

# INSPECTION REPORT

**MOORDOWN ST JOHN'S CE VA PRIMARY  
SCHOOL**

Bournemouth

LEA area: Bournemouth

Unique reference number: 113838

Headteacher: Mr Hugh Waller

Reporting inspector: Mr Keith Edwards  
21190

Dates of inspection: 25-28 February 2002

Inspection number: 198128

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	CE Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Moordown St John's CE VA Primary School Vicarage Road Moordown Bournemouth
Postcode:	BH9 2SA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Julia Young
Date of previous inspection:	13 October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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21190	Keith Edwards	Registered inspector	Information and communication technology	What sort of school is it?
				The school's results and pupils' achievements
				How well are pupils taught?
				How well is the school led and managed?
9446	Helen Griffiths	Lay inspector		How well does the school care for its pupils?
				How well does the school work in partnership with parents?
21398	Tim Gill	Team inspector	Science	
			Geography	
			History	
21411	Adrian Portlock	Team inspector	Mathematics	Pupils' attitudes, values and personal development
			Music	Equal opportunities
			Physical education	
31615	Elaine Radley	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			Art and design	
22884	Sandra Sutcliffe	Team inspector	Foundation Stage	Special educational needs
			Design and technology	

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

### **INFORMATION ABOUT THE SCHOOL**

Moordown St John's Church of England Primary School is a very popular school in the suburbs of Bournemouth. The school has recently been awarded "Beacon" status on account of its ethos and success in its work, including its self-evaluation, its community links and its programme of personal, social and health education. The school has also been awarded a "Charter Mark", the "Investor in People" award, the "Basic Skills Quality Mark" and national recognition for its work in sports development.

The school is much bigger than average. Almost all of the children attended a nursery or playgroup prior to admission to reception. They start school at the age of four on a part-time basis at the beginning of the autumn term and then become full time for the remaining two terms. Attainment on entry to the reception classes is average. There are 468 boys and girls on roll, organised into fourteen single-age classes. Almost all of the pupils are white and all have English as their first language. Thirteen per cent of the pupils are eligible for free school meals; this is lower than the national average. The school has identified 20 per cent of its pupils as having special educational needs, which is close to the national average. One of these pupils (below the national average) has a Statement of Special Educational Need.

The school employs sixteen full-time teachers and two part-time teachers. The school has made five appointments, including three newly qualified teachers to replace teachers who have left in the last two years.

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

This is a good school that provides good value for money. The school is a very orderly community that benefits from very good leadership from the headteacher who has ensured that the school is held in high regard within the community. The quality of teaching is good. By the time they leave school, the pupils achieve standards in English, mathematics, science and information and communication technology that are above average.

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

- Standards in English, mathematics and science are above average by the time the pupils leave school.
- The provision for the teaching of information and communication technology is excellent and the pupils make very good progress.
- The leadership provided by the headteacher is very good. The ethos of the school reflects its strong Christian tradition and commitment to high standards.
- The strong focus on the personal development of the pupils has helped the children to develop positive attitudes towards learning.
- The school provides an enriched curriculum that provides high quality learning experiences for the pupils. The provision for the pupils' personal, social and health education is very good.
- There is a strong sense of teamwork that contributes strongly to the pupils' development. The school has forged very good relationships with the parents and the community makes an excellent contribution to the pupils' learning.



### **What could be improved**

- The role of the senior management team in monitoring the teaching and the level of support for the newly qualified teachers
- The school's systems for the identification of the pupils who are gifted and talented so that they might be challenged more consistently in the work set for them.
- The accommodation impinges on the pupils' learning opportunities.
- A reduction in the amount of paperwork generated by the school to ensure greater clarity of communication.

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

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

The school was last inspected in October 1997. Since then Moordown St John's has made good progress. The school was recently awarded Beacon status because of the quality of its work in a variety of areas. The school has increased its information technology capability significantly and the pupils now have regular lessons. Standards have improved in mathematics, science, information and communication technology and painting and drawing by the time the pupils leave school. Standards in music have improved since the school appointed a specialist music teacher. This has ensured that the pupils' standard of performance, both in singing and playing instruments, is above average by the time they leave the school. The quality of music strongly contributes to the school's ethos. The school has also been successful in achieving other prestigious awards including "Investor in People" and "Charter Mark".

Moordown St John's has been particularly successful in addressing the key issues from the last inspection. For example, the school has improved its assessment procedures to ensure that the work set is more closely matched to the different ability groups within each class in the core subjects. There is scope for further improvement in the use of assessment to set challenging work in the foundation subjects. The school now maintains detailed records on the pupils' achievements and tracks their progress as they move through the school. The school now supports its work with schemes of work in each subject and the subject leaders have a greater awareness of the strengths and weaknesses in their subjects. However, although the headteacher has forged a very good working relationship with the deputy, there is scope for the further development of the senior management team in supporting teaching and ensuring consistency of practice. The school improvement plan is a much more effective document than it used to be; it clearly sets out the priorities for development, is costed and includes measurable outcomes. Standards in design and technology have improved and the pupils are prepared well for life in a multi-cultural society. Although there have been many improvements to the accommodation, the buildings are barely adequate for the effective delivery of the curriculum.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	C
Mathematics	A	A	A	A
Science	B	C	B	B

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

These results relate to the pupils who took the tests in 2001. Standards in English and science were above average and mathematics well above average when compared with all schools. When compared with similar schools, English was average, mathematics was well above average and science was above average. The percentage of pupils achieving the expected grades in English, mathematics and science in the national tests and assessments at the age of seven in 2001 was above average and similar to the last inspection.

The inspection findings confirm that the pupils make sound progress in the Foundation Stage and by the age of six most pupils achieve the early learning goals and many children exceed them, particularly in personal and mathematical development. The pupils make sound progress in the infants and evidence from the work seen reflects the pupils' test results. Standards in literacy and numeracy are consistently above average. Standards in speaking and listening are well above average. The pupils make good progress in the junior classes and by the age of eleven, standards in English, mathematics and science are above average. The pupils with special educational needs are well supported and this enables them to achieve well. However, too little attention is paid to the higher attaining pupils and the work that is set for them often lacks challenge. Overall standards are higher than the national average and the school meets the appropriate targets it sets. The pupils achieve well in mathematics, information and communication technology, French and music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils take great pride in being members of the school. They concentrate on their work and try to do their best.
Behaviour, in and out of classrooms	Standards of behaviour are good. The pupils are very polite and courteous and move around the school in an orderly manner. There have been no exclusions since the last inspection.
Personal development and relationships	The pupils are becoming mature and responsible. The quality of relationships is very good and this makes an important contribution to the ethos of the school and the quality of the life within it.
Attendance	Attendance rates are good. The incidence of unauthorised absence is well below average. Almost all pupils arrive punctually at the start of the day and lessons start and finish on time.



## TEACHING AND LEARNING

Teaching of pupils in:	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 overall quality of teaching is good and it enables the pupils to make good progress. The sound teaching in reception enables the children to make satisfactory progress overall. However, the pupils make good progress in their mathematical and personal development. The overall quality of teaching in the infant classes is satisfactory and it is good in the junior classes. The pupils with special educational needs receive good support and so make good progress in learning the basic skills. However, more use could be made of assessment information to provide work of greater challenge for the higher attaining pupils especially in English and science. The teachers have a secure grasp of the Literacy and Numeracy Strategies and use these lessons to good effect. Particular strengths of the teaching include the quality of the teamwork with the other adults who support in class and the quality of the homework, particularly in the Foundation Stage. However, the quality of marking is inconsistent. Music and information and communication technology are well taught. The teachers are developing their expertise in information and communication technology and are using the new computers to good effect. Throughout the school, the teachers have established good relationships with the pupils and maintain good discipline.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum provided by the school is good. All statutory requirements are met. The school has effective strategies for teaching the basic skills of literacy and numeracy.
Provision for pupils with special educational needs	The school provides a good curriculum for pupils with special educational needs. They are enabled to make good progress in learning the basic skills of literacy and numeracy. The pupils have equal access to all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for the pupils' personal development is very good. The pupils' spiritual development is well addressed in assemblies and lessons. The provision for the pupils' moral and social development is very good. The provision for the pupils' cultural development is much improved since the last inspection and is now good.
How well the school cares for its pupils	The school cares for its pupils very well. The school has very good procedures for promoting the pupils' welfare. There is scope for greater rigour in the use of assessment to ensure that the work is suited to the needs of the most able pupils.

The community makes an excellent contribution to the pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets high standards through his personal example. He has forged a very good partnership with the deputy headteacher. He has been particularly successful in raising the profile of the school in the heart of the community. There is scope, however, for developing the role of the senior management team in supporting teaching and raising standards further.
How well the governors fulfil their responsibilities	The governing body meets all statutory requirements and is very impressive. It is very well organised and evaluates the work of the school well.
The school's evaluation of its performance	The school has identified appropriate targets in its school improvement planning. It increasingly takes a critical look at its performance and uses a wide range of statistical information to identify priorities.
The strategic use of resources	The school makes excellent use of new technology. It is very successful in attracting additional funding for the school and is well aware of best value implications when considering its budget. The school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The pupils are well behaved</li> <li>• The school expects their children to work hard</li> <li>• The teaching is good</li> <li>• The school is well led and managed</li> <li>• The school is helping their children to become mature and responsible</li> <li>• Their children are making good progress</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> <li>• Homework</li> <li>• Information on how well their children are doing at school</li> </ul>

The parents strongly support the work of the school. They regard the school as a caring institution that promotes high standards of achievement and behaviour. They very much appreciate the quality of teaching that enables the children to become mature and responsible and to make good progress. They are particularly impressed with the leadership of the headteacher. The inspection team endorses the parents' positive views. A few parents would like to see more activities outside lessons, but inspectors judge that the school provides a rich curriculum that is enhanced by an interesting range of extra-curricular activities that includes special events, clubs, educational visits and visitors to the school. Inspectors judge that the homework provision is good but acknowledge that the school generates a large amount of paperwork that might obscure important messages about the pupils' progress.

## **PART B: COMMENTARY**

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

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

1. Baseline assessments indicate that on entry to the reception classes, the attainment of most children matches what is expected for their age. However, the communication skills and the level of maturity of many children are above average. The sound teaching in the reception classes results in most of the children making satisfactory progress and they are in line to reach or exceed the early learning goals for the Foundation Stage in each of the areas of learning. They make good progress in their personal and social development because the adults provide such good role models and provide a rich variety of experiences for the children. This also contributes significantly to the children's growing confidence in speaking and listening. However, too little attention is paid to the early development of writing skills and this adversely affects their progress. The children make good progress in their mathematical development and satisfactory progress in learning about the world. The pupils make sound progress in their creative development. The school has invested in the development of outdoor play facilities since the last inspection. The children benefit from the improved provision and make good progress. The children with special educational needs are sensitively supported and helped to make good progress, particularly in literacy and numeracy.

2. The National Curriculum Key Stage 1 assessments for 2001 show that the pupils' attainments were average in reading and well above average in writing; in mathematics they were above average. A high percentage of pupils achieved the higher levels in reading and writing and their performance was above the national average in this respect. However, although standards in writing are consistently above average, standards in reading have declined over the last two years. The school consistently meets its targets but there is scope for an improvement in reading to reverse the trend. An analysis of the pupils' current work largely confirms the results of the national tests. Inspectors judge that current standards in reading, writing and mathematics are above average. Overall, the pupils respond well to the quality of teaching and achieve satisfactorily in relation to their prior levels of attainment.

3. The National Curriculum assessments for eleven-year-olds in 2001 show that standards were above average in English and science and well above in mathematics. An analysis of the school's 2001 performance data indicates that the pupils' achievements were well above average in mathematics, above average in science and close to average when compared with similar schools. Inspection evidence confirms that standards are above average in these subjects at the age of eleven. However, the pupils in 2001 did not make as much progress in the core subjects from the age of seven to the age of eleven as did the pupils in similar schools over the same period of time. The school recognises that more could be done to identify and challenge the higher attaining pupils.

4. Although test results for eleven-year-olds at St John's have fluctuated over the last four years, standards are improving in the core subjects in Key Stage 2 in line with the national trend. This is mainly due to the introduction of the Literacy and Numeracy Strategies and the more effective teaching. The school's careful monitoring of the introduction of the National Literacy and Numeracy Strategies to assess their impact demonstrates that the school has the capacity to continue to improve. The school's performance in science has risen markedly since the last inspection. The school now meets the challenging targets it sets for its eleven-year-old pupils.

5. The pupils make good progress in speaking and listening and standards are well above average for their age by the time they leave school. Most pupils listen carefully and speak clearly. From an

early age they learn by heart many songs. The teachers set a good example in helping the children to appreciate the richness of language through the range of stories which they tell and the quality of their expression when reading from books. There are many opportunities, such as involvement in the school council, for the pupils to develop their confidence in speaking and listening.

6. The pupils are making sound progress in learning to read. In the current Year 6, standards are above expectations. Most pupils use their skills of inference and contextual clues to help them read unfamiliar or difficult words. They read with a good degree of expression, fluency, accuracy and understanding. Their skills include skimming text to gain an overall impression and scanning to locate information. Their literacy standards enable them to work well in subjects where they need to use these reading skills. The pupils enjoy stories and can describe events in the stories they read. The pupils use reference books to research topics but have too few opportunities to become familiar with the school's library reference system and this impedes their ability to access books independently.

7. Pupils with special educational needs make good progress in their reading and in writing through appropriately focused strategies to meet their specific needs. An additional factor to this good progress is the effective support they receive from classroom assistants and from the well-briefed voluntary helpers. These pupils have step-by-step programmes to improve their reading skills. The good quality of teaching also makes an impact on their rate of learning. However, too little emphasis is given to those pupils who are gifted and talented and consequently they do not consistently meet their potential. The school recognises this as an area for development and it is a priority of the current improvement plan.

8. Current writing standards are broadly average by the age of seven. The pupils' spelling, sentence construction, punctuation and handwriting are improving. There are some examples where the pupils are using their newly learned skills to extend their writing in other subjects. Standards of spelling and punctuation match those expected of seven-year-old pupils. However, they do not write enough and their handwriting and presentation in the infant classes could be better. The pupils make good progress in writing in the junior classes and standards are above average at the age of eleven. They know how to punctuate their work and the most able pupils use a variety of punctuation to create tension and atmosphere for the reader. The pupils use metaphors and similes to good effect and use a broad vocabulary to enliven their writing.

9. By the time the pupils leave the school, standards in mathematics are above average. This represents good progress through the school. The Numeracy Strategy is well established, and the school makes good use of assessment information to set targets for improvement. The pupils respond well to the emphasis on mental mathematics and are making good progress in calculations involving tables and measurement. The pupils make good progress in acquiring and using an appropriate mathematical vocabulary. They are skilled in collecting data and representing the information in a range of graphical forms. The pupils apply their skills in numeracy well in other subjects such as science and geography.

10. The pupils make good progress in science and standards are above average by the age of eleven. The younger pupils engage in practical investigations and can classify materials according to their properties. By the age of eleven, the pupils engage in investigations and apply sound scientific methods to their conclusions. They check the validity of their predictions and know how to apply the concept of a fair test.

11. The pupils respond well to the excellent provision for information and communication technology and make good progress in learning the technical skills of word processing, data handling and using the Internet as a means of researching information and communicating with other users.

They benefit from good teaching within the very well equipped computer suite and from the daily use of interactive white boards in each classroom.

12. Achievement in history and geography is satisfactory at the ages of seven and eleven. These subjects are well supported by field visits that stimulate the pupils' interest. Standards in art and design and design and technology are supported by clear schemes of work and standards are average overall. However, the pupils paint and draw well and by the time they leave school they achieve standards that are above average in these elements. The pupils achieve satisfactory standards in physical education. In swimming, the pupils benefit from regular lessons in their own pool. The pupils' achievements in music are satisfactory but there are particular strengths in performance. The pupils sing with confidence and clarity and this makes a strong contribution to their sense of belonging to their school community. Many have developed skills in playing musical instruments.

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

13. The pupils' attitudes to their work are very good. This is an improvement since the last inspection. This was seen in the enthusiastic way that a Year 4 boy talked about learning the guitar and other things that he liked doing in school. In an infant class, the pupils support each other when they get a number problem wrong and in Year 5, the pupils talk confidently about the books and different authors that they like reading. The pupils are keen to contribute to lessons and listen attentively to their teacher's instructions, and as a result, are clear about the activities and tasks that they are to do next. They concentrate very well and try hard with their work. The pupils work effectively in pairs and small groups developing their ideas. In a Year 3 mathematics lesson, the very large class overcame the cramped conditions and with the enthusiasm and skill of the teacher, they got on with their work and supported each other very well. Both parents and pupils say that school is enjoyable and so too are the many extra-curricular activities that are held during the mid-day break, before and after school.

14. In classrooms, and when moving around the school building, the pupils' behaviour is good; for most pupils it is very good. There are high expectations of the pupils' behaviour and the vast majority live up to this. In only a very small number of lessons did the pupils' inappropriate behaviour of some pupils and the teachers' inexperience of dealing with this behaviour prevent the pupils from learning satisfactorily. The pupils are polite and courteous towards visitors, opening doors and generally being helpful and caring to others. In one physical education lesson, a pupil took it upon himself to support a less confident pupil in order to allow him to take part. In the playground the pupils' behaviour is mostly very good. They enjoy using the play equipment provided. Instances of bullying are rare and the pupils feel confident that the very few incidents that do occur will be dealt with promptly. Because of the pupils' good behaviour and very good attitudes, they make good gains in their learning and this contributes to the good standards they achieve.

15. Relationships between the teachers and the pupils and the pupils themselves are very good. This creates a positive environment for learning where the relaxed and friendly atmosphere encourages the pupils to work hard and try their best. The pupils are caring and trustworthy. They show initiative, for example, when taking on roles such as peer mediators and playtime buddies, as members of the School Council or when carrying out the duties as class monitors. All pupils have responsibilities that increase in complexity as they move through the school; they take these duties very seriously. At times, opportunities for the pupils to take more responsibility within lessons for their own learning are missed, as was reported in the last inspection. For example, the pupils seldom research information in the library independently.



16. Attendance is well above average and the rate of unauthorised absence is well below national figures. Punctuality is good. There have been no exclusions in recent years.

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

17. The overall quality of teaching is good. In almost all of the lessons observed the teaching was satisfactory or better. Fifty-three per cent of the teaching was good or better with 13 per cent judged to be very good. Four lessons, all in the junior classes, were judged to be unsatisfactory. This represents a slight improvement since the last inspection. In spite of the unsatisfactory lessons in the juniors, the overall quality of teaching is better in the junior classes than it is for the younger children and it contributes towards the pupils' faster progress. The teaching of mathematics and information and communication technology is good and this helps to ensure that the pupils make good progress in the learning the basic skills numeracy and computer literacy.

18. The quality of teaching in the Foundation Stage is satisfactory and this reflects a similar picture to the last inspection. However, there has been a good improvement in the use of baseline assessment information to plan appropriate work for the children, particularly in mathematics. The staff work well as a team and successfully integrate the children into the welcoming atmosphere of the reception classrooms. The staff clearly understand the needs of young children. The quality of teaching to encourage the children's personal development is good. The teachers have high expectations of the pupils' behaviour and ensure that the children develop the social skills of co-operation and consideration as well as the ability to work independently. All members of the team place a strong emphasis in the use of good quality language. Although there is sufficient emphasis placed on encouraging the children to read, too little emphasis is placed on developing the children's writing. The teachers are effective in helping the children to develop their number skills and the children achieve well in this area.

19. The quality of teaching in Years 1 and 2 is sound and builds satisfactorily on the children's achievements in the Foundation Stage. The teachers' planning is appropriately structured and lessons have clear learning objectives. The planning takes account of the range of ability of the pupils in each class. The literacy and numeracy hours are taught satisfactorily. In each class, the teachers and classroom assistants work well together. Support staff are involved in the planning and provide good support for individuals and small groups of pupils. Throughout the infant classes, the teachers make skilful use of questioning to challenge the pupils' level of thinking and have high expectations of the pupils' behaviour. They ensure that the pupils present their work as well as possible. The quality of the display of the pupils' work reflects the value that is given to it. Praise and ongoing assessment are used effectively to motivate the pupils and to raise their achievement. In almost all of the lessons the resources are well organised. However, too many lessons lack pace and there is insufficient rigour to ensure that the pupils complete their work within a given time scale.

20. The quality of teaching in the junior classes is good as it builds successfully on the pupils' earlier achievements and enables them to make rapid progress in the core subjects. The teachers manage the ability setting arrangements for English and mathematics lessons well. There is clear evidence of well-structured planning that enables the system to work smoothly. Assessment information is used to set the pupils according to their ability into suitable literacy and numeracy groups but then there is too little variation in the work set for the particular range of ability within each group. Furthermore, the feedback to pupils seldom explains what the pupils need to do to improve their work or to achieve a higher mark. The emphasis that all teachers give to the pupils' personal and social development is a strength; it raises the pupils' confidence and self-esteem and nurtures a very positive attitude towards learning. A good example of this occurred in a Year 6 debate where the class teacher used a range of strategies to help the pupils to develop their ideas and provided the pupils with very good feedback.

21. Throughout the school the teachers provide good role models for their pupils. The behaviour of the pupils is managed well in most classes. However, there are occasions in the lower junior classes when the less experienced teachers have difficulty in maintaining good discipline with the large numbers of pupils in their classes. There is too little support for the newly qualified teachers on these occasions. In most lessons the teachers provide constructive oral feedback but the quality of marking is inconsistent. In the best examples the teachers indicate clearly what the pupils need to do to improve. The most successful teaching occurs when teachers assess effectively what the pupils have understood and then give them appropriate work to follow on. Homework is used well to support learning in both key stages.

22. The quality of teaching of information technology is consistently good throughout the school. The quality of teaching in the “Impact Centre” is consistently of a high standard. The teachers make very good use of the computer suite to systematically teach their pupils keyboard skills and computer applications. The teachers have developed their expertise to ensure they are confident in guiding the pupils to become accustomed to new techniques. The quality of the teamwork with the technician who provides invaluable support is very good. Furthermore the teachers make very good use of their classroom interactive “smart” boards to teach a range of subjects. For example, in one very effective lesson in Year 3, the teacher used the new technology to help the pupils to identify and correct grammatical mistakes in their own writing. The teachers integrate the use of computers into their lessons. The pupils word process their work, explore pattern in art and research information using the Internet.

23. The school makes good use of specialist teaching. For example, a music teacher has been appointed to teach every class in the school. She is very effective in motivating the pupils and ensures that the pupils develop their skills in a planned and systematic way as they progress through the school. The school uses a teacher from a local boys’ grammar school to teach French to one of the classes in Year 5. The other Year 5 pupils and all of the pupils in Year 6 are taught by their class teachers. This is a very good arrangement from which the pupils derive great benefit. The school uses members of the community well to support learning. A good example of this was in a history lesson when the older junior pupils learned directly about the recent past from two gifted adults who were prepared to share their memoirs. The pupils in Year 4 benefit from guidance in their design and technology lessons from a group of retired engineers.

24. The quality of teaching of pupils with special educational needs is good. Their specific needs are assessed well and programmes of work are planned accordingly to meet them. This is undertaken regularly and systematically to ensure that these pupils make good progress. As far as it is possible, pupils with special educational needs are taught within their classes, with support from staff specifically designated for the purpose. A particular strength of these arrangements is the close liaison and planning between all staff. The good management of these pupils contributes to their good progress. It is firm, encouraging, but, nevertheless, demanding. The pupils are valued as individuals and the staff work towards building the pupils’ self esteem and confidence. However, the teachers are not as effective in identifying those pupils who are gifted and talented and setting appropriate work to challenge them.

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

25. The school provides a satisfactory range of appropriate opportunities within the curriculum for children at the Foundation Stage and a good range of opportunities for pupils in the infants and juniors. The curriculum is balanced and meets the statutory requirements to teach all National Curriculum

subjects. The school has recently reviewed its provision for all subjects and has appropriately blocked time for history and geography, design technology and art to ensure that pupils can study these areas in sufficient depth. There are detailed schemes of work for all subjects and teachers in parallel classes use these to plan an appropriate range of opportunities for all pupils. The school has good strategies for teaching the basic skills of literacy and numeracy and the pupils are well organised for learning in both subjects.

26. The school provides a very good range of activities outside normal lessons that enrich the pupils' learning. Boys and girls have good opportunities to participate in local football and netball competitions as well as a range of other sporting activities including rugby, cricket, swimming, rounders, gymnastics and athletics.

27. The school organises an annual residential visit for the pupils in Year 5 to the Isle of Wight. A range of trips are organised for each year group to enhance the curriculum. Recent visits have included a year 2 trip to Marwell Zoo and a visit to Hengistbury Head Iron Age settlement. The teachers are keen to ensure that the pupils' musical skills are recognised and developed through an extensive range of musical groups focusing on developing the pupils' singing and instrumental talents. All clubs are well attended and the school has very clear procedures for monitoring participation. The teachers' hard work in providing such a good range of activities in order to meet the needs and interests of their pupils is commendable and it has a positive impact upon the pupils' personal and social development.

28. The school fully embraces its role within the local community and makes very good use of opportunities to enhance the curriculum. In recent years the school has forged successful links with Linwood Special School. This has involved taking groups of children to contribute to an arts week including a dance performance, as well as providing part time placements for students from Linwood School.

29. The school successfully fosters the pupils' initiative and achievement, and has a well organised system for rewarding good work and behaviour that culminates in awards being presented in whole school assemblies. The school provides good opportunities for the pupils to get involved in fund raising for charity. The pupils initiate a range of weekly competitions which they organise and publicise through posters around the school in order to raise funds for their charities. The school council is involved in deciding the charity to benefit from collections following school performances.

30. There is very good provision for pupils' personal and social education. The school has appropriate arrangements for sex education and for drugs awareness education. It has good links with the Customs and Excise officers, the police and the school nurse, all of whom make valuable contributions to the curriculum.

31. The school effectively encourages pupils to take responsibility through a monitor system. Year 6 pupils support younger pupils during break periods; Year 5 pupils are involved as librarians and Year 4 pupils take responsibility for organising the playground equipment. The school has a school council which ensures that pupils are actively involved in the life of the school. The School Council meets fortnightly and each elected member brings issues from their class for discussion. Recent decisions have resulted in girls being allowed to wear trousers to school and the agreement to establish a sensory garden.

32. The school has sought to improve the pupils' social development further through a peer mediation project where four pupils from each year group (Years 2 to 6) are trained in listening and mediation skills. The project, whilst in its early stages, is already having an impact on the pupils'

behaviour and their consideration for one another as pupils feed back what they have learnt in class circle time sessions.

33. The provision made for the pupils' spiritual and cultural development is good and provision for their social and moral development is very good. In class work, assemblies and acts of worship, there are some good opportunities for the pupils to reflect upon the spiritual and moral dimensions of life. The school is currently developing this provision further and the new co-ordinator is actively involved in raising staff awareness. Some teachers have established areas for spirituality within their classrooms. The school makes good use of the teachings of Christianity to support its provision for the pupils' spiritual and moral development. The school has worked hard since the last inspection to promote the pupils' knowledge of other cultures and the provision for cultural development is now good. The school ensures that the work in literacy, numeracy, music, art, geography and history reflects a range of cultures and promotes non-stereotypical images of life in other countries. The co-ordinator has usefully drawn up a list of age appropriate resources to develop the pupils' cultural and social awareness. For example, in the Year 1 classes the pupils were studying "Emeka's Gift", a story about the life of an African boy.

34. The school has built up excellent relationships with the local community. This was a strength of the school in the last report and has improved still further. Local businesses support many initiatives in the school, including the training of peer mentors, the School Council and competitions. Other local companies advertise in the Governors' annual report to parents. Very good links have been established with the "Neighbourhood Engineers", who are chartered engineer volunteers from the Engineering Council who promote technology in schools. The Volunteer Reading Help scheme has been running successfully in the school for many years. Excellent links have been built up with two local day care centres for the elderly and the disabled. Residents from one the school to talk about their experiences in World War II as part of the history curriculum and to make Memory Boxes. Pupils regularly visit the local centre for the visually impaired. Visits have been made by pupils to local supermarkets, postal sorting offices and football clubs. There are strong links with the parish church: the vicar pays regular visits and the neighbourhood police officer is also the assistant priest. He regularly visits the school to talk to pupils about road safety and stranger danger and sets up major events involving the fire, ambulance and police services for the school. The school is involved in a very large number of fund-raising activities. Very good links have been established with other schools in Uganda and a teacher from the Seychelles recently visited the school.

35. The school has very good links with its partner institutions, including local secondary schools and playgroups. Continuity is ensured through a series of very good visits and discussions, including visits to all feeder playgroups. Induction into the school and transition to the secondary school is made very well. Pupils in Years 5 and 6 benefit from the expertise of a specialist French teacher from the local boys' grammar school, who works with them on a weekly basis. The religious education teacher from the nearby secondary school also gives lessons. Many students from local secondary schools and further education work regularly in the school. Students from local teacher training colleges regularly use the school for teaching practice.

36. The school was well supported in its recent application for Beacon status by other local schools. The programme involving other schools is still in the early stages, but year groups and teachers from two schools in London have already visited the school and the four Beacon schools in the area are setting up conferences on accelerated learning, higher attainers and pupils with special educational needs .

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

37. The school is a very caring community, which has very effective procedures for ensuring the health, safety and welfare of its pupils. This continues to be a strength of the school.

38. Local authority guidelines on child protection have been adopted and procedures at the school were cited as exemplary by the authority and used as a model for other schools. Both the headteacher and his deputy have been recently trained. All staff are aware of procedures, although staff new to the school need further training this year. Links with outside agencies are good. There is good input to pupils' personal, health and social education from the school nurse and police. Arrangements for dealing with pupils' medical conditions are good, although the medical room has to be used by the finance officer. Very large numbers of the teaching and support staff have had first aid training. Accident procedures are well understood. Health and safety practices in science and physical education are very good. Fire drills and checks of equipment are carried out regularly. Very good support is given by the council's health and safety technician in conjunction with the well-trained site manager. The school has received the Healthy Schools' Award. Risk assessments are extensive and thorough and, under an innovative scheme, Year 6 pupils are involved in risk assessment in the school as part of the personal, social and health education programme. Documentation is extensive and thorough. The level of supervision at playtimes is good and security is very good.

39. The school is developing its procedures for assessing pupils' attainment. Information about the progress of individuals and groups is being collected through a range of useful assessments and the school is currently involved in collating this data onto a computer database. The deputy headteacher has provided a set of data for all class teachers which tracks the attainment of their pupils in reading, writing and mathematics. Teachers have used this data for the first time to predict end of year attainment and set targets.

40. Class teachers set targets in writing and mathematics for their pupils. However this is variable in how effectively it is used to raise pupil attainment and does not always relate closely to the end of year predictions that have been set for individual pupils. The school has introduced a simple system for assessing pupils' progress in the foundation subjects of geography, history, art and design technology. These records are not completed consistently by all teachers and teachers rarely use the assessment to plan future teaching.

41. English and mathematics leaders have carried out a rigorous analysis of end of year tests and have used these to highlight strengths and weaknesses in attainment within each year group and this is then usefully used to plan the teaching for the following year.

42. The pupils' personal development is monitored well through the school's personal, social and health education programme, the pupils' portfolios, the teachers' personal knowledge and reports. Opportunities for pupils to take responsibility are very extensive and are carefully organised progressively through the school. All pupils have classroom tasks. The school council encourages pupils from Year 2 onwards to represent their classes in discussions that have a real influence on, for example, play activities, uniform and the school rules. Selected pupils have embarked on a peer mediation training scheme. This has already had very good effects in the playground, where the friendship benches and the buddy scheme have proved very successful in resolving disagreements. The school was also involved last year in the compilation of an interactive computer program, which can be used by pupils as part of PHSE. The House system makes a positive contribution to pupils' personal development.

43. Behaviour management is very good and consistent, an improvement on the findings of the last report. School rules are clear and reflect the school's ethos. The positive behaviour strategy includes

many very good ways of promoting good behaviour and eliminating bullying. These include points and stickers, stamps on credit cards leading to certificates and extra “golden time”. Infant pupils are awarded “Golden Apples” for achievements in behaviour, effort and acts of kindness. Sanctions are clear and appropriate. Bullying is taken seriously: for example, the school had organised drama workshops to tackle one long-standing issue.

44. Procedures for monitoring attendance and promoting punctuality are very good. Registers are completed correctly and monitored regularly for patterns of lateness and absence. The educational welfare officer gives very good support.

45. Provision for pupils with special educational needs is good throughout the school. Pupils are identified early and a structured work programme set up. Time is made available within the timetable for staff to talk to the special needs co-ordinator or support teacher about the progress and needs of children in their class. Individual Education Plans are in place and the school works closely with outside agencies. These ‘Learning Logs’ are drawn up following discussions between the parent, the school and the pupil. The overall targets are broken down into manageable steps and the child is able to help monitor its own progress. The school is already implementing the new Code of Practice and a new policy is shortly to be implemented.

46. Teachers from support agencies visit the school to help with teaching and assessments and the school now has a new special needs governor with much expertise in this field. Classroom assistants working with named pupils are very well informed and are able to make good teaching points throughout lessons. Whilst there is a generous staffing allowance, the timetable is not tightly managed in terms of the use of support staff and the needs for group support within some year groups is not closely monitored.

47. There is no policy in place to meet the needs of the more gifted and talented pupils. The more able pupils in English, mathematics, science and information technology are not clearly identified. These pupils are not set high individual targets and the school does not have strategies in place to ensure pupils reach these targets. They are not provided with sufficient challenging material and differentiated work to allow them to reach their full potential.

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

48. Parents’ responses to the questionnaire and at the parents’ meeting show that they are very supportive of the school. They feel that behaviour is good and that the school is helping their children to become mature and responsible. They are very satisfied with the progress their children are making and are comfortable about approaching the school with suggestions or complaints. A significant proportion of parents was not satisfied with the information about their children’s progress, about homework and about the range of activities outside lessons. The findings of the inspection support parents’ positive views. Homework was found to be consistently given throughout the school, though there is some variation in marking. The information supplied to parents on the pupils’ progress is good. The number and range of extra-curricular activities are very good.

49. The school has very effective links with parents. The information it supplies for them is very good. The prospectus and governors’ annual report to parents are attractively presented and easy to use. They both comply with legal requirements. All parents have signed the home/school agreement. Very good information on the curriculum is supplied each term to enable parents to help in their children’s learning. The school also offers parents a range of information leaflets on, for example, subject areas, welfare arrangements and extra-curricular activities. Reading and homework books are not always used consistently. Reports are honest and helpful and show that teachers know their pupils

well. However, they do not give targets or offer opportunities for parents and pupils to give comments. Newsletters are frequent and attractive. Induction arrangements for new pupils are very effective. The headteacher visits all new families and home/school packs are given to new parents. There is a good range of consultation meetings.

50. A remarkable number of parents and other volunteers help in school on a regular basis. Extensive training is given to them. The Parents and Friends Association organises a very good range of social and fund-raising activities, including a welcome party for all new parents each year. Good sums are raised to help the school to buy equipment to enhance pupils' learning.

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

51. The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. There is a strong sense of teamwork. The governors and staff work with shared purpose and are committed to the strong Christian ethos of the school and to continuing improvement. This is reflected in the learning environment where there is a strong emphasis on providing the best resources for the pupils and in the quality of the relationships that prevail in the school. The headteacher is well respected not only by the parents and the pupils but also is held with high regard in the community. He enjoys the full support of his governors. This impacts positively on the quality of education. The school has a clear policy for equal opportunities and this is effectively implemented in each area of the school's work. This ensures educational inclusion so that all pupils, of whatever background or ability, make the most of the opportunities offered. However, the school recognises that more could be done to challenge those pupils who are gifted and talented.

52. The headteacher is very supportive of his staff and provides a very good role model. He strongly encourages a positive, caring ethos that promotes high standards of academic attainment and personal development through his personal style. He makes a point of forming secure relationships with the children and their families from the outset of their involvement with the school. The ethos of trust, openness and honesty permeates the daily life of the school. He has established an effective partnership with his deputy with clear delineation of areas of responsibility. The school has placed great emphasis on staff training and performance management and this is a key element of the success of the school. All of the teachers value their further professional development and have agreed targets. The performance management scheme has been introduced successfully and the new cycle begun. Curriculum responsibilities are devolved effectively and curriculum planning is carried out co-operatively. However, whilst the senior management team are involved in setting targets for raising attainment in English and mathematics they are yet to provide a clear direction for linking the many good elements of assessment that the school now has in place in order to effectively raise attainment. Furthermore, they are not sufficiently involved in ensuring that school policies are consistently followed in the infant and junior departments and that the newly qualified staff have sufficient support.

53. The headteacher is very well informed. He has developed a very good balance between the strategic management and the pastoral elements of his role. Action taken since the last inspection has been effective in addressing the key issues and the school has made good improvements in many areas. For example, there are now schemes of work for all subjects. The school improvement plan is a much clearer document. It clearly sets out the priorities for development, is costed and includes measurable outcomes. Standards in design and technology have improved and the pupils are prepared well for life in a multi-cultural society. The school has also been successful in achieving prestigious awards including "Beacon School" status and "Charter Mark". However, the school has a tendency to produce an excess of documentation which can obscure the priorities, particularly for the less experienced members of staff.

54. The deputy headteacher and the main support teacher for special educational needs work closely together for provision of support for these pupils. The co-ordinator provides valuable support and guidance to teachers and assistants. Governors are informed of the school's progress in special educational needs procedures. In addition, the staff and pupils are well supported by external special educational needs specialists who are frequent visitors to the school. The named governor, who monitors the provision, is very well informed.

55. The governing body fulfils all of its statutory obligations and makes a very good contribution to the effective running of the school. The governors are well informed and work hard at their individual and collective roles. There is an effective committee structure with appropriate terms of reference. They take their responsibilities seriously and are committed to raising standards. They have a clear view of the strengths and areas for development of the school through their frequent visits, the review of curriculum policies and discussions with subject leaders. Furthermore, the governing body has allocated individual governor responsibility for overseeing literacy, numeracy, information and communication technology and special educational needs and they are effective in their roles of critical friends.

56. The school improvement plan is a comprehensive document that is based on a thorough audit of the school's current position. The plan is a working document that is updated on a regular basis and provides a view for the school's long-term development and a secure framework for financial planning. The involvement of staff and governors ensures that the educational priorities identified provide a shared vision for the school's development. There is a strong commitment to improvement among staff and governors and the school is well placed to continue to succeed. The school provides good value for money.

57. The governors have managed the school finances well; the school's finances are now in a robust state. This reflects to a great extent the financial acumen of the headteacher who is adept at raising finances from a wide range of sources from within and beyond the local community and the sound, financial prudence of the governing body when considering new expenditure. The headteacher is well supported by an efficient finance officer. The systems for the monitoring of the outcome of expenditure are satisfactory. The governing body is well aware of the principles of best value and applies them well.

58. The school is staffed with an appropriate number of experienced teachers who are well qualified to teach all aspects of the national Curriculum. They have been joined this year by three newly qualified teachers. Although the school has appropriate procedures for their induction and mentoring, support is not always appropriately given to them. The number and quality of support staff are good. Subject leaders have now received training and the staff handbook is in place (these were issues at the last inspection). Responsibilities are mainly appropriately allocated, although the deputy headteacher at present has two core subject responsibilities. The pupils benefit from a very good range of peripatetic instrumentalist teachers and older pupils receive teaching from specialist teachers of French and religious education from secondary schools. There is a good programme of training for staff linked to the school improvement programme. The school achieved Investors in People status three years ago. The site manager, administrative staff and lunchtime supervisors give very good support to the school.

59. The school's accommodation has many good features, including the music and drama studio, the swimming pool and a hall with good acoustics. Some areas have been improved since the last inspection. The new information and communication technology suite is an excellent facility. However, the accommodation also has many shortcomings. The library is small, not very attractive and under-



resourced. Most classrooms are very small for the size of classes. The medical room cannot be used for its designated purpose since it is occupied by the finance officer. The outside accommodation benefits from an adventure play area and a sensory garden. However, the lack of space, as reported in the last inspection, makes organised games difficult. Resources are good overall with the provision for information and communication technology resources being excellent.

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

60. The headteacher, staff and governors should now:
1. Continue to develop the school's use of assessment information to ensure that all of the pupils, particularly the most able, are given demanding work. This process should include:
    - using the school's register of gifted and talented pupils to develop systems and strategies to challenge their learning further (paragraph 3, 24, 47 & 51)
    - ensuring that the school's marking policy is used consistently to inform the pupils how they can improve their work (paragraph 20,21 )
  2. Develop the role of the senior management team to ensure that there is sufficient focus on the support and evaluation of teaching (paragraph 21& 52)
  3. Continue to reduce the amount of paperwork generated within the school (paragraph 53)
  4. Continue to press for improved accommodation to overcome the difficulties presented by overcrowded classrooms, particular in Key Stage 2 (paragraph 59)
61. The school should also consider addressing the following minor issue:
1. Seek ways to develop the library and the pupils' independent use of it (paragraph 59 & 87)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	55

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	27	28	4	0	0
Percentage	0	13	40	41	6	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than one percentage point.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	468
Number of full-time pupils known to be eligible for free school meals	61
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	94
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	95.5
National comparative data	93.9

#### **Unauthorised absence**

	%
School data	0
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	45	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	43	43
	Girls	26	26	26
	Total	63	69	69
Percentage of pupils at NC level 2 or above	School	88 (90)	96 (94)	96 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	43	40	44
	Girls	26	26	26
	Total	69	66	70
Percentage of pupils at NC level 2 or above	School	96 (92)	92 (93)	97 (100)
	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	36	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	36
	Girls	30	32	34
	Total	61	63	70
Percentage of pupils at NC level 4 or above	School	86 (88)	90 (96)	99 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	31
	Girls	31	32	33
	Total	61	64	64
Percentage of pupils at NC level 4 or above	School	86 (90)	90 (96)	91 (76)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	439
Any other minority ethnic group	3

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

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

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

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

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

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

Total number of qualified teachers (FTE)	17.8
Number of pupils per qualified teacher	26
Average class size	33

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

Total number of education support staff	17
Total aggregate hours worked per week	357

### ***Financial information***

Financial year	2000/2001
	£
Total income	1001273
Total expenditure	956050
Expenditure per pupil	1992
Balance brought forward from previous year	-9106

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
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	346
Number of questionnaires returned	134

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	3	2	
My child is making good progress in school.	48	46	3	2	2
Behaviour in the school is good.	50	47	1	1	2
My child gets the right amount of work to do at home.	31	50	14	2	3
The teaching is good.	60	36	2	1	1
I am kept well informed about how my child is getting on.	35	46	13	4	1
I would feel comfortable about approaching the school with questions or a problem.	61	28	8	1	1
The school expects my child to work hard and achieve his or her best.	73	24	1	2	1
The school works closely with parents.	53	41	5	2	
The school is well led and managed.	72	24	2	1	1
The school is helping my child become mature and responsible.	58	38	1	1	1
The school provides an interesting range of activities outside lessons.	27	46	18	1	8

## **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**

62. The Foundation Stage consists of two reception classes. The two teachers and three assistants work closely together to provide a safe, supportive environment with many learning activities and play opportunities. This is having a positive impact on the children's learning. The children attend part-time until Christmas and then become full-time for the remaining two terms.

63. Many children begin reception with mature levels of speaking, listening and social interaction. This is confirmed by the initial tests conducted with these children and inspection evidence. Good teaching ensures that most of the children will exceed the early learning goals by the end of reception in their personal and social education and in mathematics. The quality of teaching is satisfactory in communication, language and literature, knowledge and understanding of the world, creative development and physical development. Given the good starting point most children will complete the early learning goals and many will exceed this target. Very good teaching in music means the children are already exceeding the early learning goals and standards are high in this aspect.

64. Much value is placed on links with the home and ensuring a smooth and happy start to school. There are three pre-school days for parents and their children. The staff liaise well with most playgroups and make home visits. The parents are encouraged to contribute to the initial assessments made on their child. There is also an open evening where parents are invited to become a "child in the class". Home school links are further fostered by completion of a pre-school booklet between parent and child and then weekly reading bags or activity bags which are effective in linking learning in the classroom with learning at home.

#### **Personal, emotional and social development.**

65. Nearly all of the children enter school with good skills in personal and social development. By the time they complete the reception year most will have exceeded expectations of the early learning goals in this area. This shows good achievement and reflects the skilful teaching where children are constantly encouraged to feel good about what they achieve.

66. In both classes the children feel valued and secure. The structured daily routine ensures children develop a sense of belonging and security where they can predict the day and its rhythm. Four children take the register each morning and afternoon accompanied by Scottie, Love, Brown and Henry Bears who each determine that child's particular role in the long journey to the office! Love Bear can always be cuddled if a child is unhappy. There is much praise for good behaviour and the children enjoy dropping marbles into the jar for doing a good deed or for 'being brave' as with the child who grazed her knees badly on the way to school. This is fostering a positive attitude to learning and self-confidence. The adults provide good role models for the children. They are cheerful and always treat children with respect and courtesy.

67. The children are very considerate. They listen to each other and take turns without prompting. Whilst transporting a pile of shingle across the courtyard, children shared the shovelling and wheeling of the barrow showing a highly developed level of teamwork. Equipment and resources are easily accessible and always tidied away by the children.

## **Communication, language and literacy**

68. The children enter school with good levels of speaking and literary skills. The quality of teaching enables the children to make satisfactory progress in each of the elements with the exception of writing. Most children will achieve or exceed the early learning goals by the time they leave reception, with the exception of writing where they could do better.

69. On entry to school, staff place emphasis on developing children's speaking and listening skills. The children learn to listen to others and take turns in speaking. Staff take every opportunity in using questions skilfully to help children acquire and use new language. Many children are able to talk confidently and use well constructed sentences. They listen carefully to each other and can explain the role of the receptionist in the vet as 'the lady who receives patients'.

70. Early reading skills are being developed through the sharing of books. The children know words and pictures convey meaning and print goes from left to right and top to bottom. Most can recognise and say phonic sounds and are able to read simple books. Throughout the Foundation Stage, the children have a variety of books to talk about and share with peers and adults. The book corners, however, are not well presented and lack sufficient stimulating material where the children have the opportunity to choose for themselves, read independently and enjoy. The children are introduced to the literacy hour and can point to the title of a book and explain the role of the author and the illustrator.

71. Most children are able to use their knowledge of phonics to spell simple words of three letters. There are too few occasions for these skills to be used, however, and there are few focused writing activities which stimulate excitement and interest. The school could provide more opportunities, on a daily basis, where the children can develop their independent writing in a variety of ways. Whilst most children will attain the expected early learning goals level in writing at the end of reception, they could do better. The teaching of handwriting skills is satisfactory.

72. Children are assessed regularly but this is not always used to provide different worksheets and, consequently, the less able are very reliant on adult intervention and the more able are not challenged.

## **Mathematical development**

73. The quality of teaching is satisfactory and most pupils will exceed the expected levels at the end of the Foundation Stage. On those occasions when the teaching is good the staff have high expectations in the children's understanding and use of number. Some children can already recognise the difference between 39 and 93 and have some early awareness of place value. They are familiar with 100 squares and many pupils are able to count to a hundred or beyond. A good range of approaches to the early acquisition of number are provided including games, playing with Smarties and puzzles, though occasionally too many varied activities lead to difficulties of supervision. Where the teaching is less effective the children sit for too long on the carpet, the pace is slow and there is little time for practical work. There are too few opportunities for the pupils to work independently.

74. Some resources are used very effectively. 'Cuddles' the dog causes much hilarity when joining in with counting activities. A full size number ladder, made by a parent, is a most stimulating and colourful aid to teaching larger, smaller, higher and lower. The use of numbers from everyday life, such as numbers on buses and on road signs, enables the children to see a purpose in their work. They understand words such as full and empty, heavier and lighter, while some very able children are able to share a number of food items between three plates.



75. The children are assessed regularly, but this is not always used to provide different levels of work and, consequently, the less able often do not complete worksheets and the more able are not challenged.

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

76. Sound teaching, especially in science, ensures that the children will complete the early learning goals. The story of the three pigs initiates a study of houses and this is linked effectively with care for pets and a responsibility to care for the environment. The children are excited with the skin of a snake prompting such comments as, "Is this a boa constrictor?" or "This is like an aquarium". The children are able to identify features of living things such as fish have gills to enable them to breathe under water. Science is effectively linked with geography and children know climatic conditions in other parts of the world mean houses can be made with alternative materials such as snow or mud and may have different features such as a flat roof. They study why the furniture in Spain or China is different to their own.

77. All of the children observed are able to control a mouse with accuracy on the computer. They can pick up, move objects around a screen and paste. They can select from a very simple menu. They are not using a word processing program, however, and cannot write their name. There are two computers in each class giving a ratio of 1:15 and in the summer term the children will begin to access the information and communication technology suite.

### **Physical development**

78. The children develop their physical skills through both indoor and outdoor activities. They take swimming lessons each week and by the end of the reception year all of the children are confident in the water and about half can swim a little without armbands. Children have regular physical education lessons in the hall. They are encouraged to develop control of different parts of their body and show awareness of the needs of others in the space around them. They can follow instructions and build up simple sequences involving skipping, jumping, hopping, walking and stepping.

79. The children have access to the Key Stage 1 playground apparatus at designated playtimes and have an attractive courtyard for group activities such as wheeling the wheelbarrow or constructing the base of a conservatory with construction apparatus.. There is a limited range of wheeled vehicles, however, and no area adjoining reception where children can ride bikes or use climbing and balancing apparatus throughout the day.

80. Teaching and progress are satisfactory and by the end of reception most children will have achieved the early learning goals. There are many opportunities for children to develop safe control of their finer movements such as using scissors, threading beads, completing jigsaws, using paintbrushes and holding pencils correctly. Children are encouraged to independently put their coats on and change their shoes from the moment they enter school.

### **Creative development**

81. The children in the Foundation Stage have many opportunities to draw and paint when they explore using different types of paintbrushes such as the blobs, streaks, squiggles and dots effectively used in a firework picture. They investigate texture through crayon and pencil rubbings and use different materials such as string, felt, foil, wallpaper, twigs straws and polystyrene in a collage. There are links with design and technology when children also use these materials to make the three pigs' houses. They try to design and then make a piece of wallpaper. They are taught about the work of Van Gogh and draw a sunflower picture in similar style using chalk.

82. The teaching of music is very good with the pupils performing and composing at a high level. The pace of the lessons is brisk and a wonderful range of demanding but stimulating activities are provided. The children learn a variety of action songs and sing chants expressively. They join in with enthusiasm showing high levels of performance. There are opportunities for them to explore and experiment with percussion instruments or different types of sound. They can repeat complicated rhythms using hands, instruments or voices and can identify pitch, speed and volume. They know Vivaldi is a composer and listen carefully to part of the 'Four Seasons'. They are learning about instruments in an orchestra and are able to identify a violin, a viola and a cello.

## **ENGLISH**

83. The pupils make steady progress throughout Years 1 and 2 and by the age of seven they are attaining standards that are above the national average in reading and broadly average in writing. The pupils make good progress from Years 3 to 6 and by the age of eleven they achieve standards that are above the national average in English. The standards in the present Year 6 are not as high as in previous years. The school has identified this and has worked hard to raise attainment in writing, particularly for boys.

84. The pupils throughout the school are both confident and articulate. Speaking and listening skills are effectively developed through discussion activities such as circle time; plan, do and review sessions in Year 1, and through debating opportunities for the older children. Younger pupils are encouraged to evaluate their own work and share their ideas with the class. During the week of the inspection Year 6 pupils were involved in debating if pupils should walk to school. They were successfully taught the use of persuasive argument and were able to consider a wide range of viewpoints.

85. When reading aloud the pupils do not display the same confidence. Although most of the pupils read accurately, they are less able to read with good expression and intonation. Standards in reading at the age of seven have fallen for the last two years and the inspection evidence confirms that they are now average. Whilst phonic strategies are well taught, the teachers do not develop the pupils' reading effectively by assessing their reading capabilities and determining the next steps that pupils need to take to improve their reading. The pupils who experience difficulty in reading are well supported in small withdrawal groups led by trained teaching assistants. In Years 3 to 6 the reading skills of inference and deduction are appropriately developed within guided reading sessions in the literacy lessons. The school has given this a high priority and has developed some good materials to help the pupils read beyond the literal interpretation of a text.

86. Standards in reading by the end of Year 6 are above the national average. However, the skills of reading aloud receive less attention. By the age of eleven the more able pupils can talk with interest about the works of authors that they enjoy reading, however a heavy reliance on a very structured reading scheme means that the lower and middle ability pupils do not get sufficient opportunity to freely explore a range of authors. Whilst most pupils are technically competent in reading they are not self-motivated readers and do not display a love of reading and literature.

87. The school has a very small library containing a limited range and number of non-fiction books. Limited opportunities are provided to develop the pupils' skills in research using the library; even the most able Year 6 pupils are unaware of how the books are classified. The school is aware of these issues and has plans to address them. A group of Year 5 librarians are currently involved in reorganising the library. Within lessons the pupils are taught how to use an index, contents and the skills of scanning a text to retrieve information. These skills are developed systematically throughout

the school and by the age of eleven most pupils are able to research a given topic. Many pupils are able to use computers and the internet to research topics.

88. Throughout the school the pupils present their work well and most junior aged pupils' use joined up handwriting. Most teachers model the school handwriting policy well, although this is not always followed consistently. In the infant classes the majority of pupils express themselves satisfactorily in writing – their sentences follow on from each other in a sensible sequence. However, the pupils are not provided with an appropriate range of writing opportunities, particularly in Year 2, and this prevents the more able pupils from developing a range of writing styles. By the age of seven the most able pupils are able to write a simple story. Most pupils spell common words correctly, although they do not readily apply a knowledge of spelling rules when spelling less familiar words.

89. The rate of learning accelerates in the junior classes and the pupils make good progress in developing their writing skills. By the age of eleven the pupils have a good grasp of how to punctuate sentences and the most able pupils use a variety of punctuation to create tension and atmosphere for the reader. The pupils construct their writing well using metaphors and similes to good effect, they select the vocabulary they use carefully to create the desired impact on the reader.

90. The school has looked carefully at developing the boys' creative writing using a range of texts as stimulus. This initiative has been focused initially in Years 3 and 5 and there has been a considerable improvement in the standards achieved by the boys involved. Literacy skills are further reinforced in the foundation subjects, particularly geography and history. The school effectively supports pupils with special educational needs through a range of strategies. One child was supported in working independently through the use of a computer, another child was given additional adult support which allowed him to achieve a high degree of success in developing a knowledge of homophones. The school makes good use of additional intervention strategies, particularly the early literacy strategy in Year 1 and the additional literacy groups in Years 3 and 4 to support children who have some learning difficulties.

91. The quality of teaching is satisfactory overall in both the infants and the juniors. However, there is a wide variety in the quality of teaching and lessons vary from very good to unsatisfactory. In the most successful lessons the teachers have considered carefully what it is they want pupils to learn and the activities are matched to the needs of all pupils. The teachers use the text very effectively to draw attention to particular features such as adjectives, rhyming words and homophones. In doing this the teachers make very good use of the interactive white boards. Questions are used well to move the pupils thinking forward and to encourage closer observation of the text. For example, in one very good introductory session the teacher successfully developed the pupils' understanding of characters by asking children to give an adjective to describe one of Cinderella's ugly sisters, she then related this to specific phrases in the text.

92. In the less successful lessons, the activities are not always suitable and the pupils are unclear about what they are learning. Lesson plans contain fewer details of how pupils of different abilities will learn and all pupils are frequently expected to complete the same task. This is particularly evident when pupils are taught within sets. The subject leader is a very skilled practitioner who has identified areas for improvement and is working hard to raise standards.

## **MATHEMATICS**

93. The above average standards achieved by 7 and 11-year-olds show that the pupils are making good progress, which is an improvement since the last inspection. Boys and girls attain similar standards. The pupils with special educational needs receive effective teacher and teaching assistant

support, which enables them to make good progress throughout the school. Most of the current Year 6 pupils are already at or almost at the average national standard (Level 4). The more able pupils are also making good progress, although the school is aware that in some classes these pupils need greater challenge if they are to reach their potential. Since the previous inspection the school has continued to place an emphasis upon the teaching basic numeracy skills and standards have risen. Numeracy is developed satisfactorily in other subjects, such as, science and geography, but as at the last inspection, this could be more effectively planned for in order to give the pupils greater opportunities to apply aspects such as handling data.

94. By the age of seven, the pupils use multiples of 2 5 and 10 when solving simple number problems. They record time, including digital time. They measure in standard and non-standard units. They recall addition and subtraction facts of differing difficulty and find the relationship between addition and subtraction; they calculate using addition, subtraction multiplication and division. The more able pupils use three-digit numbers. By the age of 11, the pupils are becoming more confident and adept at calculating in their heads. They make good use of their knowledge of factors and multiples when solving problems and understand fractions and decimals. The more able pupils demonstrate a very good understanding and accurately record their findings, using a much greater amount of information. Opportunities to carry out mathematical investigations in depth are insufficiently provided.

95. The quality of teaching and learning is good overall, which is an improvement since the last inspection. In the infant classes, the teaching and learning is mostly sound with some that is very good. In the junior classes, it is mostly good but varies from unsatisfactory to very good. All teachers have a secure knowledge of the mathematics that they are teaching and the National Numeracy Strategy. Whilst this is carried out generally well, in some lessons, the timing is not well judged and there is insufficient time to make full use of the end of lesson discussion. What the pupils are going to learn is shared with the pupils effectively in nearly all lessons and this ensured that the pupils had a clear idea of what they were doing. Most pupils work hard and record their work appropriately. The pupils are mostly aware of the high standards expected of them. In one lesson, the teacher used some pupils' books to set the high standard that needed to be aimed at by all of the pupils. However, some work carried out in a small number of classes is not as carefully set out and the teachers' marking does not challenge the pupils to do better or tell them what they need to do to improve their work. The teachers have a good knowledge of how well the pupils are doing and what they need to do next. In one lesson, the teacher spent more time on the learning from the previous day's lesson because she rightly judged that it had not been understood well enough. In all lessons, the lower attaining pupils and those with special educational needs are well supported by the teaching assistants and this ensures that they are involved in both class discussions and in carrying out and completing their tasks. In nearly all lessons the pupils listen well, are eager to answer and work purposefully.

96. In the best lessons seen, the pupils work enthusiastically and are fully engaged because the teachers are enthusiastic and have very high expectations of what the pupils can achieve. In a Year 1 lesson, the pupils were finding patterns in a number sequence: the pupils were keen to say what they had found, "It goes odd and even," said one boy. "One lot of numbers go up; the others go backwards", responded a girl. In a Year 3 class, the pupils were working with sequences of numbers: "It is increasing in fours." "They are all multiples of four." They explore different ways to solve  $15 \times 4$ : "Multiply 15 by 2 and then double it" The teacher stressed the use by the pupils of the correct mathematical vocabulary. At the end of the lesson the pupils identified what they had learnt. In one lesson, the teachers' inexperience in behaviour management meant that the pupils did not achieve as well as they should have done.

97. The pupils' ability to use information and communication technology to develop their mathematical understanding is well developed. The teachers' use of the interactive boards for whole

class lessons is very effective in establishing what the pupils are going to learn and giving them opportunities to explore and practise the main ideas of the lesson. Furthermore, the pupils have good opportunities to use computers during lessons to practise skills linked to the lesson. In the Year 6 lessons, the classes used a sensor to gather information about sound as part of their work on data handling. Classes have opportunities during the week to use the computer suite: Year 5 classes used their time effectively to provide opportunities for the pupils to practise the number work and understanding of money.

98. There is an improved consistency of approach since the last inspection, which is well led by the acting subject leader, who has a good knowledge of how well the subject is developing. The school is aware that more opportunities to allow all pupils, but particularly the more able, to carry out extended mathematical investigations and to take greater responsibility for developing this themselves. The school sets challenging targets for improvement and has exceeded these.

## **SCIENCE**

99. Standards have improved since the last inspection. In lessons in the infant classes, the pupils achieve standards that are above national expectations. They draw and label the structure of a plant correctly and know that plants need certain conditions to grow. Some pupils are able to predict what will happen if the conditions are changed, such as the amount of water or light being altered. They can sort objects using criteria such as whether they will float and sink. They use their mathematical skills effectively to make graphs showing the categories types of food belong to.

100. The pupils in the junior classes achieve standards in lessons that are above national expectations. However, it is difficult to identify the high number of pupils that achieved Level 3, in Year 2 last year, from their current work. The pupils in Year 6 have a good understanding of electrical circuits and can explain, for example, why one type of circuit is better than another if the brightness of the bulb is important. Pupils in Year 3 know that exercise affects pulse rate and appreciate that regular exercise is important to keep fit. Pupils in Year 5 can explain the differences between solids, liquids and gases using appropriate scientific language. Pupils with special educational needs make satisfactory progress, often due to the good support they receive from the support staff that enables the pupils to take as full a part as possible in the lessons.

101. Across the school the pupils are making good progress in their learning. Their work shows that they are using increasingly varied ways of recording their gains in knowledge and showing their understanding. They are confident when describing what they have done or when making presentations, such as in a Year 5 class, to show their understanding of the water cycle. They work well together and relationships are very good. They use computers well to find out information about topics like the solar system and are confident when using an interactive white board to drag icons to label the water cycle. However, the standard of pupils' presentation in their written work is too variable. There are examples of good presentation across the school but some is unsatisfactory, particularly when work sheets are completed.

102. The quality of teaching and learning is good overall. It ranges from satisfactory to good in the infant classes and from good to very good in the junior classes. In order to raise the overall quality of teaching the school was due to implement a new project. The subject leader left and the project had to be postponed. However, a few staff received initial training and this is evident in their better teaching.

103. The good teaching is characterised by good classroom management. In the successful lessons the teachers pay good attention to the essentials of experimentation and investigation and practical work is conducted in a calm and purposeful manner. The work is well matched to the different ability

groups within each class and the teachers use a variety of teaching methods that includes direct teaching, research and role-play. The teachers' questioning assesses the pupils' understanding and helps pupils to clarify their understanding and what the next step is. The teachers insist on the pupils using the correct scientific terms and this reinforces the pupil's learning. Furthermore the teachers use the information and communication technology facilities very effectively to focus the pupils' attention at the start of the lesson and they use interactive diagrams to aid learning and understanding.

104. Where this good teaching is present, the pupils are interested and fully involved in the lessons, they maintain good levels of concentration, they listen carefully, ask pertinent questions and use the correct scientific terms confidently, they co-operate well in practical work, behave well, work safely and show good attitudes to their learning.

105. In a very good lesson in Year 6, the organisation was of a very high order and enabled 36 pupils to carry out a range of demanding experiments in cramped conditions. As the work started it was evident that there were well-established routines that the pupils understood and followed. The work was conducted at a good pace, the pupils worked hard and confidently and maintained their concentration throughout the lesson. They co-operated well in using the equipment as they worked in their groups. Relationships were very good. Good questioning from the teacher helped the pupils to solve difficulties rather than being told what to do. By the end, the pupils had made good gains in their knowledge and understanding of circuits.

106. However the school recognises that there are a number of areas for development. The school acknowledges that assessments need to focus more on what the pupil needs to do to achieve the next stage in their learning and how this is linked to the National Curriculum levels. Furthermore, the higher achieving pupils need to be clearly identified in all classes. In some lessons the rate of progress of the most able pupils is limited by the lack of work that is specifically designed to help them reach their potential. Some marking is very general, comments are not linked to what the pupils are expected to learn and the misspelling of essential scientific words goes uncorrected. There remains too few opportunities for pupils to initiate their own investigations. (This was also raised in the previous inspection.)

## **ART AND DESIGN**

107. By the age of seven and eleven pupils attain standards broadly in line with standards seen nationally. Standards in drawing and painting are higher than those achieved in other aspects of artwork such as printing and three-dimensional work. The work seen around the school is often related to the topics being studied in other curriculum areas such as geography and history. This provides pupils with a good stimulus and has resulted in some impressive pen and ink drawings of African patterns, these show a good understanding of the use of shading, pattern and line.

108. By the end of Year 2 the pupils have experienced a wide range of media, they can mix colours confidently and know how to make secondary colours such as green, purple and orange. They apply paint using a range of tools such as rollers, fingers, different brushes, sponges and foil in order to achieve a variety of effects. They enjoy exploring and discovering new effects and sketchbooks are used successfully throughout the school to help pupils try out new ideas. Computer graphics packages, such as "Dazzle", are used successfully and pupils confidently design art work for projects, such as making Christmas cards.

109. Throughout the juniors the pupils develop their skills and record their work in greater detail. The pupils evaluate their work and discuss how it could be improved. Their knowledge of the work of other artists is limited but they are able to discuss a painting and describe how the artist has used

colour to create feeling. The pupils often work on large-scale art projects. In one Year 4 class, for example, the pupils created a large Greek pot design in pastels from their work in history. They extended these designs into small clay replicas of Greek urns. The pupils respond well to the works of famous artists and make good use of what they learn about them to develop their own techniques. In Year 5, the teachers have used portraits drawn by Lowry to develop pupils own skills in drawing portraits. The resulting charcoal portraits are of a high standard and demonstrate a good command of shade, tone and form. Also in Year 5, the pupils have looked at the work of David Olere and his representations of the holocaust. Linked to their history and English work the pupils have produced an impressive display of artwork and poetry which is very emotive and thought provoking.

110. The scheme of work focuses appropriately on the development of skills, but it does not have a consistent approach to developing an awareness of the work of a range of artists and, as a result, not all pupils have the opportunity to study a range of different artistic styles. Three-dimensional work and skills such as printing, batik and sculpture also receive limited coverage and standards are not as high in these areas as in drawing and painting. The curriculum is enhanced well through the use of visiting artists and extra-curricular clubs. The clay club has produced a good range of clay models, including a particularly impressive basket of clay fruit.

111. The teaching is satisfactory overall and teachers prepare materials and other resources well. The lessons are lively and the pupils are productive and enjoy art activities. The teachers take considerable care in responding to the pupils' work and display it well in classrooms and corridors. The teachers' subject knowledge varies but the subject leader has focused appropriately on developing the teachers' skills in teaching drawing and painting initially. The subject makes a good contribution to the pupils' spiritual and cultural development because it provides them with opportunities to study art from different cultures and periods.

## **DESIGN AND TECHNOLOGY**

112. By the time the pupils leave the school standards in design and technology are broadly average. This is an improvement since the last inspection. All of the pupils, including those with special educational needs achieve satisfactorily. Good standards of teaching were observed but the scrutiny of the pupils' work reveals the constraints of time and expertise severely limits the range and depth of work in some year groups; many projects are not fully developed. There are missed opportunities to link technology with other subject areas and broaden the range of activities provided.

113. Lesson observations and discussions with pupils indicate satisfactory progress is made at both key stages. Pupils in Year 1, while doing food technology, learn about washing their hands when preparing food and learn to use sharp knives safely when cutting fruit and vegetables. In Year 2, the pupils make exciting finger puppets. They draw designs, select materials from buttons, felt, sequins and press- studs, then sew on a pattern. The order of assembly is listed, fabrics used, and then the success of the product evaluated with improvements being suggested.

114. Good teaching and high expectations in Year 3 means pupils are able to make a simple pneumatic system. They understand "inflate" and "deflate" and are able to apply principles learnt in the lesson to everyday objects such as beach balls and dinghies. Pupils in Year 5 are taught ways to join of joining materials such as wood joints, gluing, elastic bands and adhesive tape. They design, successfully make and evaluate African instruments which they decorate using African designs and colours learnt in art. A few pupils use clay for simple artefacts but there is insufficient experience of malleable materials throughout the school.

115. The school now follows a scheme of work based on national guidelines. The subject leader is involved with planning for improvement and is building up a good resource base from her generous

annual allowance. Staff expertise is variable and more support needs to be given to some teachers. Monitoring of the subject is through scrutiny of planning and the collection of books. Year 4 pupils benefit from the “Neighbourhood Engineers”, who visit the school each week to offer their expertise. The children have been learning about the principles of different moving mechanisms such as ensuring stability as cars move around corners or making cranes with construction materials.

## **GEOGRAPHY**

116. Standards are average for both seven and 11 year olds as was the case at the last inspection. In the infant classes, the pupils are developing an appropriate understanding of their own locality and developing their observation skills well. Through the study of another country, such as Nigeria, they are able to describe similarities and differences and make sensible suggestions as to what it might be like to live there and what the weather might be like. They know Nigeria is in Africa and that it is a long way away. Using maps on a work sheet they are able to identify the location of Nigeria on the interactive work board by comparing shape. The more able pupils use the term continent when describing Africa. They are developing a suitable understanding of how man can change the environment through cutting down trees.

117. In the junior classes, the pupils are developing their understanding of the impact of humans on the environment; they examine water usage and demands, and compare this with other countries. They contrast how water is wasted in some countries and in short supply in others and understand some of the consequences of this and the need for water management. They have a suitable understanding of other countries in the world, such as Dominica and Japan, and can locate the main regions of the United Kingdom. In Year 4, the pupils use their mathematical skills appropriately to examine timetables and check journey times and length of journey times to Dominica. Across both key stages pupils use their speaking skills confidently to explain what they have done and to make presentations.

118. The pupils with special educational needs make satisfactory progress due to the sensitive and timely support they receive. They have a positive attitude to their work, as they are encouraged and able to take a full part in the lessons.

119. The quality of teaching is satisfactory overall. At both key stages the use of information technology to aid learning and understanding is a notable feature. Where the teaching is good it is characterised by well-developed and understood class routines, lesson objectives that are made clear to the pupils and tasks that are carefully explained. In these successful lessons there is a strong insistence on the use of appropriate geographical language and the teachers question the pupils skilfully to check the pupil’s understanding and knowledge. The pupils benefit from being helped to discover the facts rather than being told and by being encouraged to think about what they want to find out about a country. On those occasions when the teaching is unsatisfactory, too much time is spent managing behaviour and explaining what has to be done, leaving too little time to complete the planned task.

120. In a good lesson in Year 6 the pupils used the interactive board well as they dragged and placed weather symbols whilst giving a weather forecast for the United Kingdom. They spoke confidently and their fellow pupils listened attentively. Throughout the lesson the pupils were well motivated and maintained a good level of concentration. Relationships in the class were very good. In a Year 6 lesson, with many good features, the pupils were making summaries of news stories they had



brought in. Although the pupils used their literacy skills well, many of the summaries contained too little about geographical processes and the impact of the event on human lives.

121. The teaching has a number of areas for development across the school. In some classes there is an over-reliance on work sheets that are not matched to the different abilities in the class and do not provide challenge, particularly for the more able. There are too few planned opportunities for the more able pupils to develop a greater understanding and show their initiative through extended pieces of work. The quality of marking is variable and seldom reflects upon what the pupil has achieved and how the work can be improved.

122. Resources are generally satisfactory and of good quality. However, some classrooms are cramped and the echo (Year 4) does not help teaching and learning and limits what can be done. The subject leader monitors planning but has not recently monitored teaching. The development of a useful portfolio to aid teachers in their assessment of standards is at an early stage. The teaching of geography has improved satisfactorily since the last inspection. The use of the national guidelines now ensures there is progression, breadth and suitable coverage.

## **HISTORY**

123. Standards are average for both seven and 11 year olds, as they were at the last inspection. By the age of seven, the pupils have a satisfactory understanding of chronology. They can use and understand the common words that describe the passing of time. They make personal timelines and family trees with photographs of their parents and grand parents. They make sensible comparisons between the past and present and explain how everyday objects, such as toys, have changed and are similar. They use pictures, artefacts and information books appropriately to develop and practise their historical skills. They learn about significant historical characters such as Florence Nightingale and events such as and The Great Fire of London. By the age of eleven, the pupils have a satisfactory knowledge and recall of a range of topics, such as the Second World War and the Greeks. Pupils in Year 3 working on Ancient Egypt use pictures and information books to find out about what made life easy and hard in Egypt. They are able to give good reasons as to why the Nile was important and how this affected the Egyptians. The older pupils, in particular, are using information technology well to work independently and to find out about their topics, such as main politicians in World War Two.

124. The progress of the most able pupils could be better in both key stages. The tasks set are often not challenging enough to meet their needs. For instance, there is a lack of planned activities for the pupils to show their initiative and develop their understanding and thinking through extended pieces of writing. The pupils with special educational needs are well supported, make satisfactory progress and have a positive attitude to their work.

125. The quality of teaching and learning is satisfactory overall. It is satisfactory in the infant classes and ranges from satisfactory to good in the juniors. The good teaching is characterised by the very good use of the interactive white board to introduce lessons, display maps and information. These well-structured lessons have clear lesson objectives that are shared with the pupils and evaluated in the plenary session. The teachers' questioning and explanations are used well to confirm the pupils' understanding and to promote further learning. Where this good teaching is present the pupils' behaviour and relationships are good, they maintain good levels of concentration, listen attentively and work at a good, sustained pace,

126. In a good Year 6 lesson, the pupils listened very attentively as two speakers told of their lives over 70 years ago, one as a child living with "The Gran," and the other as a servant in a great house. The speakers re-lived their experiences through the "Memory Boxes" they had made and brought in to

show the pupils. The pupils' questions showed how attentive they had been and how much they had learnt. The pupils subsequently made their own boxes and talked in great detail about the objects they had selected and what their significance was. They were very well motivated and maintained high levels of concentration throughout.

127. The teaching across the school has a number of areas for development. The objectives in some lessons are too general and are not sufficiently focused on the historical content and skills of the work. Although the pupils' work is regularly marked, the teachers' comments are usually of a general nature and do not help pupils to know how they can improve and become better historians. Assessments are made but there is little evidence of assessment being used to systematically inform planning and identify the most able. There is an over-reliance in too many lessons on work sheets which lack challenge for the different ability groups.

128. The subject leader provides appropriate support to colleagues and is well informed. She monitors planning and work but has not monitored any teaching this school year. She is in the process of developing a useful portfolio of moderated work to run alongside the scheme of work to help staff in their assessment of standards. The curriculum is well supported by visits and visitors and by the use of information and communication technology.

129. Since the last inspection the school has made satisfactory progress in improving the teaching of history. The use of the national guidelines has ensured a good breadth of study of historical subjects and the pupils now have a satisfactory understanding of chronology. However, there is scope for the further refinement of the teachers' planning to show how the pupils will build on what they have learned and how to extend the opportunities for the pupils to develop the higher skills of historical understanding and enquiry.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. By the time pupils leave Moordown St John's, most have a knowledge and understanding of information technology that is above average. The pupils respond well to the systematic teaching of information technology skills in the computer suite and benefit from the opportunities to apply their skills in a variety of situations.

131. Information and communication technology is a significant strength of the school and is well integrated into the curriculum. It underpins much of the work of the pupils especially the older ones. Pupils of all ages understand that information technology is an integral element of their learning, just as much as a book or a pencil. The teachers' planning ensures that computers are used to enhance the pupils' learning in the core subjects as well as the humanities and art. The results of the pupils' use of graphics programs and the creative ideas of the staff are evident in the exciting displays of pupils' artwork throughout the school. Furthermore, information and communication technology has a significant impact on standards in literacy and numeracy. This is because the teachers make very effective use of the computer suite and relevant programs to support learning.

132. In the infant classes the pupils use programs to support their understanding of bible stories. They use text and graphics to illustrate scenes from the Old Testament and understand how to use the punctuation keys. They use computers to support their work in mathematics. The pupils log on independently and use a mouse to select different coins to make different amounts of money. Other pupils use the CD Rom to investigate animals and places. They use their knowledge of alphabetical order and their reference skills to establish facts and figures about different creatures. They scroll through lists to select the appropriate heading and know how to move forwards and backwards

through files. In each case, the pupils are highly motivated and research and record their work well. The pupils, including those with special educational needs, persevere with their work and are reluctant to leave the computers at the end of each lesson.

133. In the junior classes the pupils continue to be taught systematically. The pupils in Year 3 learn how to sequence phases of music and to adjust the tempo to create happy or sad refrains. The more able pupils know how to save their work and retrieve it to make further modifications to their compositions. Older pupils learn how to use data bases to identify different creatures and their habitats and make good progress in learning how to retrace their steps when researching information. In Year 5, the pupils use mathematics programs to test their speed of mental calculation and older pupils can use spreadsheets to calculate the cost of stationery orders. The pupils understand that computers play a vital part in our everyday lives and through their work in control technology learn how to sequence traffic lights. They use information and communication technology effectively in their science experiments when they monitor the relationship between the volume of sound and the distance from the source. In Year 6, the pupils successfully use information and communication technology to make presentations on themes of their choice, such as the life and times of Henry VIII.

134. The quality of teaching is good. Throughout the school the teachers make very good use of the interactive whiteboards to support learning. The computer suite is very well timetabled to ensure that all of the pupils receive equal access. The teachers have been well trained so that they have grown in confidence and in expertise. The school has shrewdly invested in good technical support to ensure that help is always at hand should the systems develop a fault. Most lessons are conducted at pace in the suite and the teachers are well organised. They use their questioning skills to good effect to ensure that the pupils are clear about what they are expected to do. The pupils respond well, remain on task and make very good progress. A characteristic of each lesson is the high level of motivation. The school is beginning to make assessments of what the pupils know, understand and can do but as yet this information is not used to set different work for different levels of attainment within each class. However, support is provided for those pupils with special educational needs who find some of the processes difficult.

135. Information and communication technology is very well managed by the subject leader. She has ensured that the school's major investment in new technology is used to very good effect. The computer suite is aptly named the "Impact Centre" and it is very much an improving situation as its benefits work their way through the school. Through careful planning, information and communication technology is used effectively to support learning across the curriculum whilst the pupils are also learning the skills of computer technology in a systematic way. A computer club has been established for those pupils in Year 5 to further support learning and homework is used to good effect.

## **MUSIC**

136. The pupils' standards are above that expected at age of 7 and 11. Music provision and standards have improved significantly since the last inspection. All the pupils are provided with a wide range of well-planned experiences that enable them to make good progress in music. A part-time specialist music teacher takes most of the lessons. Visiting instrumental teachers, various ensembles, a choir and an orchestra enhance this provision.

137. In the infant classes, the Year 1 pupils enthusiastically develop their singing. They join in with the teacher and when asked they echo what she has sung. They listen very well to music, listening for the instruments being played and accurately identifying which of four animals the music represents. The pupils listen for the pitch when the teacher is reading a poem. The pupils begin, with good support, to respond with their instrument to the poem about four animals. In the junior classes, the Year 3

pupils' singing is good. A feature of this progression is that the pupils are able to listen, appreciate and make a positive contribution to each others' work. Most of the pupils can identify which instruments are being played on some recorded music. Several pupils name violins and violas correctly. They understand that an orchestra is made up of different sections, which make different sounds. Good use of information and communication technology, with sounds programmed into the keyboard. Year 6 pupils are learning a Japanese song with an accompaniment of percussion, recorder, flutes and guitars. The pupils rehearse their parts, such as the drone, and follow the score for their part. In small groups, they each take a part. They understand how the different elements fit together and work well in their groups. They are developing a good musical vocabulary.

138. The quality of teaching is at least good and sometimes very good. This includes the music teacher and the instrumental teachers. The well planned lessons and the effective structure enables the pupils to perform well. The use of instruments is well managed, allowing the pupils to work productively. The lessons have clear objectives, which are understood by the pupils. The range of activities chosen for the lessons is very good and appropriate to each age group. The teacher encourages the correct use of musical vocabulary, for example when Year 1 pupils name their instruments. "Mine is a guiro" and a Year 6 pupil remembered the term "pentatonic scale". The pupils are challenged by the teacher to extend their knowledge and skills, for instance, when 6 year olds use an instrument to represent an animal and when the 11 year olds singing of a Japanese song (sung in Japanese) is not up to standard, it is rehearsed again until it is. The teacher uses effective warm up activities that includes good vocal exercises, such as singing a round in three parts. She has a set of rules that are sung by her and the pupils. The teacher begins the lessons by taking a register, which is sung by her with a sung response by the pupils. She uses this to assess each pupil's singing. The teacher carefully sums up with the pupils what they have learnt. There are many opportunities to listen to a variety of music. The pupils enter and leave assemblies to music and music is played in some classrooms.

139. The part-time music teacher manages the subject well and the teaching is well supported by the provision of plentiful resources that enable all pupils to take part in the lessons. Most lessons are taken in the music studio.

## **PHYSICAL EDUCATION**

140. Standards are average for seven-year-olds and above average for 11-year-olds. Boys and girls achieve equally well and the pupils make good progress by the time that they leave the school. There is a comprehensive swimming programme for pupils up to and including Year 3 in the school's indoor swimming pool.

141. In the infant classes, Year 1 pupils are finding different ways of travelling. They repeat and explore a variety of ways of moving, mostly with good control and co-ordination. Many pupils think carefully about the ways they are moving and are not prepared just to copy others. They are beginning to discuss how well other pupils are performing and they do this sensibly and demonstrate their good level of speaking skills. In one Year 2 class, the pupils follow the taped instructions on the Holi Circle dance and are becoming familiar with different elements. In the juniors, Year 5 pupils suggest and demonstrate activities effectively for warming up at the beginning of the lesson. The pupils are developing their skills and understanding of simple orienteering using map symbols and devising a route to follow as quickly as they can. The pupils use a base map to record their information on; they work well in small teams and are very active in finding all the information. In one Year 6 lesson, the pupils demonstrate good knowledge of the effects of exercise on the body and carry out a variety of exercises related to different parts of the body, such as heart and leg muscles. Their performance is well controlled and they work hard.

142. The quality of teaching and learning in the lessons seen was good overall, which is an improvement since the last inspection; it is satisfactory in the infants and good in the juniors. Where the teaching is successful, the teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work and make very clear to the pupils what they are doing. This allows the pupils to feel comfortable to explore and develop their own skills. Overall, the pupils enjoy their work and get involved well in the wide range of activities. However, whilst all lessons seen were at least satisfactory, there are some areas for development in some classes: providing more teaching points to improve the pupils' performance; providing sufficient opportunities for the pupils to think about how well they or other pupils are achieving.

143. The subject is well managed and there are appropriate and useful plans. Whilst the subject leader does not at present have opportunities to monitor lessons, this is planned for in his action plan. The school is rightly proud of its sporting provision and achievements, which have been recognised in the Active Mark Gold Award, as well as others, such as the Football Association Charter Mark for quality football delivery and organisation. The extensive out-of-lesson activities and the additional support sought by the school and given by outside organisations is a strong feature of the school's provision. The school has a full programme of out-of-school activities for pupils of all abilities and ages from six to eleven. The subject leader has been active in establishing more clubs, including some for younger pupils, and at encouraging more pupils to attend. These programmes are organised and carried out by the teachers and local coaches. The school takes part in a variety of sporting events and competitions, for example, swimming, netball and football. Through their involvement with outside sports' clubs, for example tennis and volleyball, they encourage the pupils, and particularly the talented pupils, to extend their skills further by joining these clubs.