaknesses and the provision of appropriate work to enable them to achieve very well are strong features of the teaching of science. In the best lessons the lessons are carefully planned; the teachers question carefully to ensure that all pupils have understood the principles involved, for example why some objects reflect more light than others. All pupils, including those with English as an additional language are actively encouraged to describe what they observe. They are challenged to make sensible predictions about what the likely results will be. Teachers have a secure subject knowledge and plan their work methodically so that their lessons move forward logically and enough time is set aside to discuss individual findings.
104. Where teaching is satisfactory and has some shortcomings or where it is unsatisfactory, the pace of learning is too slow because too much time is spent waiting for pupils to be fully attentive. As a result the pupils become bored and disinterested. They learn little. In some lessons opportunities are missed to re-emphasise the principles behind the activity, for example when making a collection of pictures from magazines the teacher places more emphasis on the accuracy of cutting and sticking rather than on the scientific messages these groupings should convey. Sometimes the tasks are undemanding and the pace of learning is pedestrian because the teacher does not give enough emphasis to what pupils should complete in the time available. Occasionally, because the lesson is overlong, tasks are unnecessarily expanded to fill the time

available and pupils spend too much time observing the teacher when they could have been experimenting for themselves.

105. Pupils generally respond well to their teachers, particularly when the lesson is presented in a lively way which captures their interest, for example when measuring forces. Pupils nearly always respond confidently and discuss sensibly, for example when considering the effect of “up thrust”. They think logically and are able to adjust their opinions from their own observations. However in some lessons pupils are restless and are not able to concentrate well. In these circumstances more time is spent waiting to start than actually working.
106. The co-ordinator has recently assumed responsibility for the subject and has made a positive start, for example by reviewing the resources and the equipment available to teachers. Thorough reviews have also been undertaken, for example to look at the need to increase the amount of practical science within Year 1 and Year 2. The co-ordinator has also attended training to be able to give a positive lead to teachers. However, there are no current arrangements for the co-ordinator to review the quality of teaching and learning going on in classrooms by visiting lessons on a formal basis. Teachers plans are carefully reviewed and advice given on how to organise for and teach particular subject topics. Resources and equipment are adequate in quality and quantity and are readily available.

## **ART AND DESIGN**

107. Through out the school, standards are in line with those generally found across the country. This is the same as the last time the school was inspected.
108. Due to timetabling arrangements, it was not possible to see any lessons taking place during the week of the inspection, so it is not possible to make an overall judgement on the quality of teaching. Judgements on attainment and progress are based on discussion with pupils and teachers, an analysis of pupils’ work in books and on display, and a scrutiny of teachers’ planning.
109. By the end of Key Stage 1, pupils have made sound progress and are able to draw and paint satisfactorily. They draw self-portraits and paint patterned fish with poster paint to a satisfactory standard. They work together to produce a powerful looking robot in a Year 1 class. Pupils make clay tiles and simple prints. When painting themselves they represent the human figure with satisfactory proportions and use materials with acceptable skills. They weave paper and material but, as they are given only a very limited range of colours and textures, the results are limited. When given opportunities to do so they are able to evaluate their work and suggest improvements. Teachers give them too narrow a range of knowledge, experiences and materials.
110. By the end of Key Stage 2, pupils’ attainment is satisfactory, and they make satisfactory progress within the key stage. The quality and range of learning opportunities is better than at Key Stage 1 with greater opportunity to practise skills, such as colour mixing. As a result, a small but significant number of pupils have made good progress by the time they reach the top of the school. Some good work is developed in painting pictures in the style of impressionist painters and in the field of paper folding, leading to designs and models for better playgrounds and containers ‘for wishes’. Here, pupils are developing some satisfactory knowledge of different artists such as Clarice Cliff and Claude Monet. Little choice is given to pupils about the medium they are to use, so there is little opportunity given to compare and comment on ideas and approaches
111. Throughout the school, links with other subjects such as history, geography and religious education provide satisfactory opportunities for pupils to practise skills, such as painting pictures

to illustrate the creation. Pupils use sketchbooks to try out ideas, but these are underdeveloped and contain a very limited range of work. Skills of observational drawing are unsatisfactory.

112. The policy and whole-school planning documents are satisfactory. All the teaching is based on the government recommended scheme. In planning there is a reasonable balance between art as a subject in its own right and its use to support learning in other areas. The school has made some use of outside visits and experts. There is no whole-school system for assessment and record keeping in the subject. In some classes, folders of samples of pupils' work are kept, but the reasons for selecting pieces is unclear and teachers sometimes do not make explicit their expectations, and a desire for excellence. The school has a good range of art materials and a good collection of reproductions of artists' work. Pupils' work is displayed well in the school and helps to enliven the buildings, for example through a striking wall mosaic in the entrance hall.

## **DESIGN AND TECHNOLOGY**

113. Standards are satisfactory at the end of both key stages. This is a similar situation to that at the time of the last inspection. At both key stages, pupils with special educational needs and with English as an additional language take a full part in the lessons, and their standards of attainment are generally in line with those of their peers.
114. The standards in Year 1 and Year 2 are the result of satisfactory teaching. Pupils are encouraged to design things for themselves. In Year 2, pupils are able to draw their designs for a puppet, and redesign it satisfactorily for their age group when asked. They are able to choose the type of puppet they want to make and explain why they want to make it. In another class they draw out clear designs for a coat and start to make it. But they are not always encouraged to label parts of the design or to think for themselves how it could be improved. They work with a satisfactory regard to safety.
115. Standards are satisfactory in Year 3 to Year 6, with some good teaching helping to enliven lessons. Teachers make good choices as to the topics to be explored and the way they will be undertaken. As a consequence of this, and the generally good teaching in Years 3 and 4, pupils are fully involved in lessons and are able to evaluate their learning well; for example, the design of the perfect sandwich from a range they have sampled. These lessons also provide very good opportunity for pupils to co-operate, and support the speaking and listening part of the English curriculum. They have recently made model animals of a good quality, with parts that move by pneumatics. Pupils clearly enjoy the learning. In Year 5 and Year 6 pupils design and make satisfactory models and evaluate realistically plans for playground shelters and toys with moving parts.
116. Teaching is satisfactory overall, with good teaching and planning seen in the Year 3 and 4 classes. Where teaching is most successful, teachers have a clear way of instructing pupils so that the task and its purpose are understood well. They have good subject knowledge and understanding of the subject, and use open-ended questions to establish the extent of pupils' understanding. They encourage discussion, negotiation and responsibility. Evidence from the work seen shows that at Key Stage 2 pupils are rightly introduced to the different stages of designing an object from the initial idea through sketches and consideration of materials. They move on to the making stage, and then evaluate their efforts. When teaching and learning are not so strong, important parts of the National Curriculum programmes of study are omitted or done half-heartedly. Written work given to pupils is left unfinished and marking of pupils' work is not sufficiently helpful to the learner. The school follows the nationally recommended curriculum. Information and communication technology is used a little to support the subject.

## **GEOGRAPHY**

117. Seven and eleven-year-olds attain standards normally expected for their ages and their achievement is satisfactory. This is a similar picture to the previous inspection.
118. Because of timetabling arrangements, it was not possible to see any geography lessons during the inspection. Therefore no overall judgement can be made about the quality of teaching. Scrutiny of pupils' work, teachers' planning and displays and discussions with pupils and teachers reveal that pupils have a satisfactory knowledge of the topics they have studied.
119. Scrutiny of pupils' work show that they achieve well and make sound progress in developing knowledge and skills. Teachers' planning is effective and shows clearly what pupils are expected to learn. By the age of seven, pupils have sound knowledge of local places and demonstrate appropriate awareness of places beyond their own locality. This is due to teaching which emphasises fieldwork appropriately. Teachers of younger children also use 'Barnaby Bear' videos to raise pupils' awareness of places far beyond their own locality. Teachers organise fieldwork in the immediate environment for the pupils who identify various types of buildings and local features. Pupils begin to understand how the environment may be sustained and improved. Teachers encourage pupils to find out about recycling materials and litter so that they learn how the environment is influenced by people. The pupils become aware of localities, well beyond their own, such as the Isle of Struay in Scotland. They produce detailed maps of the island and put in and describe features, such as the church and the jetty, using keys appropriately.
120. Teachers have appropriately high expectations of their pupils who are suitably challenged. Pupils in Years 3 to 6 consolidate and extend their previous learning appropriately. Pupils in Years 3 and 4 achieved well when they conducted a traffic survey. This is because the teaching encouraged them to pose their own questions and make decisions about how to present the findings of the survey. Year 5 and 6 pupils describe, compare and contrast physical and human features in two different localities in the British Isles, a rural locality, Sedburgh in North Yorkshire and the Bournemouth area, and also a town in India. The teaching stretched more able pupils who describe similar and different characteristics in these localities and use terms such as, 'landscape, building, transport', with confidence. Pupils study the water cycle and the effect of water on landscapes and people. They record work in graphs, charts, grids and maps, using their numeracy skills effectively. Although literacy skills are used for some written recording, opportunities are missed to further extend pupils' writing. The use of information technology is developing positively and has improved since the last inspection. Pupils in all Years access the Internet for research in both geography and history. Teachers plan effective links between the two subjects, when pupils study contrasting localities abroad, such as Lothal, or Mahenjo-Daro in India, an improvement since the last inspection. Talking to seven and eleven-year-olds reveal they have good attitudes.
121. The curriculum is broad, balanced and meets statutory requirements. Planning has improved since the last inspection and helps staff plan progressively more challenging tasks. All pupils of all abilities have equal opportunity and access to all activities. There is little difference between the attainment of boys and girls. Assessment and recording procedures are unsatisfactory which the school has identified as an area for improvement. Good use is made of the environment and of visits to provide local and field studies, for example, to Swanage and Kimmeridge, as contrasting areas. Visitors, such as the warden of a local park, talks to pupils about ecology and conservation, enriching the curriculum. Geography contributes effectively to pupils' cultural development and promotes their multicultural understanding, through studying a contrasting locality abroad, a town in India, Mahenjo-Daro. Subject co-ordination, undertaken on a temporary basis, by a teacher, is effective. However, there have been limited opportunities to monitor teaching and learning. Resources are good, well organised and accessible to all.

## **HISTORY**

122. Standards are in line with national expectations at the end of Year 2 and Year 6 which is a similar finding as at the last inspection.
123. Pupils throughout the school develop a sense of chronology placing key events on time lines as observed, for example, in a Year 2 class where a pupil observed that the great fire of London occurred before Florence Nightingale, a person he had previously studied, was born. A key feature of teaching in Year 3 to Year 6 is the way in which pupils are encouraged to use the Internet and develop their research skills as they look for sources of evidence to support opinions.
124. Teaching is satisfactory in Year 1 and Year 2 and good overall in Year 3 to Year 6. In the lesson observed in Year 2 the teacher skilfully recapped a previous lesson on the great fire of London and encouraged the pupils to look closely at two 'then and now' pictures of a London street – the only resources used during the lesson. One pupil comments 'they haven't got pipes for dirty water' and another asks 'didn't they have smoke alarms?' As the teacher writes the timetable of the fire on the board a pupil comments 'fires don't burn for four days now because we have fire engines!' The pupils remain interested throughout the lesson mainly because of the enthusiasm of the teacher for the subject and the pace maintained by the skilful use of question and answer techniques that drew well on pupils' existing knowledge and understanding.
125. In Year 6 pupils are studying the life of a famous person – John Lennon - and the impact of 'the Beatles', as part of their work on social changes in Britain since 1930. In the first lesson observed pupils work in the computer suite, in pairs, and most co-operate well as they search the Internet for evidence for their project that they then edit and download into their folders. In the other lesson both ICT and a collection of first hand material are used well by the teacher to motivate the pupils who, as result, ask many questions about the period 1963 to 1970 and then discuss ways in which they might find the answers. He explains the meaning of the word, 'quote,' which many pupils do not understand, before reading out several statements and asking the pupils what thoughts they invoke. The pupils listen well before saying that the quotes made them think of 'noise, fans, screaming and hysteria!' The lesson proceeds with both taped and video evidence being used effectively to engender an impression of 'Beatle mania' and the social changes that it helped to promote.
126. The school has adopted a scheme of work based on national recommendations and this ensures teachers plan systematically. However, there are no arrangements to assess what pupils have learnt and to record their progress. The collection of resources is satisfactory although scrutiny of work showed an over reliance on the use of worksheets, sometimes at the expense of using first hand evidence. The co-ordinator has no formal arrangements to visit classes to look at the quality of teaching and learning going on. Pupils' work is enhanced occasionally by using the contents of 'project boxes' from the museum service that contain artefacts and by visitors being invited to the school to undertake role play as they did to support work on the Roman and Anglo Saxon periods.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

127. Information and communication technology has been transformed since the last inspection when it was a Key Issue. It is now a strength of the school and standards are above those expected nationally. Improvements since the last inspection are:
- very good leadership from an enthusiastic and knowledgeable co-ordinator



- the development of an ICT suite large enough to accommodate full classes
  - the installation of a network enabling all pupils and teachers to access the server and the internet
  - support for the co-ordinator from the headteacher and governing body to enable him to produce a detailed and costed long term plan that ensures future provision
  - staff who have attended appropriate training and therefore have gained in knowledge and understanding and who are willing to adapt and use the new technology for the benefit of the pupils across the curriculum.
128. In Year 2 pupils 'log on', retrieve files, edit their work and save it. During the lesson they record information and produce a bar chart. It is the first time the teacher has used the 'smart board' (a white board that is linked to computer and is reactive to the touch, allowing pupils and the teacher to interact with the computer in front of the class). All pupils are included well as the teacher says 'put your hand up if you haven't had a go.' The pupils are confident as they use the board and the teacher assesses progress well as she plays the 'true or false' game assessing pupils understanding with regard to reading information on the graph. The teacher is very well supported by a parent and a teaching assistant, both confident in the use of ICT.
129. Year 6 pupils can use a range of ICT applications very confidently. They use e-mail for communicating with other schools (they each have their own e-mail address). They use the Internet to research information about the Beatles as part of a history topic. They are very familiar with using the computer as a tool and one explains her preference for the 'Ask Jeeves' search engine by saying 'I prefer it because of the way the questions are phrased for the user.' Pupils use a digital camera to record some of their work and use the computer to control various applications. Pupils are familiar with publishing programmes to support work in literacy incorporating text, headlines, columns and digital photographs.
130. The use of ICT extends and enriches pupils' learning in many subjects and their work is stored as an on-going record in their individual files. In Year 3/4 pupils produce title pages, bar charts, a 'Roman Newspaper' and use a program called 'super logo' to enable them to control and record movement. In Year 5/6 they produce letters (correctly set out), prepare a multimedia presentation on friction and forces, plot graphs from spreadsheets and write programs to control robots and traffic lights.
131. The teaching of ICT is good overall. This is because of training received and the presence on site, of a co-ordinator with a very good working knowledge of the system, its' application and potential for supporting learning across the curriculum. Plans are in hand to develop systems to monitor and assess more systematically, the progress of individuals. Teachers plan well for the use not only of the suite, but also computers in classrooms, that were used in most, but not all, lessons observed. Management and control of pupils in the suite was good in most lessons observed, the exception being two or three Year 6 boys who became frustrated when they could not locate answers quickly on the Internet.
132. The co-ordinator has a very clear vision, recorded in the school development plan of how ICT might develop in the school and realises that systems need to be introduced to assess and monitor pupils' progress. However there are no opportunities for the co-ordinator to judge the impact of the changes made by visiting classes to look at the quality of teaching and learning.

## MUSIC

133. At the time of the last inspection standards in music were above national expectations. They are now in line with standards expected nationally. This is because the co-ordinators' post is currently vacant and although the previous post holder has agreed to return for an afternoon a

week to teach exemplar lessons, her knowledge, enthusiasm and leadership is missed and this has impacted negatively on standards. The school has recognised this and is actively planning to appoint a well qualified successor.

134. In Year 2, pupils are very responsive as they sing songs with fast and then slow tempos following the lead of the teacher who sets a good example. The pace of the lesson is maintained as the teacher plays 'catch the tempo' and then goes on to introduce and use several instruments with the pupils who remain interested and enthusiastic throughout. In another class in Year 2 pupils sing a familiar song that they enjoy and then they also beat out the rhythm of a song but several find the beat difficult to maintain and clap and stamp their feet spasmodically.
135. ICT is used to good effect as the pupils listen to recordings of musical compositions that they created the week before and then they go on to compose short pieces of music using percussion instruments stimulated by pictures by famous artists. One pupil describes the 'light and atmosphere' of a picture and says 'we could use xylophones and wind chimes for the light.' One pupil uses the term loud and then self-corrects and says 'I mean mezzo forte,' and throughout the lesson the teacher insists that the correct terms are used – high expectations are reflected in all aspects of the lesson.
136. Following the departure of the music co-ordinator the teacher who has taken on responsibility for music in a temporary capacity, has done well to maintain the choir, arrange for an appropriate range of music to be played in assembly and also ensure that the wide range of music clubs continues in the interim. A very good range of resources exists for music and funds are available to replace worn stock and maintain the existing high standard of provision. The pupils also benefit from having a large well-appointed room devoted to the teaching of music and drama. However, arrangements for teachers to access and record pupils' standards and to judge their progress are not in place. The temporary co-ordinator has no planned opportunities to see that teaching and learning is continuing to be effective.

## **PHYSICAL EDUCATION**

137. Standards in physical education are at expected levels at the end of both key stages. Pupils at least reach the standards expected in swimming by the time they are eleven years of age (to swim 25 metres) and many exceed this because of the good opportunities that they have to learn how to swim. Overall this is the same picture as at the time of the last inspection. Currently pupils at the end of Year 2 are able to move rhythmically and interpret the moods of music sensibly. They are able to describe and improve their own and other pupils' performance. They are able to pass and receive accurately in small group activities. Pupils throw reasonably well using different techniques and have an increasing awareness of using appropriate force and direction. They are aware of the importance of warming up and cooling down before and after exercise and are conscious of their own and other pupils' safety. Within Year 3 to Year 6 pupils prepare themselves thoroughly for exercise. They are able to pass an object accurately, for example in netball and in soccer practices and are beginning to appreciate and apply tactics. They have a secure understanding of "fair play". They are able to build a series of gymnastic movements using apparatus appropriately to travel around the hall.
138. The quality of teaching is satisfactory. In the best lessons the teachers plan carefully to ensure that the lessons move forward systematically. Individual efforts are warmly praised and all pupils are made to feel that their contributions are recognised. The teachers hold pupils' attention very well by the lively way in which questions are put so that pupils are encouraged to think carefully, for example "How would an eagle fly?" Pupils in the same lesson are reminded well of the importance of avoiding each other because "Birds don't often collide". Pupils are reminded of the importance of aiming for high standards so that "When you stop you look like a photograph". The teacher ensures that all pupils play a full part in the lesson. The teachers

have good subject knowledge and ensure that the lessons provide good opportunities for pupils to exercise vigorously. Individual ball skills are taught and learnt systematically in well planned activities.

139. Where teaching is less successful the teacher does not emphasise the need for pupils to aim to achieve high standards and accepts second best. Opportunities are missed during practices in team game to re-emphasise basic element such as using all the space available and marking. Some lessons are over long so that pupils lose interest and their behaviour declines.
140. Currently the subject does not have a permanent co-ordinator. The subject is managed on a temporary basis by the headteacher who ensures that teachers plan appropriately. There is no procedure in place for the co-ordinator to visit classes to look at the quality of teaching and learning and how well resources are used. The curriculum is significantly enriched by a good range of after school activities and team games which are well supported. There is an appropriate range of small and large equipment which is of good quality and is readily available. There are good facilities for outdoor game activities.

## **RELIGIOUS EDUCATION**

141. Standards in religious education are in line with those expected in the locally agreed syllabus at the end of Year 2 and Year 6. This is the same as at the time of the last inspection. The school makes sure that all pupils have equal access to the curriculum and make satisfactory progress.
142. By the end of Year 2, pupils are able to recall the main Christian festivals such as Christmas and Easter. They know some of the important stories of the Old Testament, for example about Isaac and Rebecca and the details of Jacob's Dream. They know in detail the story of Moses and are familiar with the main features of Judaism and of the Jewish religious year. Between Year 3 and Year 6 pupils are able to recognise and describe the important religious artefacts kept in a Synagogue and the ceremonies which are conducted there. Older pupils are familiar with the principles of Islam and have visited a Mosque. Pupils know about the special place Mecca holds in Islam and Muslim beliefs. They develop an understanding of symbolism in the Christian Church, for example through a visit to Salisbury Cathedral. They know something of the stories associated with Hinduism and its festivals.
143. The quality of teaching is satisfactory. In the best lessons the teacher has a clear understanding of what pupils should achieve in the time available. Teachers plan the lessons carefully. Teachers hold pupils' interests well because the stories are told very expressively. The teachers question carefully to ensure that pupils have remembered the story's main features. The lessons move forward smoothly so that all pupils work busily and enthusiastically. The pupils maintain their interest well and respond eagerly to questions. Where teaching has some weaknesses, opportunities are missed to emphasise the importance of the pupils achieving high standards and making the most of the time available to complete the tasks. Sometimes the time available is too long and tasks are unnecessarily extended to fill the time available.
144. The co-ordinator provides a sound lead to the subject and has given considerable thought and effort to planning a curriculum which fully meets the requirements of the locally agreed syllabus. Good guidance is given to teachers when deciding on that and how to teach. Arrangements are beginning to be put in place to assess regularly what pupils have learnt. The co-ordinator does not however have planned opportunities to visit classes to look at the quality of teaching and learning taking place. There is a good range of resources and reference material to support the curriculum and to make it interesting, these are readily available.