

# INSPECTION REPORT

**POKESDOWN COMMUNITY PRIMARY  
SCHOOL**

Bournemouth

LEA area: Bournemouth

Unique reference number: 113726

Headteacher: Mrs Vivienne Miller

Reporting inspector: Mr Peter Lewis  
21351

Dates of inspection: 2 – 5 December 2002

Inspection number: 247398

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Livingstone Road Bournemouth Dorset
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Appropriate authority:	The governing body
Name of chair of governors:	Peter Blinkhorn
Date of previous inspection:	18 October 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
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19322	Judi Bedawi	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
18393	Joy Donovan	Team inspector	Foundation Stage Music Special educational needs	
30705	Graham Stephens	Team inspector	English History	How well is the school led and managed?
23917	Tony Clarke	Team inspector	Mathematics Geography	How well are pupils taught? Equal opportunities
21034	Stewart Smith	Team Inspector	Science Art and design Physical education	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Pokesdown Primary School is bigger than other schools with 401 pupils on roll. There are more girls than boys currently attending the school, and the majority of pupils are of white UK heritage. Over time, there is a relatively high proportion of pupils who leave and who join the school during the school year. The school draws its pupils from a mixture of housing. Evidence of fixed term exclusions, pupils in need, numbers of families on council tax and housing benefits, and the index of deprivation indicate that the socio-economic status is below average. The proportion of pupils known to be eligible for free school meals is just over 20 per cent which is above the national average, although there is evidence that there are more pupils eligible for free school meals than are officially known to the school. There are fifteen pupils for whom English is an additional language, five of whom are at an early stage of acquisition. The proportion of pupils identified as having special educational needs is just over 24 per cent and this is above the national average, although the proportion of pupils with Statements of Special Educational Needs is below the national average. Although most children now start school with standards in all areas of learning that are broadly in line with nationally agreed levels, evidence shows that the attainment of children in previous years was generally below that seen nationally.

Following an unsettled period, the school has established a stable teaching staff that is working well together as a team. There has been a comparatively high turnover of teaching staff and, particularly, those in senior positions. These factors have contributed to the challenges faced by the school.

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

Pokesdown Primary School is an effective and improving school. The headteacher has a clear understanding of the school's strengths and weaknesses and her good leadership has established a clear commitment to improvement within the school that is focused upon teaching and learning, both of which are now good across the school. There remain some weaknesses in the management of the introduction of strategies that are being developed and which have the potential to accelerate this improvement. A good range of strategies for assessment, for example, has been introduced in core subjects throughout the school, but its application is inconsistent. The school provides satisfactory value for money.

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

- Taking into account their attainment on entry into reception, pupils generally make good progress through Key Stages 1 and 2 and attain standards approaching or in line with the national average in English, mathematics and science.
- The headteacher's and deputy headteacher's leadership and commitment have established an effective staff and senior management team that is beginning to have a significant impact on teaching and learning, and on the improvement in standards.
- The overall quality of teaching is good throughout the school.
- The headteacher and staff ensure that the school provides a caring and safe environment in which relationships are very good and are very well supported by the emphasis placed on moral and social development.
- The implementation of the National Literacy and Numeracy Strategies have made a positive impact on the quality of planning and provision in these two areas.
- Provision for pupils with special educational needs is good.

### What could be improved

- The absence of setting in the core subjects of English, mathematics and, to a lesser extent, science means that teachers are not able to provide fully for the attainment range that is present.
- There are too few opportunities for pupils to use and apply the knowledge and skills they have learned in the core subjects to other subjects of the curriculum.
- The use of assessment to ensure that work is planned appropriately for all pupils, and especially the most able, is inconsistent across the school.
- The roles and responsibilities of the deputy headteacher and senior managers are insufficiently focused upon evaluation and the management of improvement in specific areas of the school's work.
- Although the roles undertaken by subject leaders are clear and having a positive impact, their effectiveness is diluted through having support roles in other areas.
- Attendance at the school is unsatisfactory.

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

The school has already identified the need for improvement in all of these areas, although the timescale that has been allocated for some of these developments is too slow.

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

The school was last inspected in September 2000 and, overall, has made satisfactory improvement since then as well as managing a high level of turnover in its teaching staff, and the consequent changes to its leadership. Since receiving a positive report following a monitoring visit by Her Majesty's Inspectors of schools, a number of successful initiatives have been put in place, which have already had a positive impact upon standards and provision within the school. Standards in mathematics and science, following low results, have improved due to the impact of the introduction of the school's policy for teaching and learning. The roles of co-ordinators have been re-organised and clarified, allowing them to begin to evaluate the effectiveness in the subjects for which they are responsible, and further developments are planned to assist them in this role. New planning and assessment procedures are currently being developed in order to raise standards further, and the school recognises that there remain issues of consistency in the application of these, which it needs to address. The quality of teaching overall is good, although there are variations across subjects and year groups that have been identified in the school's own monitoring. Appropriate plans are in place to address this issue through a re-organisation of year group teams to be introduced in the next academic year.

The headteacher has worked hard with the support of the deputy headteacher, senior managers, and the governing body to review the school development plan and to set appropriate priorities for the longer term. These are beginning to have an effect and the school is well placed to improve further.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	A	E	E
Mathematics	D	D	E	E
Science	E	D	E	E

  

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Children start school with levels of attainment that are around the expectation for this age. The work of the reception classes is having a satisfactory effect in preparing children for the work they will do from Year 1. These children are given an appropriate start to their education.



Although trends over the past five years are below the national trend, current standards in Year 6 are now around the national average in the core subjects of English and mathematics, and below in science. This represents an improvement in mathematics and science since the national test results recorded in the table above. The standard attained in English in 2002 was achieved largely as a result of the significant focus placed upon all strands of English for this year group, as well as by the clear application of planning from the National Literacy Strategy. The impact of the school's emphasis placed upon the introduction of its policy for teaching and learning, as well as the introduction of planning techniques from the National Numeracy Strategy are at the heart of the recent improvements seen in mathematics and science during the inspection. Another factor, which accounts for these improvements, is the consistently good quality of teaching in Year 6. Standards in art at both key stages, and in information and communication technology at Key Stage 2 are above expectations, while standards in all other subjects and in religious education are in line with those expected for pupils aged seven and eleven.

At Key Stage 1, test and assessment results for 2002 indicated that standards in reading and mathematics were well below the national average, while results in writing were below average. The school readily acknowledges that these results are not high enough and is committed to raising standards. That this is being achieved is shown in the standards seen in the inspection, where standards in writing and in science are below the expected level with the majority of pupils working at around the expected level in reading and mathematics. This improvement is largely as a result of the good quality of teaching at this key stage, which, itself, has resulted from the school's focus on improving teaching and learning throughout the school. Except in art, where standards are above those expected, standards in all other subjects are in line with expectations by the time pupils are aged seven.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and readily involve themselves in lessons and in the activities that are organised.
Behaviour, in and out of classrooms	Good. Pupils are generally eager to learn and work and play sensibly together.
Personal development and relationships	Good. All staff in the school are committed to supporting the personal development of pupils. Relationships are developed well.
Attendance	Unsatisfactory. Attendance is below the national average and the systems used by the school are not consistently applied.

## TEACHING AND LEARNING

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

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

More than half the lessons seen were good or very good which reflects the emphasis that the school has placed upon improving the quality of teaching and learning. Good teaching has a positive impact on the improving standards achieved, and on pupils' positive attitudes to their learning. There is a very small proportion of teaching that is less than satisfactory. Overall, the skills of literacy and numeracy are taught well, particularly at Key Stage 2, and the teaching of science is good. There are, however, some variations within this across the school.

Strengths of the good and very good teaching include high expectations of what pupils can achieve that are linked to detailed planning which meets the individual learning needs of all pupils. Teachers planning for and use of learning support assistants is generally well considered and makes a positive contribution to pupils' learning, especially those with special educational needs who are well taught. Successful management of pupils is a strong feature of much of the teaching.

The teaching of key skills, including literacy and numeracy, is always effective and often good or very good. Teachers have a good understanding of the National Literacy and National Numeracy Strategies and these are implemented effectively.

In those lessons where teaching is satisfactory, rather than good, there are inconsistencies in planning, where activities do not fully match the planned learning for all pupils, as well as in the use of skills learned in the core subjects to support learning across the curriculum, and the use of assessment to set targets and to plan future work, particularly for the highest attaining pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is appropriately broad and interesting although there is an over-emphasis on the use of worksheets in planning for some subjects that restricts the progress made by some pupils. There is good provision for clubs and sporting activities.
Provision for pupils with special educational needs	Good. Individual education plans are in place for pupils although there are examples of targets set in these that are too wide, and whose review is not sufficiently frequent. Plans have been drawn up to address this.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral and social development is very good and for cultural development is good. Spiritual development is satisfactory.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are satisfactory. Procedures for monitoring academic performance are satisfactory because, although teachers generally have a clear picture of the standards they are trying to reach, there are inconsistencies in the use made of assessment information in planning work for all pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The leadership provided by the headteacher is good because of the clear vision of how the school needs to develop to meet the needs of pupils. Much has been achieved over a short space of time, but there remain some weaknesses in the effectiveness with which changes are introduced and their impact evaluated. There is a very good commitment to improvement that is shared by all staff.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is effectively led. Governors have an appropriate understanding of what the school is doing well and of areas that could be improved, and are well organised to develop their roles further.
The school's evaluation of its performance	Satisfactory. The school makes detailed evaluations of its performance that are appropriately reflected in its development planning.
The strategic use of resources	Good. There are good procedures to ensure that grants are appropriately used and that spending is linked to the school's long-term needs. There is a clear understanding of the principles of best value that is carefully applied.

The match of teachers and support staff to meet the needs of the pupils is satisfactory. Accommodation is spacious and is very well maintained by the premises officer. The adequacy of learning resources is good. Taking the standards attained, the quality of teaching and learning, and the impact of the school's leadership into account, the school offers satisfactory 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>• Children like school.</li><li>• The progress made.</li><li>• Standards of behaviour.</li><li>• The quality of teaching.</li><li>• The school's expectations.</li><li>• The way the school is led.</li><li>• The support the school gives to pupils.</li></ul>	<ul style="list-style-type: none"><li>• There was a small number of parents who felt that their children were not given the right amount of work.</li><li>• A small proportion of parents felt that the school fails to work closely enough with them.</li></ul>

In response to 410 questionnaires sent out, 87 were returned. The inspection team supports the positive views expressed by the majority of parents who responded, and recognises that pupils are generally given an appropriate amount of work, and that the school keeps parents well informed. At a meeting held by the registered inspector, 16 parents attended. The views that they expressed about the school were generally positive.

## **PART B: COMMENTARY**

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

#### **THE SCHOOL'S RESULTS AND PUPILS' ACHIEVEMENTS**

1. Children enter the reception classes with levels of basic skills, which are around the average of those typically found amongst children of this age. In previous years, children's attainments were frequently below those expected. They generally make appropriate progress and, by the time they enter Year 1, most are on track to attain the Early Learning Goals expected of children at the end of the Foundation Stage.
2. The school's results in 2002 at the end of Key Stage 1 were well below the national average in reading and mathematics, and below in writing. Results of teachers' assessments in science were also well below those expected nationally. The results for reading, writing and mathematics were much the same when compared to similar schools. A similar picture was apparent in the results at the end of Key Stage 2, with attainment in English, mathematics and science well below the average taken nationally and when compared with similar schools.
3. The trend in the school's results over the last five years is generally below the national trend, although this disguises the variations that have occurred between subjects and key stages over that time. At Key Stage 1, standards in mathematics rose in the year 2001, following a dip in 2000. At Key Stage 2, standards in English and science rose in 2001, following a dip the previous year. In mathematics, standards have been falling since a rise to close to the national average in 2000. The school now has a stable staffing team and, more importantly, a management structure that is effective in raising standards of teaching and learning. These features have already had a positive impact upon standards and have the potential to raise them further, although the decision to abandon setting has slowed the improvements that have been made.
4. Currently, standards in English at the end of Key Stage 1 are below average, predominantly because of weaknesses in pupils' spelling while, at Key Stage 2, standards are average. This represents an improvement from the standards attained at Key Stage 2 in 2002. Although data within the school indicates that there is a lower proportion of pupils with special education needs in the current Year 6 than was the case last year, of greater significance is the impact of the emphasis placed by the school on writing. When coupled with the impact of the consistent application of the school's newly developed policy on teaching and learning, it is clear that progress for this group of pupils has been good in relation to their prior attainment. Reading is well supported at both key stages, and standards in speaking and listening have benefited from the emphasis the school has placed on this area. In their writing, pupils enjoy the range of experience that their work covers, and make satisfactory progress overall. This is particularly the case at Key Stage 1 and the upper end of Key Stage 2, although the progress made occasionally slows at both key stages as a result of weaknesses in pupils' spelling. The school has identified this weakness, but has yet to effectively address the issue.
5. In mathematics, most pupils are working at least in line with the national expectations in Year 2 and Year 6. This represents an improvement since the last inspection. In both these year groups, there is a high proportion of pupils with special educational needs and, as a result, standards at the end of each key stage are likely to be below average when compared nationally. The progress made in mathematics reflects that seen in English, being at least satisfactory throughout the school. The recent abandonment of setting has had a negative effect, and the school has considered introducing this in English and re-introducing in mathematics.

6. Standards in science are below average in both Year 2 and Year 6. This represents an improvement since the last inspection, although inspection evidence indicates that pupils at both key stages are making good progress currently, as a result of the emphasis that the school has placed upon raising teachers' subject knowledge and pupils' skills of enquiry. This is an improvement on both the most recent test and assessment data, and from the last inspection report, although the school recognises that still more could be achieved, particularly in the standards that are achieved by higher attaining pupils.
7. In information and communications technology (ICT), standards are broadly in line with those expected nationally at the end of Key Stage 1 and are above by the end of Key Stage 2. This improvement since the last inspection has been achieved as a result of developments in the quality of the training the teachers have received, and the way in which planning has been made available which ensures that all aspects of the subject are taught throughout the school. However, although pupils' skills are appropriately developed, the use that is made of ICT in developing and applying skills across the curriculum remains inconsistent.
8. Standards in all other subjects are in line with those expected nationally at the end of Key Stage 1 and Key Stage 2, while standards in art at both key stages are above. Standards in religious education are in line with the requirements of the locally agreed syllabus at both Key Stage 1 and Key Stage 2.
9. Across the school, pupils identified as having special educational needs, and those for whom English is an additional language, make good progress overall as a result of the good quality of support that they receive from both class teachers and learning support assistants. In literacy lessons pupils with special educational needs make similar progress to other pupils.

#### **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

10. Pupils' attitudes to learning, their behaviour and personal development are all good. The quality of relationships is very good and a significant strength. Attendance is unsatisfactory.
11. The youngest children are happily settled into school routines. They participate well in the generally appropriate activities provided. The children listen carefully to instructions, doing their best to follow, even if they do not always fully understand. They show good interest and concentration; a few children enjoy writing letters to represent words, when given the chance to work independently. The majority of children are well behaved and are building positive relationships. The small minority, who find sharing and other social skills difficult, are gently and well supported, so that their confidence and understanding of good behaviour or action improves.
12. Older pupils are eager learners and are excited by the discoveries that they make. They listen and participate well in discussions, showing much curiosity; asking thoughtful questions and providing articulate, well-reasoned responses. They settle to work quickly and with purpose. Boys in Year 2 were particularly well motivated by a history lesson involving research about galleons. There is often a good degree of independence, for example, in a Year 3 information and communication technology lesson, pupils needed very little support. Some good and very good examples of pupil co-operation and collaboration are apparent; sharing computers together throughout the school, working in the library or groups, fact finding about Bar Mitzvah in Year 5. The majority of pupils work steadily; however, a considerable number of pupils are less confident with writing skills and do not always complete their written work in time. Higher attaining pupils who do complete class work are generally provided with additional work that is uninspiring and lacks sufficient challenge.
13. Pupil behaviour in lessons, when moving around the school and at playtimes, is good. Pupils behave well and those with emotional and behavioural needs are able to moderate their

behaviour because of the good support given to them. Almost all pupils try to follow the 'living values' promoted by the school. A significant minority of pupils have more difficulty in managing their behaviour. These pupils are managed well by staff and receive tolerance and understanding from other pupils, so that learning continues without disruption. Pupils like the reward system and enjoy collecting 'Hard Work' awards, or having excellent work displayed in the school's reception area. Through the school council, pupils have recently decided to introduce 'Purple Cards' to include positive playtime behaviour. The majority of pupils behave sensibly at play; 'Playtime Carers' enjoy sharing games with younger pupils. The few, usually older boys, who misbehave, stand at the edge of the playground; they are likely to miss further playtimes and have privileges withdrawn.

14. Pupil relationships are very good throughout the school; pupils mix well in lessons and in other activities. There is strong mutual respect and trust between pupils and adults. Pupils learn many positive attributes from the examples set by staff, including the importance of honesty and fairness. They show pleasure when others do well; equally they show disapproval of inappropriate actions. Older pupils enjoy supporting younger ones, helping them to understand how to behave. There is tolerance with offers of help, for pupils who have special educational needs or behaviour difficulties. The very few minority ethnic pupils have many friends. Other pupils are interested in and want to learn from their experience of other cultures. No evidence of racism or bullying was seen during inspection and the school has had no cause to record any incidents over the last year.
15. Pupils' personal development is good. The quality of relationships allows pupils to express opinions openly, knowing that their views will be heard. The pupils and staff listen to each other. Pupils know that they are expected to behave responsibly towards others, and to accept responsibility for personal actions. The majority of pupils enjoy taking on responsibility as they mature, and being a 'Playground Carer' is popular. The school council is well established in Years 3 to 6. Pupils in Years 1 and 2 will join the council in January 2003, with current council members mentoring them. Meetings are currently overseen by the headteacher. Pupils take turns to chair meetings and debate issues well. The school has already put some of the pupils' very good ideas into practice; for example, posters about the problem of litter are displayed and Purple Cards are soon to be introduced as part of the school's reward system.
16. Attendance is unsatisfactory, and has declined since the last inspection. Current registers show increasing absence. There is an emerging pattern of increased absence on Mondays. Analysis shows some very low daily attendance below 90 per cent with weekly attendance too often below the national average. Unauthorised absence is higher than expected because many families let their children miss school for unnecessary reasons. A number of pupils arrive late, which interrupts the flow of lessons. Despite reminders from the school, not all parents make sure that their children attend regularly and on time. This has an ongoing impact on pupil progress and the school's efforts to raise standards.

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

17. The quality of teaching is good overall. It is satisfactory in the Foundation Stage and in Key Stage 1 and good in Key Stage 2 with almost two thirds of lessons seen being good or better. The percentage of unsatisfactory lessons observed was smaller than at the last inspection. The highest percentage of good teaching occurs in Years 3, 4 and 6. In the core subjects of English and science, teaching and learning are good overall, and in mathematics they are satisfactory. Since the time of the last report considerable effort has gone into the monitoring of teaching by senior staff and co-ordinators. Appropriate feedback, the sharing of good practice and good use of assessment information in many classes have been important factors in the focus upon providing work that matches the needs of pupils.

18. Pupils with special educational needs, and those for whom English is an additional language are well taught in class lessons and in withdrawal groups. Individual education plans generally ensure that the work is targeted to their needs, although there are some examples of targets, which are too wide. Support teachers and teaching assistants make a significant contribution to the learning of pupils with special educational needs.
19. Inspection evidence shows that the good teaching is having a positive impact upon standards throughout the school, but as most improvements have been relatively recent, the full impact on raising standards has yet to be realised. Importantly the impact of the good teaching has been to foster the good attitudes and behaviour of the pupils. Teachers have created a good climate for learning in their classrooms and consequently pupils are enthusiastic and eager to learn. This provides a firm platform for improving standards.
20. As a whole, teachers throughout the school show good knowledge and understanding of the National Curriculum and generally plan activities that are appropriate for most pupils in their classes. However, activities are not always sufficiently rigorous to meet and extend the learning of all pupils. There is not always sufficient challenge given to the small number of higher attaining pupils and this holds back their learning. In the best lessons teachers have high expectations of what pupils can achieve in a given time and a brisk pace is maintained. The work set is challenging and this motivates pupils to work hard and achieve well.
21. The national strategies for literacy and numeracy have been introduced well and both are taught effectively. Planning follows the guidelines and there is consistency between year group classes. Good, detailed introductions to lessons inform pupils about what is to be learned. The lively whole-class mental and oral activities in both subjects are regular features of lessons. However, some teachers lack confidence in teaching certain aspects of mathematics and English. In these lessons too much time is spent on exposition and pupils spend too little time on developing and using the skills they have acquired. The teaching of mental mathematics is good, as is the teaching of number and shape, space and measure. However, more opportunities need to be provided for pupils to use and apply the mathematical skills they have learned when handling data in self-derived investigations and problem-solving activities. In science, the use of investigative and experimental work is good, and the emphasis on the development of the necessary vocabulary, although inconsistent at present, is developing effectively.
22. The quality of planning is good overall and, in the best examples, takes account of the range of capabilities in each class, ensuring that pupils of all attainment levels progress well. The standard of planning enables the teachers to be clear about what they want pupils to learn, and they usually share this with the pupils, helping to ensure that teaching in most lessons is well-focused and that pupils understand what they are learning. In the good lessons, teachers have high expectations, and communicate these clearly to the pupils. The most effective teachers have the skills, classroom organisation and management to deliver lessons that motivate and engage pupils, and enable them to work hard. They understand how children learn, and teach effectively in steps that pupils can manage, so that the pupils acquire the required skills and knowledge and their interest is maintained. Teachers encourage the pupils to do well, and their judicious use of praise clearly motivates individuals to greater effort. All adults work effectively with the pupils, monitoring their progress well during lessons.
23. In almost all lessons, the teachers' organisation is good; they provide a host of interesting activities, and have high expectations for work and behaviour. Teachers provide clear explanations of the tasks required, which usually take good account of the needs of individuals, so that pupils of all levels of attainment, including those with special educational needs, are challenged appropriately by the work provided. However, there remain occasions when the work planned for higher-attaining pupils is insufficiently challenging. Materials used reflect gender, ethnicity and social background appropriately. There is an effective pace to most lessons and

the teachers motivate the pupils well. They use a range of perceptive questioning skills and reinforce learning well when they review work with the pupils, particularly at the end of lessons

24. Teachers know and generally manage their pupils very well. They work hard to ensure that pupils develop good working habits, and almost all pupils respond well, although this does not always carry over into the quality of written work. Almost all pupils are keen to learn and, by the time they leave the school, are developing an understanding of what they are learning and many talk about it in a mature way. The relationships between teachers and pupils, both in lessons and around the school, are very good. This has a positive impact upon all pupils, but particularly on the lower attaining pupils who are so keen to do well.
25. In the best lessons seen, (such as several in English, and individual lessons in mathematics and physical education), pupils are challenged to put maximum effort into their work. The teachers' very good subject knowledge is evident, there is a brisk pace, and learning is questioned, stimulated and checked, using a wide variety of planned strategies. Language is reinforced carefully, although there are exceptions to this in; for example, science, and the teaching of skills is of high quality. The teachers know when to intervene, and their questioning is very effective in clarifying learning for the pupils and in assessing what is necessary for them to learn further. The teachers' high expectations, for both standards and behaviour, ensure complete attention and are reflected in the pupils' attitudes. The pupils' responses are handled very well. In these lessons, a high level of challenge for pupils of all attainment levels is sustained throughout, and the support of individuals and the checking of their understanding are crucial.
26. Throughout the school, a good range of approaches to classroom organisation is used. From their entry to the school, the pupils are encouraged to show independence in their learning. They respond well to opportunities to organise resources for their work and to show initiative in their learning. Class and group work, some in pairs, are predominant and used well. Teachers assess learning effectively in most lessons, and usually ensure that the pupils' understanding is clarified when necessary. Marking is frequently good, especially when it provides clear guidance for pupils to improve their work. There are inconsistencies in this, however; for example, in English and science.
27. The work of the teaching assistants throughout the school is of high quality. They are experienced, well trained and provide splendid support for both pupils and teachers. In most lessons they are well briefed, and in many lessons they show good expertise when reacting to individuals displaying problems with both learning and behaviour. Often the support given is subtle - with the prompting of individuals, words of guidance and occasionally a very effective look of displeasure! In this way the teaching assistants make a most important contribution to lessons by freeing up the teacher to concentrate on the whole class instructions.
28. The school stresses the importance of involving parents in their children's work. Homework is set regularly and most parents are satisfied with the provision. All pupils take home reading books on a regular basis and many parents share books with their children. All have spellings and mathematical tables to learn. Pupils are also given other work to do in English and mathematics, and tasks linked with their work in other subjects. They usually receive appropriate feedback, which has a positive impact on their motivation, although there is some variation in this between classes.

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

29. The curriculum for pupils under five is satisfactory. Planning matches the statutory curriculum and activities lead the pupils effectively through the 'Early Learning Goals'. However, the lack of curriculum map is hampering the school's ability to plan for progress into the National



Curriculum. The quality and range of curricular and other opportunities offered to pupils are good and meet the requirements of the Foundation Stage curriculum and the locally agreed syllabus for religious education. The curriculum provides breadth and balance at all levels. Personal, social and health education and aspects of social, moral, spiritual and cultural education make significant contributions to this curriculum. The curriculum for pupils in Years 1-6 complies with the curriculum 2000 requirements in all subjects. Timetables provide evidence of time balance but on closer inspection there are some deficiencies in allocation to ICT, music and religious education, which the school is rectifying. Across the school, staff consider very carefully the balance of in-class and withdrawal work for pupils with special educational needs, and ensure that individual needs are met.

30. The school day is divided up appropriately to provide for total teaching time. Elements of time on other activities, especially registration time, are well spent on core curriculum support, especially literacy. Sufficient time is allocated for developing key skills of literacy and numeracy and the implementation of the national strategies in both areas is having a beneficial effect on pupils' learning. The literacy strategy has now been adapted to meet the needs of different pupils and there are now more opportunities provided for group reading, an improvement since the last inspection
31. There are emerging strengths in the way the curriculum is planned and organised. Subject leaders have developed high quality schemes of work. There are links to clear and progressive targets for the development of pupils' knowledge, skills and understanding. This is providing progression in pupils' learning and continuity across the school. The quality of the long-term curriculum map, the medium term plans, (which provide clear outline of subject coverage), and teachers daily planning are all good. There have been more changes to subject co-ordination roles since the last inspection so that some have only been in post for a short time. However, co-ordinators are all knowledgeable about the strengths and weaknesses of their subjects and have had opportunities to monitor teachers' planning and pupil's achievements. Again, this is an improvement since the last inspection, although the time that co-ordinators are able to devote to their subjects is lessened in those instances when they have a support role in the co-ordination of another subject. Subject leaders, both core and foundation, now report in writing termly to the governing body who consequently are well informed and supportive of all aspects of the curricular developments.
32. The school has moved away from the provision of attainment groups in mathematics and this has put pressure on planning and teaching to a very wide range of abilities. The school is attempting to manage this through the use of support groups and the expertise of teaching assistants but is considering a return to setting.
33. The development of schemes of work, and the hard work of the subject leaders to ensure these are consistently applied across the school, is having a beneficial effect on the progressive development of pupils' skills and provides a systematic teaching programme that provides both progress and consolidation of previous knowledge and understanding. There are some good examples of assessment opportunities being built into the curriculum but these are underdeveloped and this is hampering the school's ability to set reliable targets, for example in science.
34. The overall provision for the pupils' spiritual, moral, social and cultural development is good. There are strengths in the very good provision for pupils' moral and social development. As a result, pupils have a clear understanding of the difference between right and wrong and most show this in their everyday life in school.
35. The school places a high priority on equipping pupils with a very clear set of moral values. A most effective, whole school approach ensures that teachers, all non-teaching staff and parents

have high expectations and adopt a consistent approach to encouraging good behaviour. All adults in the school provide very good role models of behaviour. Pupils learn by example that it is important to value and respect each other and the environment. The school has a caring ethos based upon mutual respect and concern for others.

36. The provision for pupils' social development is very good and all pupils are very well supported. Teachers clearly demonstrate respect for pupils, and take every opportunity to promote a positive self-image. Pupils are encouraged to form constructive relationships and to work together collaboratively. They are expected to look after their own property and respect the property of others. All classes have a range of monitors with jobs such as distributing books and collecting and returning attendance registers and assisting with the music centre in assemblies. Pupils raise considerable amounts of money for a number of charities. This teaches pupils about their responsibility to both the local and wider community. Pupils' social confidence is further developed by their involvement in the school council, in sporting, musical and other community activities and by a number of residential visits. The impact of the provision on the pupils is obvious – the senior pupils are a delight! They are charming, polite, socially adept and a credit to their parents and the school.
37. The provision for pupils' spiritual development is satisfactory. Pupils are valued as individuals by all adults and they are given opportunities to express their ideas and concerns. Daily acts of collective worship in assemblies allow pupils to reflect upon their own actions and how these affect others. Through religious education pupils gain knowledge and insight into the values and beliefs of other world religions. However, there are insufficient, planned opportunities across all subjects for encouraging pupils' appreciation of beauty and allowing them to experience the awe and wonder of living in a locality with such outstanding natural beauty.
38. The school is successful in promoting pupils' appreciation of their own cultural traditions through its planned provision in curricular areas such as history, art and geography. Art displays include good examples of pupils' work in the style of different artists. Pupils' multicultural understanding is promoted through learning about festivals such as Eid, Diwali and Christmas. The importance of rites of passages such as Baptism and Bar mitzvah are considered in religious education. However, a significant element of their cultural education is underdeveloped. Although living in a relatively mono-cultural part of the country pupils need to know, understand and respect the great variety of traditions, literature, music and art that characterise the multicultural nature of the society to which they will contribute and of which they are part.
39. The school effectively promotes equality of access to the whole curriculum in a number of ways and monitors the achievements of different groups, such as those with special educational needs. The school works hard to ensure that these pupils have full access to the work undertaken in all classes although withdrawal is used effectively when this is appropriate. No exceptions are made on the basis of gender.
40. The school has been one of the first schools in the area to identify more able, gifted and talented pupils and has identified pupils in each year group who fall into these categories. The work is at an early stage and there needs to be further development in the understanding of the definitions of each group. The policy rightly identifies the importance of breadth and depth in the differentiation of activities for more able pupils but as yet, this is not consistently applied in all classes. The co-ordinator has a developing understanding of her role and of what needs to be done to improve the provision. She has planned enrichment groups for pupils in literacy and mathematics in each year group.
41. Pupils with special educational needs have low attainment but many are able to come close to national expectations when supported by an adult and working at their own pace. For example,

Year 6 pupils achieved creditable poems when working in a withdrawal group of seven. One boy wrote:

42. When I am angry I start shouting  
And shivering  
Hands clenching  
And shaking  
Heart pumping  
And pounding  
Feet clashing  
And smashing  
Eyes popping  
And glaring  
When I am angry.
43. Parents are appropriately involved in reviews and individual education plans for pupils with special educational needs.
44. Provision for extra-curricular activities is good. Pupils can choose from 18 different clubs held in lunch breaks or after school. They are run by committed and hardworking staff, volunteering free time to support pupils' own interests. There is good access to clubs for the youngest pupils at lunchtimes. Older pupils have much choice, including a craft club for Year 5 and Cross Country for Year 6. There are daily activities, including Friday sports, after school. The boy's book club encourages interest in reading. Music clubs are also popular. The homework club gives pupils opportunity to study, with good quality support available. Snacks and calming music are provided. Pupils enjoy and appreciate this club, feeling that it is helping them to do better in lessons.
45. The provision of extra-curricular activities is extensive and ranges from after school sports clubs in football, netball and cross-country to lunchtime clubs in dance, art, crafts, music and choir. All clubs welcome both boys and girls and make a positive contribution to pupils' learning. The school provides a strong programme for personal, social and health education, which incorporates sex education, health education and drug awareness. This is also effectively promoted through 'circle time', a discussion period that provides good opportunities for pupils to talk about issues that they face in everyday life, as well as in other lessons.
46. The arts curriculum benefits from visiting musicians, artists and drama groups, which has continued since the last inspection. Attractive sculptures decorate the library and work was followed up in Year 4 where evidence of this skill is on display in their cloakrooms. A wealth of first hand experience trips, both in the use of the local and the wider environment, as well as outside visitors coming into school all help to extend pupils' knowledge. Educational and social development is further enriched in Year 5 and Year 6 residential trips to Winmarleigh and Leeson House.
47. Community links make a good contribution to pupils' learning, and many curriculum areas are covered. The school's participation in local community life is valued. The chair of the governing body has a longstanding link, having attended Pokesdown Primary School as a boy. Local community volunteers provide a valuable service by hearing pupils read. There are strong ties to local Christian churches, including the local Baptist church. Pupils regularly visit a local day centre for the elderly; for example, to perform a carol concert. Collections are made for local causes and Harvest Festival gifts are distributed. Music and the Arts, as at the last inspection, remain a strong community feature. There are ongoing links with arts workshops at Bournemouth and Poole College and, in the last year, pupils worked with adults having learning difficulties, performing a play in school. During the inspection pupils from Year 6 performed in

the Bournemouth Schools Concert at the Pavilion. There is a well-established programme of visits for pre-school nursery or playgroup children and taster days with local secondary schools. Girls from a local secondary school recently led an assembly. The school does well in inter-school sports fixtures. The school is aware of the need to increase and build on its community links. In particular, links with minority ethnic groups, cultures and events are underdeveloped. This limits pupils' opportunity to gain first hand knowledge and awareness of multi-cultural issues, so vital in present day society. Business links are developing well. The headteacher is linked with a major bank, and the school is participating in their Global Perspective Challenge. The company has agreed to double whatever funds the school raises. Parents working with other companies have managed to secure donations, for example of computers.

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

48. The staff provide thoughtful, good personal guidance and support for their pupils. The monitoring of pupils' personal development is good. Procedures for preventing bullying and promoting behaviour are good. Procedures for assessing pupils' attainment and progress and for monitoring their academic progress are satisfactory. There is good use of assessment in planning the curriculum. Attendance monitoring is unsatisfactory. Procedures and practices related to child protection and health and safety are satisfactory. Provision for pupils with special educational needs is good.
49. Since the last inspection good progress has been made in addressing the assessment related key issue. Assessment procedures are now satisfactory and the use of assessment in planning the curriculum is good. There is an assessment co-ordinator, but the deputy headteacher retains control of decisions related to overall assessment strategy.
50. Baseline assessment is completed when children enter the reception classes. The results are analysed and re-assessed at the end of the year to show individual children's progress in literacy and numeracy. Assessment continues for older pupils as they move up the school, with detailed record sheets discussed and passed on to new teachers. This provides a clear picture of progress over time, highlighting pupils needing support, because they are either doing better or less well than expected. Identified pupils receive additional support through focussed booster groups to help them achieve better end of Year 6 test levels. A computerised tracking system recently introduced, plots pupils who are higher attainers, or underachieving. However, the program available cannot show or predict value added progress from entry to the school. Setting for numeracy was introduced, but was abandoned this academic year in favour of mixed ability classes. The school is considering the re-introduction of setting, so that its impact on raising pupil achievement and standards can be fully monitored and assessed. Individual educational plans include specific targets for each pupil and identify the strategies to support them. They are monitored by the special educational needs co-ordinator to ensure consistency. However, in some cases targets could be more challenging as they relate to several months work. Teachers monitor progress carefully but formal special educational needs reviews are not frequent enough - some plans had been in place for eight months at the time of the inspection.
51. Pupils are set targets in literacy and numeracy. These are reviewed termly and a February mid-year review of overall pupil progress takes place in Year 2 and Year 6. This mid-year review leaves insufficient time to deal with any issues, before the national Year 6 tests in May. The assessment co-ordinator undertakes careful analysis of optional test results in years 3, 4, and 5. This provides useful information on pupil attainment and is used to predict pupils' National Curriculum levels by Year 6. National tests are also analysed, for instance by subject, gender and ethnicity. This analysis has identified whole-school issues, such as the need to improve the quality of writing, and to develop staff confidence in assessment linked to National Curriculum levels.

52. The management of assessment involves an additional 'layer' of subject co-leaders and deputy leaders, who, for example, use National Curriculum level descriptors and link these to subject schemes of work but not all are completed. Leaders assess pupils' work samples against National Curriculum levels, in 'First of the Month' individual pupil record books. However, the quality of these books is variable. This 'middle management' system provides clear roles of responsibility, however, the division of roles fails to provide sufficiently for class teachers' own input into whole-school assessment and hinders consistency and the sharing and adoption of individual good practice.
53. Teachers' planning has improved since the last inspection. Daily plans now have clear objectives, mostly shared with pupils, so that progress during lessons can be measured. Teaching assistants are involved in planning meetings; some teachers provide teaching assistants with their own lesson plan; this is good practice. The format of literacy planning has proved helpful in planning other subjects. Numeracy unit planning is being piloted in Years 4, 5, and 6 and teachers are encouraged to adapt it to meet their pupils' needs.
54. Ongoing assessment in class is good. Teachers give frequent verbal guidance and support. Praise is used well and motivates pupils to do even better. Pupils' work is usually marked regularly with constructive comments that help pupils to improve. However, the school's monitoring records show some inconsistencies, such as the need to provide more challenging work for higher attaining pupils and inconsistent assessment practices in year groups. Pupil self-assessment is not yet fully established although there is some good practice such as peer marking in Year 4.
55. Although assessment in English, science and mathematics is in place, and the school is working to ensure its consistent application, assessment for other curriculum subjects is undertaken in different ways which, the school recognises, hampers the ease with which monitoring can be undertaken. This has been identified as a key area for development.
56. The monitoring of behaviour and prevention of bullying is good. The revised draft behaviour policy provides positive guidance for staff and pupils. There is a clear anti-bullying policy emphasising the need to 'tell'. Only one incident of bullying was recorded in the last year, involving verbal abuse. Pupils like the system of rewards and, in agreement with their parents, feel that any inappropriate behaviour is dealt with well. Pupils who misbehave complete behaviour sheets; these show that pupils know they should ask an adult for help. Only a small minority of pupils require support to improve their behaviour or attitudes; the school manages the few pupils with challenging behaviour very well. Appropriate support is quickly secured when needed; for example, from the behaviour support service. Parents are kept fully involved and informed. There is a good physical restraint policy; some staff are trained in handling pupils who may put themselves or others at risk. However, because the school manages extreme behaviour so well, there is rarely any need to use handling techniques.
57. Personal development monitoring is good and has improved since the last inspection. Staff provide much good informal guidance, based on the 'living values' used in the school. They are successfully building pupils' self-esteem and confidence and always have time to listen to them. The formal personal development programme includes circle time discussions on themes such as caring, or those related to current school issues. Sex education and drugs awareness are taught, although not in all years. Extending age appropriate knowledge of drugs education would raise pupil awareness; there are some drug related problems in the local area. There is an agreed need to increase the participation of visitors from minority ethnic groups, faiths and cultures, to broaden pupils' understanding of the diversity of British society.
58. Attendance monitoring is unsatisfactory. Registers do not fully comply with requirements. The format does not provide identified space to record daily authorised and unauthorised figures;

unauthorised absence is not correctly recorded; entries are made in pencil; changes made to marks are not explained. The educational welfare officer usually visits weekly; some families have been taken to court for unsatisfactory attendance. The attendance percentages sent to the DfEE in 2002 were incorrectly reported in the governors' annual report to parents. The school does phone home if pupils are absent and records late arrivals. However, the increasing unauthorised absence, low daily and weekly attendance and an emerging pattern of absence on Mondays are not being addressed rigorously enough. The school condones some unauthorised absences, for example, to see relatives. Term time holidays are usually authorised, even when they last longer than 10 days. Not enough is done to make parents aware of their legal responsibilities regarding attendance, or in reinforcing the impact that unsatisfactory attendance has on pupils' learning and education.

59. Child protection arrangements are satisfactory. There is a trained designated person. School staff recently had a training session on child protection issues. Very few children are in public care or on the 'at risk' register. There are pastoral plans for the children in care. Sensitive records are kept securely and information for staff is restricted to 'needs to know'. The school gets good support and advice from external agencies such as social services, when it is required.
60. Procedures and practices related to health and safety are satisfactory. There is an appropriate policy. Three trained first-aiders care for pupils with minor injuries; records are kept properly and parents are informed of any minor injuries. Required tests and equipment checks take place; however, some are now due. Risk assessment including those for potential fire hazards are recorded appropriately.

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

61. The school enjoys a good partnership with its parents and carers. Their involvement in the school is good and they make a good contribution to their children's learning. The quality of information they receive is satisfactory overall. Parents' views of the school are good. This is a most significant improvement in the quality of partnership and in parental views, since the last inspection.
62. The school values its parents and carers and the importance of their role in educating their children. Parents receive a warm and friendly welcome when they visit. They are encouraged to become involved as soon as their children start school. The way that the reception classes work with parents, building relationships with them, is a significant strength; for example, parents and children attend and enjoy afternoon workshops. The headteacher and her staff try to be as accessible as possible. On Wednesdays there is an 'Open Door' session so that parents can drop in without an appointment. A number of parents and volunteers help during the day, others help to supervise when pupils go on educational trips. The parents' association is hardworking and successful, organising many events and providing considerable funds for activities, including covering the costs of pupils' Christmas parties. A Christmas social evening is soon to be held at a local hotel.
63. The quality of information provided to parents is satisfactory overall. A few minor items are missing in the annual governors report, otherwise both documents contain much useful information. The weekly newsletters, which include photographs, are of good quality, friendly in tone and promote pupil achievements well. The inclusion of reminders to parents about information they should already have received, is good practice. Parents get appropriate formal meetings to discuss their children's progress. However, the quality of pupils' annual reports is unsatisfactory. All subjects are reported and national tests results are sent to parents. In the sample reports seen, exactly the same computer generated statements had been made for pupils of different abilities. This is very impersonal and does not reflect how the school values individual pupils. There are brief handwritten targets for English and mathematics, but these are

variable in quality and sometimes too general, not always providing information on how pupils can improve. Other subjects say what pupils can do, but do not suggest areas needing improvement, nor are targets provided. Foundation Stage reports cover all areas of learning but comments are not linked closely enough to the Early Learning Goals that children need to achieve. Parents do not like the computerised format of reports, finding them 'bland'.

64. The contribution made by parents to their children's learning is good. Parents are keenly interested in education and want their children to do well. Regular meetings are held to inform parents about the curriculum. These and invitations to see displays of pupils' work are well attended. Some parents have donated resources or their time to the school, and this enhances learning. Parents are generally satisfied with the provision of homework and support the school's policy and the homework club. A good number of pupils, without being asked, inspired by teaching in class, have gone home and found out more for themselves, bringing the information or project back to show and share. Reading has a high profile and so most pupils have a real enthusiasm for books. Overall the provision of homework is good.
65. Parents' views of the school are good. They feel that their children are progressing well, are happy and enjoy school. They are particularly pleased with the good quality staff appointments made by the headteacher and governors over the last two years, because they feel this has had a positive impact on their children's learning.

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

66. The headteacher is conscientious, hardworking, and committed to improving standards within the school. In attempts to address the issues highlighted in the last report, when issues with leadership were judged to be unresolved, the headteacher initially over-compensated by pursuing too many initiatives and was not held sufficiently to account by the governing body. However, this situation has now improved. The governing body, with the addition of new governors, is forming a clear strategic role and is having a very positive impact, having established a very good working relationship with the headteacher and staff. Consequently, whilst aspects of the headteacher's management role remain unsatisfactory and need to continue to improve further, her leadership role is at least satisfactory with elements that are good. This is an improvement since the last inspection.
67. The local education authority (LEA) has provided much support since the last inspection. However, as noted in the last report by Her Majesty's Inspectors in February 2002, some of the LEA reports 'did not provide enough detailed evaluation to either help the school to identify the areas for further improvement or to shape the support that is needed.' Consequently since the last inspection, time has not been used to best effect and it is in the last twelve months, with changes in the governing body and in the make-up of the senior management team, that change has begun to impact positively on teaching and learning throughout the school. Also in attempting 'to do the right thing' the headteacher has not always studied and evaluated the advice that has been given sufficiently before taking action. For example, the system of setting (placing pupils in ability groups) for teaching mathematics was abandoned rather than adapted to make it more effective, thus creating further changes of routine for both staff and pupils.
68. The headteacher has established a hard working and committed teaching and non-teaching staffing team. Individual action plans, the school improvement plan and discussions indicate their commitment to raising standards. The decision by the headteacher to draw up and implement, with the staff, a teaching and learning policy has been instrumental in establishing a strong team ethos and the impact of the policy is reflected in much of the successful teaching observed, especially in the Key Stage 1 and 2 classes.

69. The deputy headteacher currently has responsibility for special educational needs and shares a monitoring role with the headteacher. He is well informed and has made a positive impact on the application of assessment throughout the school. Although plans are in hand to increase his management role to assume responsibility for curriculum development, this will not take effect until next September. Therefore the impact he can have on effecting identified change in the short term is restricted. The headteacher has established a senior management team and begun to share her management role within it. She has ensured that the co-ordinators of the core subjects of English, mathematics, science, and information and communication technology have time not only to monitor lessons but also to scrutinise and comment on planning and pupils' work and to talk to pupils themselves. At present, however, the headteacher is still too directly involved with the process, for example, in monitoring with the co-ordinators but feeding back alone to the staff. Consequently the headteacher does not focus sufficiently on evaluating the outcome of this scrutiny and then, through discussions with senior colleagues, shape a clear strategic direction for the school. Every co-ordinator has a deputy whose role, although clearly defined, is not strictly necessary and sometimes distracts them from their other management roles and functions. Finally, the headteacher, in attempting to provide the fullest rationale for every decision, spends a disproportionate amount of time recording details of process rather than the outcomes of monitoring and its impact on learning.
70. The special educational needs co-ordinator (Senco) manages support for special educational needs pupils well. He has worked hard to ensure that the issues identified in the previous inspection report have been identified and has achieved some success. Procedures are now satisfactory and the provision in terms of additional support is very good. He has identified an appropriate plan for the further development of special educational needs provision, and works closely with the special educational needs governor on a weekly basis to ensure that governors have a clear understanding of the SEN work in the school. The special educational needs governor is committed and well informed. Resources to support special educational needs work are good. There are two special educational needs bases for withdrawal groups and a good range of learning resources. The current provision of support staff is very good. There has been good progress against the key issue relating to special educational needs since the last inspection.
71. The governing body has developed its role well to play an effective part in school development and in establishing a strategic vision. Governors have a clear understanding of the school's strengths and weaknesses and are fully involved in the construction of the school development plan and in review of its impact. The chair of governors provides clear leadership of the governing body and his supportive professional relationship with the headteacher has established an effective link between the day to day working of the school and the governing body. In general, statutory requirements are met.
72. The finance committee receives regular budget profiles from the school's finance secretary so that spending is closely monitored. The last auditor's report found no irregularities in the financial controls within the school and the few recommendations made have been implemented. Specific funds are used for their intended purpose. The headteacher has a good understanding of the principles of Best Value and, as a result, is ensuring that they are applied well throughout the school
73. Financial management is good; spending is well monitored by the finance officer and the governors' finance committee. The finance officer prepares the budget, working closely with the headteacher. Reports are regularly presented to the governing body to aid their decision-making. A three year budget plan is in place and this links in to the school's priorities for development. There are sound reasons for the current overspend, already reduced from last year; in the next financial year it is on target to be well below five per cent. Budget decisions are carefully monitored and reviewed to ensure best value. The governors' decision to employ and



train more teaching assistants has had a positive impact on pupil achievement. Tenders are considered and compared for any major expenditure. Parents are consulted about school decisions and are involved in working parties. The minor recommendations in the last audit report have been addressed. Specific grants, including money for special educational needs, are used well for their designated purposes and carefully accounted for. The use of new technology is good and supports finance and administration procedures. Staff have managed the introduction of a new system very well, given that they have not yet had any training on the program from the local education authority. Office and finance staff work as a productive and professional team, willingly taking on additional duties to ensure that the school functions effectively. Given factors such as expenditure per pupil that includes a high percentage of pupils with special educational needs, attainment on entry, pupil progress and behaviour, the improved quality of teaching, standards, leadership and management, the school now provides satisfactory value for money.

## **STAFFING, ACCOMMODATION AND LEARNING RESOURCES**

74. The high staff turnover has continued over the last two years, but now appears to be stabilising. Good quality appointments have been made and the nine newest staff have had a positive impact on teaching and learning, complementing the strengths of staff already in post. Long term staff absence is managed well. There are now co-ordinators for every subject. The level of subject expertise and match of staff to the needs of the curriculum is very good, a significant improvement since the last report. However, the role and delegation of responsibilities between subject leaders and co-ordinators is unclear, particularly in relation to aspects such as assessment and management responsibility. Delegation of responsibility is not always transparent and requires review, particularly in relation to the workload of the headteacher and senior management team. This is under consideration. The professional development of all staff is valued and matched to the school's priorities for development. Teaching assistants are well trained and some have specialist qualifications. They do good work in supporting pupils with special educational needs or others who need additional help. Staff who are new or on supply are made welcome and receive good support. The quality of teamwork commitment is very evident and plays a significant part in moving the school forward.
75. The quality of accommodation is good. Pupils enjoy learning in their unusual school building, with its many hidden corners and surprises. Classes are spacious and well equipped. There are some small deficiencies; there is no designated medical room and there are plans to extend the staff room, now too small. The playground areas are exciting and designed to challenge pupils' imagination; there are many discoveries to be made. The school is fully accessible for disabilities. The building and grounds are well kept.
76. Resources are good. There are strengths in the very good library and the information and technology provision; classes have interactive whiteboards. Resources are readily accessible and relevant to pupil and curriculum needs. There is good use of external resources, through trips and residential visits, and through use of community facilities for art, music and inter-school sports.

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

77. In order to improve the quality of education, the governing body, headteacher and staff should:
- Improve standards in English by:
    1. introducing setting across Key Stages 1 and 2, using assessment information to establish appropriate learning groups in each year; (paragraphs; 5, 32, 64)

2. ensuring that the targets relating to pupils' knowledge, skills and understanding in English, and particularly writing and spelling, are appropriately applied through teaching in other subjects across the curriculum; (paragraphs; 102, 109, 138)
  3. ensuring that assessment and marking support learning by consistently identifying what pupils do well, and what they need to do in order to improve; (paragraphs; 26, 28, 54, 103)
  4. ensuring that planning reflects clear challenge for higher attaining pupils, and that this is consistently reflected in lessons; (paragraphs; 12, 20, 23, 54, 103)
- Improve standards in mathematics by:
    1. re-introducing setting across Key Stages 1 and 2, using assessment information to establish appropriate learning groups in each year; (paragraphs 5, 32, 67)
    2. ensuring that the targets relating to pupils' knowledge, skills and understanding in mathematics are appropriately applied through teaching in other subjects across the curriculum; (paragraphs 108, 138)
  - Improve standards in science by:
    1. ensuring that assessment and marking support learning by consistently identifying what pupils do well, and what they need to do in order to improve; (paragraphs 26, 28, 54, 116, 117, 119)
    2. ensuring that pupils' acquisition of knowledge and skills is consistently supported by the teaching of appropriate scientific vocabulary; (paragraphs 21, 25, 119)
    3. ensuring that planning reflects clear challenge for higher attaining pupils, and that this is consistently reflected in lessons; (paragraphs 12, 20, 23, 54)
  - Extend the work already begun to develop assessment in some of the non-core subjects to establish a coherent assessment policy that is applied consistently in all subjects across the school. (paragraphs 32, 50, 54, 55, 124, 143, 144, 154)
  - Implement the planned changes in the role and responsibilities of the deputy headteacher to ensure effective evaluation and consistent application of curriculum developments. (paragraph 69)
  - Revise the roles of the senior management team to establish clear accountability and a strategic overview of standards and provision focused on specific areas of the school's work. (paragraphs 52, 69)
  - Revise the roles undertaken by subject leaders so that they have a lead responsibility for the evaluation of effectiveness in identified subjects. (paragraphs 31, 69)
  - Improve attendance at the school and the procedures through which it is monitored. (paragraph 58)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

70

Number of discussions with staff, governors, other adults and pupils

53

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	29	25	4	0	0
Percentage	1	14	42	36	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	401
Number of full-time pupils known to be eligible for free school meals	N/A	82

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	99

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	N/A
Pupils who left the school other than at the usual time of leaving	N/A

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.16
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
	2002	23	26	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	21
	Girls	18	21	21
	Total	37	40	42
Percentage of pupils at NC level 2 or above	School	76 (77)	82 (76)	86 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	21
	Girls	20	20	21
	Total	38	39	42
Percentage of pupils at NC level 2 or above	School	78 (77)	80 (84)	86 (81)
	National	85 (85)	89 (89)	89 (89)

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	38	25	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	32
	Girls	21	15	21
	Total	44	39	53
Percentage of pupils at NC level 4 or above	School	70 (87)	62 (68)	84 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	27
	Girls	20	18	21
	Total	45	41	48
Percentage of pupils at NC level 4 or above	School	71 (67)	65 (62)	76 (67)
	National	73 (72)	74 (74)	82 (82)

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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	340
Any other minority ethnic group	20

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	1
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	23
Average class size	29

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

Total number of education support staff	22
Total aggregate hours worked per week	443

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001 – 2002
	£
Total income	935421
Total expenditure	936858
Expenditure per pupil	2279
Balance brought forward from previous year	64323
Balance carried forward to next year	62886

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

Number of teachers who left the school during the last two years	6
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 21.2%

Number of questionnaires sent out	410
Number of questionnaires returned	87

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	2	2	0
My child is making good progress in school.	52	43	1	2	2
Behaviour in the school is good.	28	62	7	0	3
My child gets the right amount of work to do at home.	34	49	14	1	1
The teaching is good.	48	45	2	0	5
I am kept well informed about how my child is getting on.	41	48	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	60	33	5	1	1
The school expects my child to work hard and achieve his or her best.	54	43	2	0	1
The school works closely with parents.	39	46	14	0	1
The school is well led and managed.	32	53	3	8	3
The school is helping my child become mature and responsible.	40	55	3	0	1
The school provides an interesting range of activities outside lessons.	29	44	10	3	14

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

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

78. The quality and range of learning opportunities in the reception classes are good. In previous years children have entered the school with attainment below that expected for children of their age, but the current reception year group has broadly average attainment with some less able and some more able children. By the time they enter Key Stage 1 most children have made satisfactory progress, although in the past many have not achieved the Early Learning Goals – the expected standards for all children starting in Year 1. This year the majority of children are on target to reach these goals. Children achieve these goals because the wide range of activities provided for them has a positive impact on the way in which they develop knowledge, skills and understanding.

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

79. Most children make good progress in their personal, social and emotional development and are on target to achieve the expected standard. All staff give this area a high priority and plan activities that help children to share equipment, take turns and co-operate well. Staff have high expectations of appropriate manners and model the expected behaviours in their own relationships. The weekly 'plan, do, review' session helps children to become more independent, to prepare and put away equipment and to persevere at a task. They all quickly learn that they must choose a different activity if their own first choice is over-subscribed. The children concentrate well and complete the tasks set for them by others or chosen by themselves. Behaviour is always good.

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

80. Children start school with skills, which are broadly in line with those expected nationally and make steady progress. They speak clearly and confidently although some still use a limited vocabulary and speak in short phrases rather than sentences. In all activities staff put a high emphasis on the development of speaking and listening skills and children are encouraged to talk about their work. Staff are skilled at modelling back the correct or extended form of what the children say and ask enabling questions to extend their work. Imaginative play is a daily activity and children enjoy feeding the baby and putting it to bed. In the 'party' area children prepared food, laid the table and passed food to each other and to adults.

81. Children enjoy 'reading' books and have already learned to turn pages, point to words and tell the story from the pictures. They are acquiring a set of words they recognise on sight and can identify some initial letter sounds. All children take books home on a daily basis, talk about what they have read and listen with enjoyment to stories.

82. In writing children are beginning to develop their skills effectively. The higher attainers can already write one or two known words and begin to use their knowledge of letter sounds to try their own spellings. Others convey meaning through increasingly recognisable pictures and by writing a few random letters. They are beginning to form their letters correctly and most can write their own first name with a little support.

83. The quality of teaching in this area is satisfactory overall. Staff make good provision for the development of speaking and listening skills and provide high quality activities to promote them; for example, a very young baby is brought into school to support the work on babies and children enjoy asking questions about his clothes and food. Staff give clear explanations of tasks and use language that will extend the children's vocabulary. They use praise sensitively to raise

children's self esteem and this ensures that they are confident to 'have a go'. Phonic skills are systematically taught through the 'Jolly Phonics' scheme and the elements of the literacy hour are appropriately taught at different times. In the first term children choose books to take home and, although this gives them valuable experience of a range of books, it does not support the systematic acquisition of skills.

### **Mathematical development**

84. In mathematics children are on target to achieve the standards expected by the time they enter Year 1 and they make satisfactory progress in their learning. Most children can count to ten and many can go on to twenty. They join in singing rhymes and enthusiastically share in the actions. They know whether there are enough teddies for everyone to have one and can record numbers to ten with support. They can carry out practical tasks, with adult help, to add, subtract and even share equipment. They are beginning to use mathematical language such as 'more', 'less' and 'share'.
85. The quality of teaching in this area of learning is satisfactory and some very effective work was seen when a group of high attaining children worked with a teaching assistant on a sharing task. Her good use of language and questioning skills enabled the children to make good progress.

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

86. Children make good progress in this area of learning and are set to attain the expected standards by the time they leave the reception classes. Staff plan a very good range of activities to provide first hand experiences, exploration, observation, problem solving and discussion. The children can identify similarities and differences in the objects and people around them. They use commercial kits and a host of different materials to build and construct. They select writing tools, scissors, glue and sellotape and use them with increasing skill. Computer skills are also developing and most children can use the mouse to play games and select their program of choice.
87. Although no direct teaching was observed in this area of learning during the inspection, evidence from the activities planned and the work on display indicate that the teaching is good. All adults provide effective support to enable the children to make good progress in their knowledge and understanding of the world around them.

### **Physical development**

88. Provision in this area of learning is very good and children develop their skills well, making good progress towards the expected attainment. Staff provide many valuable opportunities for children to handle small tools such as pencils, paintbrushes, spades, scissors, clay tools and construction kits. There is a very good outdoor play area where children can climb, balance and slide, ride and push wheeled toys and run around safely. As a result children are aware of their own space and that around them and move with a good level of co-ordination and control.
89. Teaching is effective and is particularly good when advantage is taken of the high staffing ratio to allow continuous access to the outdoor space.

### **Creative development**

90. The children's creative development is set to be in line with national expectations by the time they enter Year 1. Very little art work was seen in the week of the inspection - staff having planned more design and technology tasks, but there was some evidence on the wall displays to



indicate that children are beginning to explore colour and pattern in their paintings. Children enjoy drawing and most can produce recognisable work, which they talk about willingly.

91. They improvise extensively in their role play and when playing with the toys available to them. They sing and join in with actions in mathematics and literacy lessons and can identify different sounds as they make rattles for a baby. In music lessons they respond and move enthusiastically. They play untuned percussion instruments and many can beat a steady pulse.
92. Teaching in this area is satisfactory overall and a range of appropriate activities are planned and provided.
93. Learning in the reception classes is well managed by the knowledgeable and experienced Early Years manager. The two teachers work closely as a team and are very well supported by the teaching assistants who make a valuable contribution to the way in which children learn. Teachers plan carefully to ensure that all children have access to a well organised and appropriate curriculum. However, the lack of a written scheme of work, linked to the Year 1 programme of study, adds to the workload of staff and continuity is dependent on the knowledge and expertise of the Early Years manager. Staff know the children very well and there are some good quality ongoing assessments. There are however no formal records kept of progress in basic skills and it is therefore not possible to track individual progress to inform planning. The resources for learning are very good – in particular the outdoor play area and the provision for role play are exceptional. The accommodation is good but the need for all the adults to co-ordinate their work in a relatively small space sometimes inhibits the pace of lessons and contributed to the unsatisfactory lesson seen.
94. There is a very good induction programme for children and their families both prior to and on entry to school. Staff offer a series of workshops to parents, which are helpful and supportive. Most parents read regularly with their children and help them complete the homework tasks. Parents also help in school and show a good level of appreciation of the work their children do. Partnership with parents is a strength.
95. Overall, the provision for children in the reception classes has a positive impact on their education and sets a firm foundation for future learning. This is similar to the findings in the previous inspection report.

## **KEY AREAS FOR IMPROVEMENT**

- Develop a scheme of work for the reception year that is linked to the Key Stage 1 curriculum.
- Devise simple record sheets to record progress in basic skills.
- Ensure that reports to parents indicate attainment against national standards at the end of the Key Stage and include targets for development.

## **ENGLISH**

96. At the time of the last inspection standards in English were judged to be unsatisfactory overall. The results of the national tests for seven and eleven year olds in 2002 indicate that standards remain below national expectations and that girls performed better than boys at the age of eleven. However, inspection evidence indicates that the standard of teaching in the Key Stage 2 classes and the focus given to improving both writing and reading throughout the school is making a difference. Standards in English overall remain below average at the age of seven, predominantly because of weaknesses in pupils' writing. Standards at the age of eleven are in line with national expectations, an improvement on the findings of the last inspection. Inspection evidence also indicates a large percentage of pupils with special educational needs who,

because of good teaching and very good support from the teaching assistants, make good progress.

97. By the age of seven pupils achieve well and their speaking and listening skills are in line with national expectations. In one lesson observed, the majority of the pupils sat and listened actively to the teacher for 40 minutes before engaging in an activity. However, although they concentrated well and after 30 minutes were still enthusiastically contributing words for a class 'word bank', this reduced the time available for other planned activities and was not an effective use of their time. In all Key Stage 1 classes pupils are encouraged to talk and work with each other on specific tasks, as observed in a Year 1 class when pupils used both facial expressions and tone of voice very well, exploring different characters and emotions. Pupils respond well to all adults. They speak confidently and are keen to explain what they are doing.
98. Pupils at the age of 11 are confident speakers. They contribute well to class discussions encouraged by the teachers who speak clearly when asking questions, always ensuring that sufficient time is given to enable pupils to reflect and consider before answering. When discussing a poem by Gareth Owen a pupil in Year 6 reflected before commenting 'instead of flying like an antelope he could have said swooping down like a peregrine falcon.' Pupils readily use the specialist vocabulary identified in different subjects but this aspect is underdeveloped in mathematics and in science. Throughout the inspection and in all classes it was noted that speaking skills faltered for some pupils when, for example, processes in science or methods of working in mathematics were explained.
99. Standards of reading for seven year olds were below national expectations in the 2002 national tests but are now improving and are in line with national expectations for those pupils who do not have special educational needs. The standard of reading for this age group varies greatly, the most able readers reading at the same level as an average 11 year old. Higher attaining pupils read with confidence and expression, they are keen to discuss the characters and enjoy predicting what may happen next. The school has introduced more pace into lessons involving the teaching of phonics, and pupils have developed strategies to help them read unfamiliar words by either building up the sounds that they make or using picture clues to help them make sense of what they are reading. They choose from a wide range of reading books that are colour coded according to the level of difficulty and reading records indicate that most are well supported by parents listening to them read at home. One pupil asked why she had chosen a particular book said, 'It's rather like Enid Blyton, I enjoy her books and this one also makes me feel frightened.'
100. Pupils in Year 6 enjoy reading and have developed very positive attitudes. Although they read accurately and most understand what they read, a significant minority are confused by words used in unusual contexts. In one class it took several attempts by the teacher to find a pupil that could describe an 'antelope' when the word was used in a poem to give the impression of movement. Pupils have developed clear preferences when discussing their favourite authors and can justify their opinions as demonstrated when one said 'I like Jacqueline Wilson because she's not afraid to say things – she's sort of outspoken.' They have the opportunity to borrow books from the school library every week and they are familiar with the Dewey index system and also how to use indexes, contents pages and glossaries in books when searching for information. Scrutiny of work shows that the pupils are familiar with the writing styles of a variety of authors and also different formats such as play-scripts and poetry as well as prose. They are also developing useful skills in looking for hidden meanings in the text and describing why the author has chosen particular words to express an opinion or describe an event.
101. The standard of writing at the age of seven is below expectations although the focus quite rightly given to this aspect of English by the school has begun to have a positive impact. The school has recently introduced a new handwriting scheme and teachers model this well when writing on whiteboards but there is still a lack of consistency in pupils' presentation. A significant minority of

pupils write well, expressing themselves clearly and using an appropriate range of punctuation, however, too many pupils still rely on using simple connectives such as 'and' and 'then' when linking their thoughts and are not consistent in using full stops and capital letters. Spelling is unsatisfactory overall. Too many pupils spell words phonetically, for example 'sor' for 'saw' and 'lods' for 'loads'. The school is aware of the need to raise standards in this aspect of pupils' work.

102. The standard of writing for pupils in Year 6 is in line with national expectations overall, although a significant minority still need additional support and guidance. Pupils are able to write in a variety of styles for different purposes varying from diary writing and note taking to play scripts, prose and letter writing. They write in the style of different authors, for example, one pupil writing in the style of Roald Dahl writes 'Submerged in darkness, the Rink scuffled around the cave sniggering happily, it hated daylight.' Although the school recognises the need for further improvement in pupils' writing, teachers seldom apply the targets that are set for improvement in pupils' writing to written work in other subjects. Work is generally well presented, in pen and with punctuation and paragraphs applied appropriately. However, too many pupils still spell words incorrectly. This is sometimes because of lack of care and they quickly acknowledge what they have done and self correct their work. However, for others the problem is more deep seated and their spelling either reflects their speech patterns 'I slepted like a log,' or 'I must of...,' or they still spell phonetically and have not internalised the common letter strings that would help them spell more words correctly. The school is aware of the problem but strategies for its solution are at present limited to writing out corrections of words that have been mis-spelled.
103. Teaching is satisfactory in Key Stage 1 and good overall in Key Stage 2. In the one unsatisfactory lesson observed in Year 2 the teacher employed good questioning techniques but expected the majority of the pupils to sit and listen for too long and with limited purpose before they engaged in an activity. The best lessons are characterised by tasks well matched to all pupils' abilities, including the more able, questioning that demands reflection and clarity of expression, pace and final sessions that focus on assessing what the pupils have learned. Teaching assistants work well with teachers. They are well trained, committed and support pupils, and especially those with special educational needs, very well. Many are also very active during class discussions explaining, encouraging and generally supporting these pupils to ensure that they can play a full and active part in discussions. All work is marked and much of this is of a good quality, especially at Key Stage 2, as it encourages pupils to reflect on how they might improve. For example, one teacher writes 'you have identified the speech very well but remember question marks come before your final speech marks.' Marking in Key Stage 1 books is less helpful as it focuses on praising pupils for their effort but rarely indicates how pupils might improve their work further. Teachers' planning is satisfactory overall, clearly showing work planned to meet the varying needs of the pupils, an improvement since the last inspection. Assessment strategies have recently been introduced in the subject and, in the best lessons, are well used by teachers in providing appropriate work for all pupils. Because of the wide range of ability that is present in all classes, which are not set by ability, this is a complex task. As a result, there are inconsistencies in the effectiveness with which assessment is applied across the school and teachers often expect too little of more able pupils or indicate appropriate expectations in planning but do not expect the outcomes from these pupils in the lessons. This happened in an otherwise very effective lesson in Year 4, when more able pupils were to write in paragraphs. However, these were not mentioned to this group during the lesson. Consequently paragraphs were not produced and an appropriate learning opportunity was lost.
104. The co-ordinator has a very good understanding of what needs to be done in order to raise standards further. This is partly because of the time she is allowed to carry out her leadership function, half-a-day a week, and partly because of the training she has received from the headteacher in observing lessons. She ensures that the quality of provision regarding books,

tapes and group readers is very good and oversees the running of the well-equipped school library that is well run on a day-by-day basis by the part time librarian.

## KEY AREAS FOR IMPROVEMENT

- Review the way that pupils are grouped in order to focus teaching upon narrower attainment ranges,
- ensure that teachers have appropriate expectations of all pupils and especially the more able,
- improve the standard of spelling throughout the school by continuing to focus on the new handwriting scheme, learning common letter strings and pursuing the teaching of phonics into Year 3 and beyond for those pupils that need it,
- raise expectations with regard to simple punctuation in the Key Stage 1 classes.

## MATHEMATICS

105. The results of statutory tests in 2002 indicate that standards at the end of Key Stage 1 and Key Stage 2 are well below the national average. A significant factor affecting the results in Key Stage 2 was the high turnover of pupils and the large number of pupils with special educational needs in that group. It is too early to predict accurately the results for the current classes in Year 2 and Year 6. The analysis of current and last year's work, together with the results of non-statutory testing indicate that most pupils in Year 2 and Year 6 are working well in line with national expectations and a considerable number are working above that level. However, in both year groups, a significant minority, many with special educational needs, is working below that level. These pupils have a significant impact when national comparisons are made.
106. Class teachers and teaching assistants give pupils with special educational needs informed support and encouragement. The work presented to them is carefully matched to their abilities and previous experience, and as a result they make the same good progress towards meeting the learning targets set for them.
107. The school's effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computation and mental calculation skills and attainment in these aspects is good. Its format is well established and understood by the teachers. Brisk, challenging mental activities are a feature of all lessons. Pupils enjoy these activities, they are eager to respond and as a result, they become more confident and proficient at making rapid calculations. For example, six year-olds are encouraged to guess how many coins are in a purse. One when asked to estimate how many spots are on a dice gives the answer - "21 - I knew it, but added it up in my head to be sure!" In Year 6 pupils are challenged to calculate numbers adding to 1000. Their responses display good numeracy skills and an appropriate computational strategy.
108. The school has focused on raising attainment in mathematics and the concentration on number and algebra, space, shape and measure has raised standards. However, standards in other aspects of mathematics have not advanced as much. There is some use of mathematics across the curriculum including the presentation of time lines and dates in history. Younger pupils create a variety of bar charts to display data collected about friends and pets. In a Year 6 science investigation pupils create graphs recording the melting properties of a candle. However, inspection evidence indicates that at both key stages the practice of using and applying mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum is limited.
109. Many Year 1 pupils are secure in ordering numbers to 20. The majority of pupils can count forwards and backwards to ten and some are confident with numbers up to 100. Most understand the terms more and less, and some pupils confidently add two numbers by holding

the greatest and counting on. In mental and oral practice activities many pupils use confidently number bonds to ten. Pupils mentally add single digit numbers accurately to  $3+4$  and can recognize the hidden number in a sequence such as  $3+? = 7$ . Most seven-year-old pupils understand the difference between odd and even and more than or less than. In one Year 2 lesson pupils showed good understanding of a number problem when underlining the important words and numbers in the question.

110. Key Stage 2 pupils build upon the knowledge and understanding gained earlier. The organisation of the National Numeracy Strategy ensures that they are systematically developing their skills in multiplication, division, addition and subtraction. Pupils in Year 3 show sound understanding of partitioning numbers, and skill in using the process in different situations. Year 4 pupils are developing expertise at solving word problems and Year 6 pupils continue this process when using cross channel ferry fares as a realistic basis for comparing travel costs. An analysis of national test results indicated that many pupils had difficulty solving word problems. As a result there is now a whole-school focus on developing the techniques of sifting out the vocabulary and information contained in such problems.
111. Pupils generally have very positive attitudes to their work in mathematics and their behaviour in the classroom is good overall. In whole class and group work pupils listen attentively and respond with interest and enthusiastically to questions. This is particularly so in the pacey and challenging mental arithmetic sessions at the start of the numeracy hour. Most pupils concentrate well on the tasks set for them, and they work well together. Relationships between pupils and their teachers are very good and this has a positive impact upon response, confidence and, consequently, pupils' learning.
112. The quality of teaching is good overall, with a significant proportion of good and very good teaching at Key Stage 2. In all but one of the lessons seen, teaching was satisfactory or better. In the best lessons, planning is thoughtful, with clear learning intentions based upon the National Numeracy Strategy. These plans provide effectively for the differing needs of all pupils, and expectations are made clear to the pupils who consequently can appreciate their own learning. Teachers' knowledge of the National Numeracy Strategy is good, and all show confidence in their teaching. The management of pupils and materials is good. Control is firm but at the same time pupils feel confident and are eager to respond to questions. The National Numeracy Strategy has been very effectively implemented and the dynamic mental and oral mathematics sections are an outstanding feature of lessons. The effective use of questioning to focus attention, extends learning and aids understanding while the constructive use of praise to motivate pupils are regular features of the good teaching. Pupils engage in the mental and oral activities with obvious enthusiasm and enjoyment and teachers make the most of these sessions to provide opportunities for the practise and consolidation of mathematical skills. Very good attention is paid to encouraging pupils to explain their calculations and strategies. This serves to re-inforce their learning and also has a positive impact upon the development of their speaking skills. Time and resources are used well and good use is made of homework to support learning. The analysis of pupils' work indicates that teachers offer critical and constructive comments, which are helpful and have a positive impact upon the good progress made.
113. The leadership of mathematics is good. The experienced co-ordinator provides good management and is a valuable source of information for other staff. Good procedures are in place for assessing pupils' attainment and arriving at individual targets for improvement. The co-ordinator has helped compile a detailed analysis of recent and past test results in mathematics, which is used to inform plans for improving standards. The current scheme of work for mathematics, based upon the National Numeracy Strategy and supplemented with material from a commercially produced scheme provides for comprehensive long and medium term planning.

## KEY AREAS FOR IMPROVEMENT

- Provide more opportunities for using and applying numeracy skills in other subjects.

## SCIENCE

114. On entry to Year 1 the scientific knowledge of most pupils is broadly average, although there has been a greater variation in this over the past few years. The percentage of pupils achieving the expected level for their age in the Year 2 statutory teacher assessments in 2002 was below the national average and well below the average results of similar schools. At Key Stage 2 the results at the end of Year 6 were well below the national averages. The 2002-3 teacher assessment targets, which the school and local education authority have set, show a similar picture. They are set again below national benchmarks but are realistically set in relation to the pupils' current ability levels. However, standards are rising because of the high profile of the subject across the school, because of the leadership of the subject and because of the teaching that focuses appropriately on the needs of all the pupils including higher attainers and those with special educational needs.
115. Inspection findings and analysis of pupil's work show that achievements for the majority of pupils is below average at Key Stage 1 due, in the main, to limitations of pupils' recording skills. At Key Stage 2, pupils' achievement is broadly average. At both key stages pupils' knowledge, skills and understanding are improving as a consequence of improved subject knowledge for teachers and the development of the skills of scientific enquiry for pupils. Pupils in Key Stage 1 explore different light sources and understand that darkness is the absence of light. Pupils investigate the properties of different materials and carry out experiments to find out which materials would be best for Teddy's bedroom curtains to let light through. By the end of the session they had a good idea of what 'translucent' means. Pupils in Year 2 describe common materials in simple language; for example, whether they are smooth, rough, bumpy or shiny. They make appropriate progress through investigation as they begin to discover that some materials can be changed by bending or stretching them. In discussion these pupils know that plants need soil and water to remain healthy. They know that different living things are found in various habitats. Displays in Key Stage 2 promote pupils' knowledge and understanding very well through the displays of investigations and scientific knowledge that are in every classroom.
116. Pupils are developing more secure skills of scientific enquiry and beginning to record their observations well using detailed drawings and labels, however, explanations are limited and the ability to draw conclusions needs development. Pupils are supported by clear explanations of the appropriate vocabulary, which is listed in every session by scientific writing frames and by clear direct teaching. Marking is inconsistent, the best written comments encourage pupil's development and understanding such as 'you have not explained why, or how' however, this is balanced by the use of just ticks and dates which do not inform pupils how well they are doing.
117. Pupils in Year 3 investigate the statement 'all metals are magnetic'. They are challenged to explain why and their responses are used to consolidate learning. A good range of resources provide surprise to all pupils that not all metals are magnetic. A range of 1p coins leads to an interesting discussion on why some are magnetic and others are not. At the lower end of the ability range, pupils think rusting or dirt interfere with magnetism. The higher attainers are already talking about mixtures of metals making up the pennies. In Year 4 pupils observe the effect of insulators on iced lollies as part of a series of lessons on keeping warm. They are challenged to design a fair test to prove their hypothesis that their chosen insulator is best. Their drawings and explanations show they have a secure notion of a fair test. The provision of differentiated writing frames supports recording progress. In Year 5 pupils investigate a range of musical instruments and water in bottles as they consolidate their knowledge of the relationship between pitch and volume as part of a series of lessons on sound. Several diagrams and

explanations show pupils' knowledge is at a high level, they knew for instance that vibration is related to the volume of air. Pupils know that changing the length of a string or the distance air travels through an instrument changes the pitch, and effective use of investigation supports this work. The beginnings of formal assessment at the end of this topic are also in place but the school recognises that the consistency with which this is applied requires further development.

118. In Year 6 pupils make the most effective progress in science and achieve well. These pupils learn about what effects the brightness of a bulb in an electrical circuit. Pupils are again encouraged to suggest an investigation into bulb brightness. Teaching pays good attention to encouraging the correct use of appropriate language and makes pupils focus on essential language. Pupils have a clear understanding of the aspects of a fair test and an increasing knowledge of the use of variables.
119. The quality of teaching in science is consistently good overall. Teachers have raised subject knowledge, an improvement from the last inspection. Detailed planning, produced in partnership with leading teachers in the subject, is shared with teaching assistants who repeat, explain and consolidate teaching, helping to ensure a good level of understanding. They help pupils who require support in group work to enable them to be fully involved in lessons. Lessons are well planned and develop pupils' knowledge through consistent progress of lessons through a theme. The quality of questioning is good and enables teachers to know what pupils understand and can do. Teachers clearly explain learning intentions and appropriate vocabulary. Clear emphasis is often made on pupils using the essential vocabulary when recording, although this is not consistent in all classes. The correct use of variables is emphasised. Activities encourage the development of investigation, prediction and the collection of evidence to draw conclusions. A scrutiny of work shows that these frequent opportunities for investigational work include opportunities for pupils to design their own experiments. Pupils are generally well challenged, and their work is regularly marked. However, there are inconsistencies in the degree to which it enables pupils to understand how well they are doing and what they need to do to improve their work.
120. The subject leader, appointed in September 2001, leads this aspect of the curriculum well. She is enthusiastic and knowledgeable, and has a very clear vision of how she sees the subject developing. She has worked closely with the local education authority advisory staff, spent time on an appropriated training course and has used these experiences well to review the scheme of work and produce, in consultation with teachers, supportive planning. Alongside the headteacher, she has had opportunities to monitor teaching, regularly scrutinise pupils' work and teachers' planning. She provides very good support to teachers through appropriate training, modelled lessons and by teaching alongside her colleagues. She is aware of the range of ability levels within each year group cohort and across the school and their effect on standards achieved. She is aware of the need to develop a whole-school approach to the assessment of pupils' attainment and to continue current developments in teaching to raise standards.

## **KEY AREAS FOR IMPROVEMENT**

- Continue to emphasise investigational skills and the acquisition of appropriate vocabulary by all pupils.
- Ensure that assessment and marking are operated to the same level throughout the school so that it is consistent in its support for teachers' planning.

## **ART AND DESIGN**

121. Overall, pupils make good progress in art and design in Years 1 and 2 and their standards at the age of seven are in line with national expectations. However, there are also examples of good achievement in these classes, and the school has continued to maintain its strength in this

subject. In Years 3-6 pupils generally achieve well in art and design and their standards are mainly above average, including in their final year at the school. Again, this continues the findings of the previous inspection.

122. The Year 1 pupils make good progress when exploring colour mixing to make skin tones for their pencil drawings of their own portrait. Clear links to investigation and testing are emphasised in teaching during these lessons. In Year 2 pupils achieve satisfactory standards when using the computer programme 'Dazzle' to explore Mondrian style patterns and good progress in their own drawing and painting of Mondrian pictures. In discussion with these pupils and from their written comments display they preferred to work with paint and pencil.
123. In Year 3 pupils make good progress as they work through a series of lessons on drawing people using mannequins – building 2d pictures with cylinders and using real life models (themselves). They explore line and tone through the use of pencil, charcoal and chalk and their finished work demonstrates high achievement. In Year 4 pupils make good progress in understanding of line, tone and perspective while investigating the work of 'Escher', and strong links to ICT enrich and excite pupils' experiences. Pupils' sketches reflect high standards of achievement in a difficult concept. Pupils' display shows these pupils have also worked on colour mixing to produce smudge paintings on Monet style using both computer tools and watercolours and sculpture work on willow and tissue creations. Year 5 pupils explore the work of impressionist painters as they use pastel and collage to copy skills of shading in tone and contrast. The pupils' own work in charcoal and pastel both in drawing and shading is good. Their use of collage is more insecure. In Year 6 there is clear evidence of the developmental progression of the school's work on line tone and movement with high standards of achievement on display light and shade of hands and in the pictorial and collage representations of gymnastic movements.
124. The quality of teaching in Key Stage 1 and 2 is good overall and includes clear explanations of the learning intentions, and a partnership with pupils in discussion of the work of the focus artist. Teachers remind pupils to evaluate their work. They make frequent use of praise to encourage pupils to produce their best work and impart a sense of fun, which pupils enjoy. Teachers' planning is thorough and includes appropriate vocabulary to improve pupils' literacy skills. Appropriate resources are identified and activities are well structured. The scheme of work provides for progressive skill development. The subject leader is able and leads this aspect of the curriculum well. She is enthusiastic and knowledgeable and has a very clear vision of how she sees her subject developing, which includes the provision of assessment opportunities within the existing scheme of work. The scheme of work produced supports teachers well in their planning. She has formally monitored teaching, she is aware of strengths through scrutiny of work and in her own discussions with pupils she knows they enjoy the subject and that art and craft clubs are popular. She keeps the governors informed through a termly report and provides appropriate resources through her management of the budget. She continually reviews provision and is determined to continue to raise standards.

## **KEY AREAS FOR IMPROVEMENT**

- Complete the planned development of assessment to ensure that the present standards are maintained.

## **DESIGN AND TECHNOLOGY**

125. Only one lesson in design and technology was seen during the inspection. Judgements are therefore based on the scrutiny of planning and pupils' work and on discussions with staff and pupils from which it is apparent that standards are in line with those expected at the end of both Key Stage 1, and Key Stage 2. This reflects the judgements that were made at the end of the last inspection.



126. Pupils use a range of materials, including paper and card, wood, textiles, and food in making their products. They accurately describe different methods of joining materials, using products they have made as examples. Pupils in Year 1 use scissors carefully in cutting card to make moving figures while, by Year 6, pupils apply a much broader range of cutting and shaping skills in making their models. Pupils in Year 2, for example, are keen to describe the pulley mechanisms that they have made while, by Year 6, pupils make good references to their use of published and Internet sources in describing the design processes they have undertaken in planning models of fairground carousels. Their understanding of design and evaluation is appropriately enhanced as they move through the school so that, by Year 6, pupils use labelled sketches effectively in initial designs, as well as when planning modifications based upon evaluation of their products. Their descriptions demonstrate that satisfactory progress is made in their learning.
127. The scheme of work builds effectively on pupils' prior knowledge, skills and understanding. Pupils find the tasks interesting and, in the lesson seen, where teaching was very good, a very good level of questioning and discussion enabled them to explain clearly the different processes involved in making their models.
128. In discussion and in the lesson seen, pupils show enjoyment of the subject. They work effectively in groups, sharing materials and ideas well, which has a positive impact on their learning. The examples of work on display demonstrate that pupils take care in cutting, shaping and joining their models and, in the lesson seen, work seriously and purposefully.
129. The curriculum is appropriately supported by a scheme of work derived from the QCA model, published nationally. Some elements of the subject are appropriately used to support learning in other subjects, such as the snacks made by pupils in Year 3, which supports their work in science, and the need for accurate linear and angular measurement, and the use of electric motors to power the carousels made in Year 6, using skills learned in mathematics and science. Although pupils have adequate opportunities to design key elements of their products their evaluations are relatively undeveloped, especially at the upper end of the school, where written evaluations are often superficial.
130. The newly appointed co-ordinator works effectively to support the subject although she has not yet been able to monitor teaching and standards across the school. She has, however, undertaken a review of provision and resources and is aware that a clearer view of standards would assist the subject's development considerably. The co-ordinator has realistic expectations for the development of the subject and to support teachers in their development of the scheme of work across the school. Resources for design and technology are satisfactory and particularly good use is made of the skills of a specialist support assistant in developing pupils' knowledge and skills.

## **KEY AREAS FOR IMPROVEMENT**

- Improve the range and standard of pupils' written work, especially in recording methods, and in evaluating the final product,
- Share good practice in assessment to ensure its consistent application.

## **GEOGRAPHY**

131. It was only possible to observe one geography lesson during the inspection because of the cyclical nature of the curriculum. Judgements are based on that lesson and on the analysis of pupils' past work, teachers' planning, displays and discussions with pupils. These indicate that

standards in geography are in line with those usually found in most schools. All pupils make at least satisfactory progress. Standards have been maintained since the last inspection.

132. Analysis of work indicates that good use is made of the locality to compare the features of Bournemouth and Lyndhurst. Pupils consider the different occupations of the residents and report on the wild life and conservation concerns. Good map reading skills are apparent when the human and physical features of the rivers Stour and Avon are investigated. Pupils understand how flood plains and ox-bow lakes are formed. They use appropriate vocabulary to describe their findings; for example, erosion, sediment, deposit and bed lode. Good numeracy links are made when pupils visit Hengistbury Head and compile graphs of the different depths of silt in the estuary.
133. Currently Year 6 pupils are engaged on an investigation into river pollutants. As a follow up to a field trip to the river Stour, pupils are creating posters to bring the pollution of the river to the attention of the public. Another group uses its literacy skills to compose letters of concern to be sent to the local Member of Parliament. These pupils make good use of the Internet to access the web sites of Friends of the Earth and The Environment Agency. Good links are made with speaking and listening skills in English and with the importance of individual responsibility in personal, social and health education.
134. In the lesson observed teaching was good. Good preparation underpinned the indoor and outdoor geography lessons. Displays and photographic records showed that resources such as maps, photographs and original documents were made available so that pupils understood how information may be gathered and recorded. The subject co-ordinator is both diligent and enthusiastic. He has been instrumental in drawing up recent policy documents and putting together a scheme of work, which is based on the QCA materials but also reflects the interests and needs of his colleagues. Currently the adoption of another commercially produced scheme of work is being considered.

## **KEY AREAS FOR IMPROVEMENT**

- Finalise the scheme of work and ensure its consistent application across the school.

## **HISTORY**

135. Only two lessons were observed, both at Key Stage 1 and the quality of teaching was judged to be good overall. No lessons were observed at Key Stage 2. Scrutiny of work, displays and discussions with pupils and staff indicate that standards are in line with those expected nationally at the ages of seven and 11. This outcome is similar to that of the last inspection.
136. In Year 1 the lesson proceeded at a steady pace as pupils placed toys in a time line according to age. Pupils with special educational needs were well supported by the teaching assistant as they consolidated their understanding of the past and present although they struggled to understand the concept of the future. In a successful lesson in Year 2, the teacher questioned the pupils very well and her enthusiasm was well communicated as pupils recalled previous lessons and the names of famous people – Mary Secole, Florence Nightingale, Van Gogh and the Queen Mother. They develop very positive attitudes to the subject and gasped with delight as the teacher showed them a model of a galleon and a modern ship and they compared the two as a precursor to discussing Christopher Columbus's voyage to America in the Santa Maria. The effectiveness of this was shown in the readiness with which they went on to design their own models of the Santa Maria using both the computer to aid design and clay to construct the model.

137. Discussions with pupils in Year 2 confirm that they are building up a satisfactory knowledge and understand that finding out about the past depends on evidence. One pupil said 'we can learn from stories and things people write down.' Pupils in Year 6 were less confident and needed more prompting before they could recall and discuss previous work on the Tudors, Victorians, Greeks and the Second World War. This is because the cycle of learning as established leaves too long between topics and this impacts negatively on the teaching of facts and skills and also pupils' attitudes to the subject. Scrutiny of work from the previous year confirms appropriate coverage and the co-ordinator confirms that the balance of the curriculum will be addressed.
138. The co-ordinator has been in post for two years and has recorded detailed plans relating to the further development of history and the creating of further cross-curricular links with English, geography and art and also a skills-based programme. This is planned to take place next year but he needs to explore cross-curricular links that could be established in the short term, especially in the Key Stage 2 classes and Year 6 in particular.

### **KEY AREAS FOR IMPROVEMENT**

- Review the scheme of work for history to improve the timescale over which topics are taught and revised.
- Establish links between history and the core subjects of English and mathematics.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

139. Because of timetabling restrictions, it was only possible to observe two lessons during the inspection. Judgements relating to standards and learning are based upon these lessons, a scrutiny of teachers' planning and pupils' work, and discussion with pupils.
140. Standards at the end of Key Stage 1 are in line those expected nationally and, at the end of Key Stage 2, are above average. This reflects improvement since the last inspection, and is primarily as a result of the high priority given to the subject in the school's development planning. Until recently, information and communications technology had a relatively low profile within the school and money was not invested effectively in updating resources or in training teachers to teach the subject. Currently, provision is improving rapidly and pupils have an appropriate range of opportunities to use computers in their learning. However, the school recognises that teachers' confidence needs to be increased further to support pupils fully in applying skills that they have learned in ICT to other subjects. Progress in learning, from a low base on entry to the school, is satisfactory overall. Pupils with special educational needs, and those for whom English is an additional language, make progress that is similar to their peers.
141. Pupils at Key Stage 1 use the computer to develop keyboard skills to model and illustrate their work. By the end of Year 2, most know that different information is displayed on the screen, that the keyboard allows them to enter text, and that the mouse helps them select a position in their work. They have recent experience of controlling programmable toys and of using the computer to draw and to enter data. Some Year 2 pupils, for example, showed considerable confidence in setting up laptop computers to draw representations of the Christingles that they had been looking at in religious education. Pupils' skills in word processing progress appropriately through Key Stage 2 and, by the end of Year 6, nearly all pupils have appropriate knowledge and understanding of handling text in a wide variety of ways, and many accurately describe ways of creating or capturing images using the computer. Pupils have experience of using an appropriate range of skills in handling and interrogating data. They know that information can be presented in a variety of ways and that those presentations can be changed in order to focus upon different elements of information. Most older pupils show appropriate confidence and skill in opening the software, and in using cell co-ordinates to enter data. They are aware that spreadsheets will perform a range of mathematical calculations, but very few suggest ways in

which this may be achieved. They write instructions to control screen features, such as traffic lights and lighthouses, and higher-attaining pupils describe their experience in using computers for communication using e-mail or the World Wide Web.

142. In the lesson that was observed, the teacher had the confidence to explain tasks carefully so that no time was wasted. This resulted in an effective pace, which enabled pupils to concentrate well on planned learning. Computers were seen in use in lessons in both literacy and numeracy but, in order for the maximum number of pupils to be able to use the class-based computers, individuals and groups had only a limited time at the computer. As a result, more able pupils are not able to progress at an appropriate rate.
143. The curriculum, as planned, includes all elements required by the National Curriculum. Across the school, the lack of coherent assessment information hampers teachers in planning work that is appropriate for all pupils, although those with higher attainment at Key Stage 2 have been accurately identified and benefit from appropriately targeted work led by the specialist ICT assistant.
144. The recently appointed co-ordinator is enthusiastic and knowledgeable about the subject. Much has been achieved in a short time. Following an audit of the subject, an effective action plan has been developed focused on improving resources and extending staff training. The school is fully aware of the weaknesses within the subject; for example, in assessment, appropriate plans are in place, which have the potential to secure improvement. There is evidence of ICT being used effectively to support some elements of learning in other subjects such as English, mathematics and science. An appropriate range of links across the curriculum has been prepared by the co-ordinator as part of the medium and short-term planning provided for staff. The school is aware, however, that more needs to be done to increase all teachers' confidence further in order that the skills that pupils have can be applied fully and consistently to enhance their learning in other subjects. Training has been well targeted to the needs of teachers, and a good quality assessment model has been developed that will inform teachers about what pupils have learned as well what they have done.

## **KEY AREAS FOR IMPROVEMENT**

- Implement the planned assessment scheme as a matter of urgency,
- Explore ways in which ICT can be used further to support and extend learning in other subjects.

## **MUSIC**

145. Pupils throughout the school attain standards in line with those expected for their age, while skilled teaching in a Year 6 lesson enabled pupils to achieve well.
146. Pupils at Key Stage 1 sing well in assemblies and know a good range of songs. They recall lyrics and melodies from previous lessons and join in well. They use untuned percussion instruments and in Year 2 the more able can play a simple tune on chime bars. They keep a steady beat and enjoy moving to music. Pupils at Key Stage 2 sing accurately and harmoniously and show good control of pitch and tone. They are enthusiastic and clearly enjoy their music. They listen attentively to a range of music styles and identify and give reasons for their preferences.
147. Only one lesson at Key Stage 1 was observed. Key Stage 1 lessons are all taken by a specialist teacher with a good level of subject knowledge. In Key Stage 2 three lessons were seen, of which one was satisfactory, one good and one very good. Strengths were linked to good subject knowledge, lessons having a good pace, and the enthusiasm shown by the teacher that inspired

pupils. There is a detailed scheme of work that supports non- specialist teachers. However, the content of the scheme does not always provide challenge for able pupils. For example, Year 5 pupils were involved in using non-standard notation that was very similar to work being done in the Year 2 class. There is some good practice in assessing pupils' work in both key stages, and this could helpfully be shared and formalised.

148. The school gives a high profile to the teaching of music and encourages talented pupils to play an instrument or join the choir. However, the extra expense involved in providing specialist music teaching at Key Stage 1, above that which could be provided by the school's own staff, is not fully justified in relation to the results that are attained. Several visiting instrument teachers offer a good range of options to pupils. A music day is organised to allow all pupils to spend focussed time on music, there are visits to a local church on May Day, participation in the Bournemouth carol service and entertainment for local elderly residents.
149. The subject co-ordinator is knowledgeable and enthusiastic and provides a strong lead for the subject. Resources are good and the provision of a music room enables lessons to take place in good conditions.
150. There has been improvement in the standards in music since the last inspection.

### **KEY AREAS FOR IMPROVEMENT**

- Consider the efficiency of the use of a specialist teacher.
- Review the progression in the current scheme.
- Share good practice in assessment.

### **PHYSICAL EDUCATION**

151. Standards in physical education are in line with those expected at the end of key stages. A number of pupils achieve good standards in games. In gymnastics pupils make excellent progress in developing control and co-ordination when running, jumping and balancing. They are broadlining their experiences of dance activities and are acquiring competence on a range of game skills. Pupils with special educational needs are supported well and take a full part in lessons. They make sound progress and achieve results that enhance their self-esteem.
152. No lessons were seen in Key Stage 1. However, observation in the playground shows they move with control and make good use of general space. They move freely and engage competently in a range of chasing games. In Key Stage 2 pupils move with increasing control during lessons. In Year 3 pupils made good use of music to link actions in a very appropriate dance orientated warm up. They were then challenged to make up sequences of movements from previous sessions. In discussion they were very clear about what a sequence was and were self critical about the proper way to start and finish. Their sequences included clear beginnings, good linkage movements, balance, control and tension, during the sequence and effective gymnastic finishes, showing poise and performance. The majority of the class achieved a level well above expectations. By Year 5 and 6, pupils' gymnastics skills have developed appropriately and their sequences show further development of skills in jumps, turns and balances.
153. The level of co-operation in group work is excellent and clear emphasis has been placed on due understanding of good form when commenting on each other's or the group's performance. In Year 4 pupils demonstrate good skills in trapping, dribbling and passing in simple skill progression activities with uni-hoc equipment. In small games situations they show appropriate understanding, attacking and defending techniques. Dance was observed in a lunchtime club, a mixture of Year 4, 5 and 6 pupils. The pupils showed a real sense of performance and their

effective sequences show clear introductions, main events in differing groups at different levels, and small group and whole class conclusions. There is a good range of artistic movements, style interaction and pattern. The teaching was lively, enthusiastic and pupils and teacher enjoyed a secure partnership. Pupils work safely and co-operate well to put apparatus out and away. They work hard and can sustain energetic activity for long periods of time. All lessons are well planned and teaching is often good and has some aspects of excellence. All lessons feature appropriate warm-up sessions and place emphasis on physical exercise and health. Safety rules are set. The lessons feature skill development or consolidation of previous work, small games situations or group performance. Teachers use effective coaching points to enable pupils to develop their skills progressively. Assessment is as yet informal but effective use of praise and peer group evaluation raises the profile of performance. All lessons are notable for their pace, fun and enthusiasm of teachers and pupils clearly working together. Teachers manage pupils well so that they make good progress and improve their performance. The school has a good range of quality resources and adequate accommodation to meet the demands of the National Curriculum. What the school lacks in a playing field is more than made up for by the quality of the hall and playground surfaces.

154. The subjects benefit from after-school and lunchtime clubs in netball, Year 2 sports club, football for Key Stage 2 pupils, sailing at Hengistburyhead and invasion games. Year 5 pupils go swimming regularly. The school competes in swimming galas, athletic events and plays games matches. The subject is well lead and managed by the enthusiastic co-ordinator who has only been in post for a year. She is in the process of adapting the existing scheme of work to benefit from her involvement in 'Tops' training to create appropriate curriculum links and to provide for 'Outdoor Adventurous Activity'. She is tracking attainment through observation and discussion with highlighted focus pupils. She is effectively planning lessons for her colleagues and monitors teaching. She is very aware of strengths in the subject across the school. Teaching and learning is also benefiting from her involvement in a QCA study on learning in physical education.

## **KEY AREAS FOR IMPROVEMENT**

- Explore ways in which assessment can be used to track the progress made by all pupils.

## **RELIGIOUS EDUCATION**

155. At the last inspection, pupils' attainment was in line with the expectations of the locally agreed syllabus at the end of both Key Stages 1 and 2. This remains the case, and the subject continues to make a valuable contribution to pupils' spiritual, moral, and social education.
156. Pupils in Year 1 know that religions have important beliefs and that these are often described in stories. Their knowledge of the Christian faith enables them to describe key elements of the Christmas story. They know that different religions have celebrations, for example, when discussing weddings in the Christian faith. Pupils in Year 2 demonstrate a developed knowledge in describing accurately some features of Judaism, such as the significance of light in the festival of Hannukah. They know that there are different religions and that celebrations are an important feature of them. By Year 6, pupils know that there are other religions, such as Judaism and Hinduism, and many can identify places of worship and some of the symbols of these faiths. Most of these pupils understand that prayer is 'talking to God', and is important in all faiths, for example, when discussing the shepherds' reaction to meeting the Angel in the Christmas story.
157. In the three lessons seen, teachers engaged pupils' interest well through effective discussion and a good use of resources to illustrate key features of their discussion. These features encouraged pupils to participate fully, offer considered suggestions in class and, by the time they reach Key Stage 2, use elements of previous learning in the contributions that they make. They show an understanding of others' feelings and beliefs as, for example, when they are listening to pupils

describing elements of celebration within their own faith. Assemblies make an effective contribution to pupils' knowledge of different faiths and to their spiritual, moral, and social development.

158. The co-ordinator has evaluated provision in the subject and, as a result has developed an effective action plan for improvement. The plan currently focuses predominantly on resources although the co-ordinator is aware that an increased focus on standards would be appropriate. Resources are adequate to meet the requirements of the agreed syllabus, but the school recognises that they will need to be reviewed when the new agreed syllabus is in place. Religious education plays an important part in developing pupils' spirituality and the school plans to extend this further by, for example, arranging visits to places of worship representing different faiths and by inviting more representatives of those faith communities to visit the school.

### **KEY AREAS FOR IMPROVEMENT**

- Ensure that the new agreed syllabus is implemented consistently, and is well supported by resources, visits, and visitors.