

INSPECTION REPORT

ST MICHAEL'S CE PRIMARY SCHOOL

Bournemouth

LEA area: Bournemouth

Unique reference number: 113788

Headteacher: Mr Malcolm Laird

Acting headteacher at time of inspection:
Mr Bob Kennedy

Reporting inspector: Mrs Jean Harding
21378

Dates of inspection: 19 – 22 May 2003

Inspection number: 247406

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:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Somerville Road Bournemouth Dorset
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Reg Baldock
Date of previous inspection:	February 1998

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21378	Mrs Jean Harding	Registered inspector	History	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
19664	Mr John Bayliss	Lay inspector		How well the school cares for its pupils How well the school works in partnership with parents
21904	Mrs Diane Gale	Team inspector	Science Art and design	Special educational needs
22856	Mrs Kath Campbell	Team inspector	Areas of learning for children in the Foundation Stage Geography Music	
22397	Mr Stuart Fowler	Team inspector	Mathematics Physical education	The quality of the curricular and other opportunities offered to pupils
27240	Mr Tony Hooper	Team inspector	English Information and communication technology English as an additional language	Educational inclusion
17263	Mr Andy Bond	Team inspector	Religious education Design and technology	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Michael's CE Primary School is situated in the centre of Bournemouth and is a school for boys and girls between 4 - 11 years of age. There are 404 pupils on roll; the school is bigger than the average primary school. Most pupils are of white ethnic origin, but many were not born in the United Kingdom. The school has a very high percentage (about 19 per cent) of pupils for whom English is an additional language; a few are at an early stage of learning to speak English. Until recently most of these pupils were Portuguese speakers from Madeira, but there is now an increasing number from other linguistic backgrounds and 18 different languages are spoken.

There are a few refugees and asylum seekers. Two pupils are looked after by people other than their natural parents, and two come from travelling families. A very significant number of pupils join and leave the school during the year; only 31 per cent of the pupils in Year 6 last year joined the school in the reception year. About 16 per cent of pupils are on the special educational needs register; this is below the national average. Most have difficulties with their learning. Four pupils (less than one per cent) have a statement of special educational needs, which is below average. About six per cent of pupils have been identified as being gifted or talented, and about a quarter of pupils go to the town's grammar school each year. Over 20 per cent of pupils are eligible for free school meals, which is about average; but many families do not claim this entitlement. The school is situated in the town, and is surrounded by hotels, and many parents work in the tourist service industry. There are some indicators of social deprivation.

Most children have had pre-school educational experience, in 21 different establishments. Attainment on entry to the reception class is lower than expected, overall, with a significant number of children having literacy and numeracy skills that are well below those expected, but many having good personal and social skills.

The substantive headteacher has been away from school for most of this year, due to ill health, and the deputy headteacher has been acting as headteacher.

HOW GOOD THE SCHOOL IS

This is a good school that effectively raises pupils' standards in most subjects and gives them good literacy skills. Pupils of all abilities make at least satisfactory, and often good, progress in learning, due to the good teaching, but pupils who use English as an additional language make especially good progress. The care and support given to pupils are very good and so pupils develop good attitudes to school and behave well. There are many good aspects to the provision, but the curriculum and assessment could be improved with better planning. The leadership at most levels is good, but the management is only satisfactory, as many aspects are rather informal. Staff have coped well during the absence of the headteacher. The school gives good value for money.

What the school does well

- Pupils' standards of attainment are above average in English by the time they leave the school.
- Pupils achieve well in English, mathematics and science.
- Pupils who use English as an additional language make very good progress in their learning, due to the good provision and teaching.
- The quality of teaching is good overall, especially that of basic skills.
- The leadership shown by the governors, the headteacher, acting headteacher, and by many staff with responsibilities, is good. This has ensured a good ethos and rising standards.
- There is good provision for pupils' spiritual, moral, social and cultural development and a very good range of extra-curricular activities.
- The very good quality of care and support means that pupils have good attitudes and behaviour, and their personal and social development are very good.
- There is a productive partnership with parents and carers.

What could be improved

- Pupils' standards of attainment in art and design, geography and history by the end of Year 6;
- Some aspects of the planning of the curriculum, teaching and management of the school;
- The management of the curriculum;
- The assessment and its use, particularly in subjects other than English, mathematics and science.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Governors and staff made a satisfactory overall response to the findings of that inspection. Of the five key issues for action, two have been addressed well, those of improving pupils' attainment in information and communication technology, and to provide outdoor equipment for the children in the reception classes. The two key issues concerning improving the quality of teaching and the effectiveness of the curriculum co-ordinators have been partially addressed, but there is still a lack of consistency in the teaching. The issue about improving strategic planning has been insufficiently well addressed. Pupils' standards in English, information and communication technology, and religious education are now higher, but in geography, history and music they are lower than were reported in 1998, and in art and design they are much lower. The provision for pupils with special educational needs is not as good as was reported by the last inspection team. The provision for pupils using English as an additional language is much better than it was, and hence pupils' achievements are better. Assessment in the core subjects has improved, as has the provision for extra-curricular activities and for personal, social and health education. Given the current situation, the school is well placed to make further improvements.

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 ¹
	2000	2001	2002	2002
English	D	C	A	B
Mathematics	C	C	B	C
Science	D	E	C	D

Key

well above average A

above average B

average C

below average D

well below average E

Over the last four years the trend in attainment in these core subjects was in line with the national trend, but the groups of pupils vary in ability and so comparisons over time should be made with caution. Comparisons are also difficult, due to the very high turnover of pupils through the school. Standards are now rising and the work seen during the inspection shows that, by the end of Year 6, standards are generally in line with national averages and expectations, and attainment in English is above average. Attainment in art and design, geography and history is below that expected. Pupils' knowledge and understanding of religious education are as expected by the locally Agreed Syllabus. Attainment in physical education is as expected at the end of Year 6, although it is below the expected level in swimming. Pupils' progress in learning through the school is good, as they join the school with lower than expected overall attainment and leave it with expected levels of knowledge, understanding and skills in most subjects, but having achieved very well in English.

¹ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

Standards by the end of Year 2 are in line with national averages and expectations but they are below the expected level in mathematics. Pupils' skills in speaking, listening, reading and writing, are as expected and this shows good progress in learning through Years 1 and 2. There have been fluctuating grades in the National Curriculum tests results, at the end of Year 2, since 1999, as these grades are dependent on the degree of the learning difficulties of each year-group. In addition, the turnover of pupils has been extremely high through Key Stage 1². In comparison with similar schools, pupils at the end of Year 2, last year, attained expected grades in reading, lower grades than average in writing, and much lower than average in mathematics; this is because they started at the school with deficiencies in literacy and numeracy skills. However, the results do indicate good learning in reading. Children in the Foundation Stage³ make satisfactory progress in their learning; even so, most will not achieve the early learning goals⁴ by the time they start Year 1 because they come into the school with particularly low skills in key areas.

All pupils make at least satisfactory progress in their learning, and for many their progress is good. Pupils using English as an additional language achieve very well. Pupils with special educational needs make satisfactory progress in their learning. Pupils who are more able than others, including those who have been identified as gifted and talented, and those who are looked after by people other than their natural parents, also make at least satisfactory, and often good, progress. A major factor in pupils' good achievement is the good use of their basic skills in communication across the curriculum, especially speaking and reading. Pupils do not use their sound information and communication technology skills well enough in other lessons. There is no significant difference between the attainment of boys and girls. The school sets appropriate targets and is on course to attain them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils love going to school and show interest in all activities. They are polite and friendly.
Behaviour, in and out of classrooms	Good. There has been only one exclusion in recent years.
Personal development and relationships	Very good. Pupils get on very well with each other and the staff. They love to take responsibility and have a mature approach to work.
Attendance	Satisfactory. Attendance levels are reduced by the necessity for some parents to take holidays during term-time. Unauthorised absence is negligible. Punctuality is good.

Pupils' attitudes to work and the very good relationships are key reasons why their achievement is good.

TEACHING AND LEARNING

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

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

The teaching is good overall, and none of the lessons observed were unsatisfactory. Teaching is satisfactory in the reception classes, but the planning of lessons does not ensure that the work matches children's ability. Teaching is good in Key Stages 1 and 2, where expectations of pupils' work and behaviour are high, and staff have good subject knowledge. Specialist teaching is having a marked effect on the rising standards of attainment at Key Stage 2. There are clear differences in the quality of

²Key Stages

Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

³ The Foundation Stage caters for children from the age of three to the end of the reception year.

⁴ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

teaching of individual staff; this is sometimes due to lack of monitoring, but the senior staff often know where the strengths and weaknesses lie. After an examination of pupils' work, it is clear that the teaching of geography and history at Key Stage 2 is unsatisfactory; there is too much copying and low-level work. No judgement can be given about the teaching of design and technology, as none was seen, but indications are that it is satisfactory. The teaching of the basic skills of reading, writing and numeracy is good across the school, as is the teaching of physical education. The teaching of music at Key Stage 2 is good. The teaching of pupils using English as an additional language is good. Teachers' lesson planning is satisfactory, but this is where the most improvement could be made. The planning of work for more able pupils, and for those with special educational needs, is not always matched well to their needs. Too little information and communication technology is used in other subjects. English homework is used to good effect. The management of pupils by the staff is good and leads to good learning. Pupils try hard and concentrate well, as they have such good relationships with staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. It is relevant and very broad, but not balanced. Pupils do insufficient work in some subjects. The timetable is not well planned. There is very good provision for extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory overall, but with weaknesses in the management and in pupils' individual education plans. A structured approach is lacking in many lessons.
Provision for pupils with English as an additional language	Good. The school has ensured thorough assessment, and teaching and the provision is managed very well. The local education authority provides sound support and there is effective liaison with the Portuguese Consulate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, but the planning for multi-cultural development could be better. The curriculum for personal, social and health education is a valuable means of promoting pupils' development. Adults are good role models.
How well the school cares for its pupils	Very well. The staff make the pupils feel happy and secure. Pupils are looked after well. Child protection arrangements are very good. There are satisfactory procedures for assessment in the core subjects ⁵ and a good analysis of data to set targets. There is insufficient use of assessment to guide planning in non-core subjects and religious education.

The deficiencies in the planning of the curriculum are key to the weaknesses of the school. Parents like the family feel of the school and staff work hard to involve them. There are good links with the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The much respected headteacher, who is off sick, has led the school well and set a supportive ethos. The acting headteacher has developed this leadership and set clear objectives for improvement. The management is satisfactory, overall, but some co-ordinators do not have the authority to ensure improvements to their subjects. The head and deputy do too much, and there are inequalities in work-loads of staff.
How well the governors fulfil their responsibilities	Well. Governors are effectively involved, but the school development plan lacks a strategic overview. Almost all statutory requirements are met.

⁵ The core subjects are English, mathematics and science.

The school's evaluation of its performance	Satisfactory and improving. Strengths are known but there are too few effective systems for all weaknesses to be recognised and addressed. Success criteria are not always set and evaluation is insufficiently rigorous.
The strategic use of resources	Good. There are good procedures for planning and monitoring expenditure. The principles of best value are applied appropriately.

The family feel has continued during the absence of the headteacher and the school has not stood still; for this the acting headteacher must be given much credit. There is a clear link between leadership and results but, where standards are not as high as they could be, this is due to the lack of rigorous management. Resources are generally satisfactory, but there are too few resources for history and geography. There are sufficient staff and the accommodation is good, although there is no playing field.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • Teaching is good. • The school expects their children to work hard. • The school is well led and managed. • The school helps their children develop into mature and responsible individuals. 	<ul style="list-style-type: none"> • Homework arrangements. • More information about progress. • Closer working with parents. • More activities outside lessons.

The parents who responded to the questionnaire, the 46 parents who attended the pre-inspection parents' meeting, and those who met with inspectors during the inspection, are supportive of the school. They think it is a good one. Inspectors agree with the positive views of parents but find little evidence to support their concerns. Homework arrangements are generally appropriate. There is no reason for parents to feel ill-informed about progress, or distanced from the school, if they take advantage of the opportunities presented to them. The provision for activities outside school is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous report stated that, apart for those using English as an additional language, children's attainment on entry to the reception classes was generally in line with national expectations. Attainment on entry is lower now than it was in 1998, especially in language skills, and, most particularly, in mathematical development. By contrast, their personal and social skills are well developed. Despite making steady progress, many do not achieve the Early Learning Goals for children of this age by the time they start Year 1, especially in communication, language and literacy and in number skills. However, children who use English as an additional language make very good progress. The progress of children in the reception classes is not as good as it was reported to be at the inspection in 1998, because the teaching is not so good.
2. In 1998 the inspectors reported the attainment of pupils in Key Stage 1 to be in line with national averages and expectations. The attainment on entry to Year 1 has gone down since then, but the trends in attainment, by the end of the key stage, have been rising from a below-average start in the National Curriculum tests in 1998. The National Curriculum test results in Key Stage 1 for 2002 show pupils attained average levels in reading, below average in writing, and well below in mathematics. The pupils achieved below nationally expected grades in science and the expected levels of speaking and listening, as assessed by the teachers. The percentages of pupils in Year 2 achieving higher grades was above average in reading, average in writing, and well below average in mathematics. Girls did better than boys. In comparison with similar schools, results are average in reading, below average in writing, and well below in mathematics. Account must be taken of the negative influence of the movement of pupils in and out of school; a very high percentage of pupils joined and left the school in the three years covering the reception year and Years 1 and 2. Also, since the previous inspection pupils' attainment at Key Stage 1 has been very variable due to the different attainment on entry of the groups of pupils, as well as their transience.
3. Evidence about Key Stage 1 gathered during the inspection, including observation of lessons, scrutiny of pupils' work, and interviews with pupils, shows that pupils attain levels in most non-core subjects that are at least in line with national expectations and averages. This is good progress in learning when considering their level of attainment on entry to the school. Pupils make at least satisfactory progress in most subjects through Key Stage 1. Pupils' achievements in reading and writing are good, and are the result of concentrated work on these skills. Standards of speaking, listening, reading and writing are now as expected. Progress in learning has been especially good in mathematics, but standards of attainment are still lower than expected in some areas, although improving. Attainment in science is in line with national expectations, and progress has been good for many pupils. The standards pupils attain in design and technology, information and communication technology, physical education, art and design, music, history, and geography are as expected. Standards and progress in religious education are in line with the requirements of the locally Agreed Syllabus.
4. The previous inspection reported that pupils' attainment, by the end of Key Stage 2, was generally in line with national expectations and averages, but above average in mathematics. Currently, by the end of Key Stage 2 standards of attainment in most subjects are in line with national expectations and averages, but they are higher than average in English. The above-average standards in English reflect good teaching. Standards are lower than those expected in art and design, geography and history; progress in learning in these subjects has been unsatisfactory, and pupils' attainment by the end of Year 6 is lower than it should be, as they have not had enough appropriate teaching in these subjects. Standards in religious education are as expected.
5. The National Curriculum test results at Key Stage 1 for 1999 showed grades that were below average in reading and writing and well below for mathematics. These pupils are now in Year 6 and are working at levels that are above average in English, and average in mathematics, and so they have made very good progress through Key Stage 2. Pupils' achievements in reading,

writing and mathematics, through the school, have been good due to the quality of the teaching, and a great deal of practice. Results are particularly impressive as so many pupils use English as an additional language.

6. The results of the National Curriculum tests at Key Stage 2, over the last four years, show fluctuating grades, dependent on the ability of each group of pupils, and, most especially, the rates of transience. The rates of transience have been a big factor in depressing results; a very significant percentage of pupils have changed schools since 1998, and this must be taken into account. Overall, the trend in attainment has been in line with the national trend. However, the comparisons over time are, also, not really valid, as the school's grades are more than usually affected by the composition of each year-group. The national test results, at the end of Key Stage 2, in English, mathematics and science in 2002, show that, overall, pupils attained well above the national average level in English, above average in mathematics, and average grades for science. In comparison with similar schools results were above-average for English, average for mathematics and below average for science. The differences in attainment between science and the other subjects are due to problems in teaching and management known to the school, which have started to be addressed. However, those pupils who have been in this country for their whole school lives have made very good progress in English and mathematics.
7. Across the school pupils make good use of their learned communication skills in other subjects. They make insufficient use of their skills in information and communications technology. Pupils are able to work with others well. Their thinking skills are good, but their evaluation skills are often under-developed, as the methods of self-assessment are not always taught.
8. Most parents feel that their children are making good progress, but a few parents of more able pupils feel, quite rightly, that their children could do better in some subjects. Those pupils that have been identified as gifted and talented make at least satisfactory progress in the subjects in which they have special work, and in some areas, such as mathematics, their progress is good. Those pupils who are generally more able make satisfactory progress, but in many subjects the teachers do not sufficiently match the work to their specific needs. Their attainment is, therefore, not as high as it could be.
9. The previous report indicated that progress for pupils with special educational needs was good. Pupils with special educational needs are now judged to be making satisfactory progress, so improvement overall is unsatisfactory. The school monitors pupils' progress against the National Curriculum tests, and this indicates that pupils achieve well within acceptable limits. Those with a statement of special educational needs generally make satisfactory progress against specific targets, particularly those who have acknowledged emotional and behavioural difficulties. Pupils who receive support in withdrawal groups make satisfactory and frequently good progress in their reading and writing skills. However, this is not consistently well built upon in their usual classes, so that progress in this area of learning is only satisfactory overall. The school has implemented a system for registering difficulties in mathematics, but this has not yet had a full impact on the progress pupils make. Mostly, pupils with special educational needs make satisfactory progress in subjects other than English and mathematics. However, work is not always targeted specifically, and information and communication technology is used insufficiently.
10. Pupils who use English as an additional language make good progress in learning at Key Stage 1, and for many at Key Stage 2 it is very good. This achievement is not dependent on their first language. Pupils using English as an additional language from all cultural backgrounds, make the same good progress. Pupils who have arrived at the school as refugees, or as asylum seekers, often achieve well.
11. The school analyses test results for gender influences; some of the nationally known differences are apparent, but not markedly so. During the inspection there was no observable difference in the attainment or progress of boys and girls in any subject. The system of target setting is secure, and based on thorough analysis to check for differentials that may be due to social or cultural factors. The local education authority has provided good support to the school in this. Last year's targets were mostly met, and, where they were not, this was due to the particular challenge for a few pupils. This year's targets for the tests at Key Stage 1 are likely to be met, or exceeded. The school has set targets for overall improvement in pupils' attainment in English,

mathematics and science at the end of Key Stage 2 for this year and next. The targets are ambitious, but achievable. There are also appropriate targets for the percentage of pupils to attain a higher grade. The comings and goings of pupils makes it difficult to set overall targets, but the staff try to be accurate, and amend as necessary; for instance, pupils in Year 5 are doing so well that they are on course to exceed the targets currently set for them. An area for improvement, known to the school, is for each pupil to have individual targets for English and mathematics.

Pupils' attitudes, values and personal development

12. All pupils have good attitudes towards learning in school, whether boys or girls, or those from different ethnic minority and cultural backgrounds. They are keen and eager to come to school; this view is strongly supported by parents. In lessons, pupils are generally well motivated, settling to task quickly and working diligently. There are good levels of interest, especially when tasks are of a practical nature, as in a lesson in Year 5, when pupils were totally engrossed in making music and commented at the end of the lesson that this is their favourite subject. Pupils in Year 2 were also enthusiastic about their completed design and technology models, talking excitedly about the materials they used and how mechanisms work. There is an improved position to that reported at the time of the last inspection, as, overall, pupils' attitudes, and personal development remain good, but standards in behaviour have improved, as have levels of interest and relationships.
13. Behaviour in school and during break-times is good, and this is a key factor in the good progress being made by pupils. They line up sensibly at the end of break-times and make their way into school in an orderly manner. Staff monitor pupils' behaviour at break times, encouraging constructive play and social integration. Pupils are generally courteous and well mannered using 'excuse me' and 'thank you' in appropriate situations. There is a very good, supportive atmosphere in the school. No evidence of bullying, sexist or racist behaviour was observed during the inspection period. This is a harmonious, well-integrated school. When questioned, pupils say that, occasionally, there is some unpleasant name-calling and aggressive play. When it is reported to teachers they intervene and solve problems quickly. Pupils are very clear about the difference between right and wrong and understand the impact of their actions on others in their class. There is a little restlessness in some lessons and this is often linked to sessions that lack challenge or are too long. No pupils were excluded in the previous year, but there has been one exclusion in the present school year; the school senior management team handled this problem sensitively and effectively.
14. Pupils' personal development is good overall. Pupils use their initiative well when acting as monitors. Older pupils help younger pupils in Key Stage 1 at lunchtime and demonstrate responsible attitudes when escorting injured youngsters to the first aid station. Relationships between pupils are very good and contribute considerably to the good learning in lessons. They collaborate well to find an answer during group investigation activities. In a very good Year 6 religious education lesson, groups of pupils took turns to read a Bible passage, waiting patiently for each to complete their section before making a joint decision on the message being conveyed. Similarly, in a Year 2 physical education lesson in the school hall, pupils worked maturely in pairs to find solutions to set tasks.
15. Those pupils with known emotional and behaviour difficulties are helped by teachers to cope with their frustrations and encouraged to participate and socialise in class activities. Most behave well, even though a small number have difficulties in coping with frustrations. The personal and social development of children in the Foundation Stage is very good and teaching and support staff successfully provide a secure learning environment in which children feel safe and happy. Relationships are very strong and children feel valued. They know they are part of a caring community and enjoy coming to school.
16. The levels of attendance are satisfactory overall, as they were at the time of the previous inspection. They are affected by the particular holiday needs of parents working in the hotel trade, as well as a number of pupils who leave school and are retained on roll pending confirmation of their next school. There is negligible unauthorised absence, with no evidence of truancy, and punctuality in the morning is generally good. When instances of lateness do occur, they are of a minor nature and are not disruptive to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The teaching is of the same overall good quality as was reported at the time of the previous inspection. However, no lessons were graded as unsatisfactory at this inspection, compared with eight per cent in 1998; but also a smaller percentage of teaching observed was very good; just 17 per cent now, compared with 26 per cent in 1998. There are two areas where the current teaching is not as good as was found previously; in the Foundation Stage, and for pupils with special educational needs. Staff teaching these aspects have not sufficiently moved with the times, and the good practice observed in other areas of the school was not consistently evident for children in the reception classes and those with special educational needs. The previous key issue *'to disseminate good practice'* has not fully been addressed. This is due, in part, to the lack of detailed planning to tackle this issue.
18. The overall quality of teaching in the Foundation Stage is satisfactory, with just over half of lessons seen being good or very good. All staff manage children very well and support staff make a strong positive contribution to children's learning. However, lessons sometimes lack a sense of urgency, planning is weak, and activities do not always match the ability of individual children.
19. In the rest of the school the quality of teaching is more consistent than it was, but there is still some variation in the teaching within year-groups and subjects. This variation is generally known to the senior management team and some steps have been taken to remedy the situation. It is due to deficiencies in the monitoring of teaching that the variations have occurred; the key issue about developing formal systems to monitor teaching have not been fully addressed and, therefore, have not had the desired effect on the standard of teaching. There is clear evidence that pupils' learning in some classes has been constrained by the teaching. Although at least satisfactory, many lessons lack the spark which would challenge and inspire pupils. There is good practice in the school but this has not been disseminated to all staff. Some very good practice was seen in the teaching of pupils in Year 6; high quality teaching in information and communication technology, religious education, and mathematics was observed in this year-group, based on thorough planning and good subject knowledge. When music lessons are planned in detail and work is set to challenge the most able, pupils' learning is very good and they make an excellent response to the teaching; an example was a most interesting lesson for pupils in Year 5. Such lessons set pupils alight and leave them wanting more.
20. In the school overall, 65 per cent of teaching observed was at least good, with 17 per cent being very good. In the reception classes 43 per cent of lessons seen were good or better and 14 per cent very good. At Key Stage 1, 60 per cent were good or better, with 16 per cent very good, and at Key Stage 2, 74 per cent were good or better and 18 per cent were very good. These figures, however, mask some marked differences between the quality of teaching in different subjects and within year-groups. Although some high quality teaching was observed in Year 6, the teaching in this year-group is least consistent, and this means that some pupils are missing out on top quality teaching at a crucial time in their school careers.
21. Judgements about teaching are also based on other evidence, and from this, it is clear that in some cases, pupils have not had the benefit of such good teaching over the last year, as was seen during the inspection. Too much work that lacked challenge and, in fact, was unsuited to the needs of the most and least able, was seen in some subjects, such as history and geography. There is too much copying and filling words in gaps in worksheets. The teaching in these subjects, at Key Stage 2, has been unsatisfactory. The teaching of religious education at Key Stage 2 has, however, been good and done much to enhance pupils' learning. In most subjects the use of assessments to help pupils overcome difficulties is satisfactory, but could be better with more analytical marking. Arrangements for day-to-day assessment are not always sufficiently effective. The school does have a marking policy, but this is not followed consistently, as the purpose of individual work is not always made clear, and marking rarely contains comments that would indicate to pupils what is needed to ensure improvements. The marking by some teachers, however, is good. Homework is used effectively in Key Stage 1 and is generally satisfactory at Key Stage 2.
22. There are many good and some very good aspects to the teaching and these are having a good impact on pupils' achievement. Teachers sometimes swap classes in order to teach to their

specialisms; this is having a positive effect, especially in subjects such as mathematics, physical education, religious education and music. Most teachers have a good knowledge of their subjects and teach basic skills well. The emphasis on giving pupils time to speak, and encouraging more adventurous vocabulary, is paying dividends in the improvements to pupils' writing, as well as speaking. The care given to explanation, for the benefit of pupils using English as an additional language, helps all the other pupils. Pupils are interested in their work and not afraid to ask searching questions; this does much to promote their understanding. Staff manage pupils well and insist on high standards of behaviour. Sometimes teachers have to work hard at this, as not all pupils behave well all the time. The extra cajoling of some older pupils is improving their understanding of how much they need to sustain concentration and to think for themselves. The very good relationships between staff and pupils are of considerable benefit to pupils, as they apply effort in their intellectual, physical and creative work in order to please their teachers.

23. The aspect of teaching in which the greatest improvement could be made is in the planning of lessons. The detailed planning for individuals and groups, tied to National Curriculum attainment targets and programmes of study, is not often in evidence. Lesson plans, especially for non-core subjects, more often list activities to be done rather than things to be learned. Little is planned, formally, to promote pupils' spiritual, moral, social and cultural development. Classroom assistants give good support to teachers and these staff are used well in Key Stage 1, but their contribution is not planned well enough in Key Stage 2. The contribution of the skilled support staff is sometimes not written down, and so their efforts are not always efficient or well enough evaluated. Teachers employ a satisfactory range of resources, but the use of information and communication technology resources, especially computers, is not often recorded in the planning of lessons. Opportunities are missed, therefore, to develop pupils' skills in this subject. Success criteria are not always set and too few lessons are evaluated properly to see how they could be improved. A big problem is that staff think that they *are* doing all these things, when they are not. More monitoring by senior staff is needed in this respect.
24. The lack of planning for different levels of work, especially of tasks that are properly differentiated between lower attainers and those with special educational needs, and more able pupils and those who are gifted and talented, means that not all pupils receive work that is entirely appropriate to their needs. Often all pupils do the same work, with some extension work for the more able pupils and some extra help for those with special educational needs. This is insufficient to sustain progress and to challenge all pupils. Teachers are insufficiently trained in the best practice for this aspect of teaching.
25. A teacher from the local authority ethnic minority and traveller achievement service visits the school each week and provides some direct support for these pupils. The school also employs a well-trained Portuguese speaker, as a classroom assistant, who supports the Portuguese pupils and is available as a translator for the yearly national standard tests. Several of the teaching assistants at the school have had training to enable them to support pupils for whom English is an additional language. They are involved with the planning of the lessons and have a clear picture of what they will need to do so that these pupils make progress in the lessons. The co-ordinator for English as an additional language also provides support, but has had less time for this recently, as she has been involved more heavily in the management of the school in the absence of the headteacher. This skilled teaching ensures that pupils achieve well and often very well.
26. The teaching of pupils with special educational needs is satisfactory overall. In the withdrawal groups the teacher plans carefully so that work is based on the structured progression of basic skills. The individual attention and encouragement frequently contributes well to pupils' self-esteem and to the development of skills for reading and writing at the appropriate level. Close liaison ensures that teachers know what has been covered, but this is not always well used to incorporate ideas and strategies into planning. Although the teachers are conscientious and aware of specific needs, and there is much useful dialogue between teachers, planning does not always identify clear objectives, so that work is frequently not consistently well matched to the needs of pupils. Where consideration is given to specific needs, the support provided is useful and ensures good progress in learning. Staff are aware of the importance of enhancing pupils' self esteem, and pupils' contributions are valued. The knowledgeable help of special educational needs support assistants, and other classroom assistants, support pupils in their progress, especially those with a statement of special educational needs.

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

27. The school's curriculum is broad and meets the requirements of the National Curriculum, as was the case at the time of the previous inspection. The provision for religious education fully meets the requirements of the locally Agreed Syllabus and there is a daily act of collective worship for all pupils other than those withdrawn by their parents. The curriculum for information and communication technology has improved significantly since the last inspection and all elements of the statutory curriculum are now taught. There are appropriate policies for citizenship, sex education and drugs awareness and the school has a strong commitment to policies for equal opportunities and racial equality. These policies permeate all aspects of school life and help to ensure that it operates as a harmonious community.
28. The school has recognised the importance of pupils' personal, social and health education by appointing a co-ordinator for this area of learning and developing a comprehensive scheme of work that can be taught either as a discrete subject or as part of the normal curriculum. The school does much to raise pupils' self-esteem and to help them to develop into capable, responsible people. For example, each class from Year 2 to Year 6 has representatives on the School Council who meet on a regular basis to discuss problems and to suggest ways of improving school life. During the week of the inspection, pupils had access to the Life Education Van as part of the school's commitment to promoting a healthy life style. The work undertaken in personal, social and health education contributes significantly to the development of the good relationships and respect for others that is deeply embedded in the life and work of the school.
29. The good implementation and high priority given to the National Literacy and Numeracy Strategies has begun to make a positive impact on pupils' learning. Skills are reinforced on a regular basis and are taught in a well-planned and structured way. Most teachers feel confident with the structures of the frameworks, which help them to develop a consistent approach to teaching the curriculum. There is some improved use of information and communication technology to support learning in other subjects, which was a weakness at the time of the previous inspection. However, although the new computer suite is used effectively, there is still a need to make greater use of computers within the classroom.
30. The provision for pupils with special educational needs is satisfactory overall. It was judged to be good in the previous inspection. The systems found in the previous inspection have been maintained, but there has not been sufficient monitoring and leadership to ensure the effectiveness of provision or identify improvement. The targets in pupils' individual education plans are reviewed, updated and revised regularly, and pupils' progress measured against the targets, but these are, frequently, too wide and do not represent measurable and achievable steps. The school has useful links with outside agencies, and all opportunities are taken to use their expertise and advice.
31. The school is committed to ensuring that all pupils are given equal access to the statutory curriculum and all other activities provided. There is a good policy for equal opportunities and each curricular policy has within it a reference to equality of opportunity. The school has recently developed a policy for, and register of, gifted and talented pupils, and this has begun to make an impact on curricular provision. For example, a particularly gifted mathematician in Year 4 has numeracy lessons in Year 6. The very good range of extra-curricular provision is open to pupils of both sexes and both key stages. The school does much to ensure that all pupils have equal access to all activities regardless of their race, gender, special needs, or particular gifts or talents.
32. Although, however, the curriculum is very broad, it is not planned effectively, and this has a detrimental effect on the school's aim for equal opportunities. There are considerable weaknesses in the balance of the curriculum, caused, in particular, by a lack of depth in curricular provision for history, geography, music and design and technology within Key Stage 2. The low time allocation set aside for these subjects is insufficient to enable pupils to develop skills consistently and, thereby, achieve sufficiently high standards of attainment. Although the school is committed to a policy of equal opportunities, it is not fully effective in providing a curriculum that ensures that all pupils are given equal access to the statutory curriculum and all other activities

provided. There is a lack of rigour in curricular planning, which causes inconsistencies within the timetable. For example, the school has insufficient strategies for ensuring that classes within the same year-group receive the same curricular provision; this is an equal opportunities issue, which is caused by a deficiency in the management of the curriculum. There has been little in the way of checks of curricular planning by conducting an audit of the timetable to ensure consistency and that the time devoted to each subject is allocated appropriately. The total length of the taught week is less than in many schools and, in addition, the time allocated to French and 'Golden Time' restricts that available for other statutory subjects. The school provides a framework of policies and schemes of work for all curricular areas and most of these have been updated recently. However, given the weaknesses in curricular provision, there will be a need for some of these to be revisited.

33. The school has improved the quality and range of what it provides for pupils outside normal classroom activities from what was good, when the school was inspected in 1998, to very good now. Although a small number of parents would like more out of school activities to be provided, the school provides considerably more opportunities than typically found in similar schools. Teachers give freely of their time to provide something for everyone, including a variety of sporting and cultural activities as well as residential trips for pupils in Years 5 and 6. Links with the local, and wider, community, including the Church, are good. They enrich the curriculum by extending pupils' knowledge and appreciation of activities outside school.
34. The provision for the personal development of pupils is good. The school is a caring community, and every effort is made to help pupils from different backgrounds to blend in and yet become thoughtful learners. The school ensures that there are very good relationships where pupils can grow in self-esteem. The ethos of the school is captured in its aims and Mission Statement, and is supported by the well considered policies, which have aims and principles that are relevant to pupils' spiritual, moral, social and cultural development. There is a strong emphasis on the development of positive attitudes and respect for all cultures and beliefs. The good emphasis, too, on the programme for pupils' personal, social and health education, together with the contribution of assemblies, and the importance of good relationships, as part of the behaviour policy, ensures that there is an effective focus on this area of pupils' development. However, more could be done if this aspect of the school's work was consistently considered when teachers plan lessons.
35. The school's provision for pupils' spiritual development is good, as it was at the time of the previous inspection. Religious education is used effectively to give pupils an insight into the values and beliefs of different faiths and, frequently, a reflective atmosphere is created with music and silence. Bold displays in the hall foster pupils' awareness and understanding of the beliefs of others, and visits to places of worship make a further positive contribution. Similarly, assemblies make a good contribution to pupils' spiritual development. They allow for reflection and prayer with a feeling of quietness and calm. They are guided by considered themes such as 'patience', and there are good opportunities for pupils to contribute their own thoughts. Assemblies create a feeling of community and reflect the good ethos of the school. Pupils learn to appreciate the spiritual nature of the world around them through other subjects of the curriculum. For example, in singing practice for pupils in Key Stage 1 good opportunities were provided for the pupils to experience the sheer joy of singing songs of praise, and to quietly contribute their own prayers. In science pupils are conscious of the wonders of nature, and in English they are encouraged to empathise with the characters of a story. Such opportunities encourage pupils to think and consider what they learn and hear, and to consider and value the efforts of others. Pupils learn to empathise with those less fortunate than themselves, and, in this, there are strong links with their moral and social development.
36. The provision for pupils' moral and social development is good, and this reflects the findings of the previous inspection. Moral issues are carefully reinforced through the curriculum and the daily life of the school. The school's strong moral code helps pupils to grow in self-confidence, and moral and behavioural expectations are consistently reinforced. Pupils understand the 'Golden Rules' of the school, which helps them to develop a set of values and distinguish between right and wrong and these form the back bone of the school's moral code. Two teachers have received training in the use of 'Golden Time', and the systems for rewards and sanctions are understood by all. Pupils enjoy the way that their achievements are recognised and displayed for all to see. Staff

provide good role models in promoting harmonious relationships in a caring and friendly atmosphere. Teachers are quick to act as mediators should there be any dissent among pupils and carefully point out the attitudes and values that are expected. Pupils who find it difficult to adhere to a set of rules are given opportunities to consider and reflect on their attitudes during specific 'circle times'⁶, when their feelings can be discussed to help them to become more responsible and responsive, and to help them to understand the impact of their actions. Pupils also become aware of the wider moral issues around the world, through aspects of the curriculum. In Year 6, for example, they enter into debate about the need for zoos, and in other year-groups they consider issues concerning conservation and the environment.

37. Teachers make good provision for the social development of pupils. They try to ensure that pupils understand the value of sharing and working together co-operatively. Many lessons provide good opportunities for pupils to work in pairs and groups and to undertake independent learning. From an early age, pupils are helped to develop their sense of responsibility and initiative. They undertake many helpful tasks to help with the smooth running of the school. They are encouraged by the ideals of the effective School Council, which has initiated many worthwhile changes. The 'Buddy System' is an effective system for developing a sense of responsibility. It is understood by all, and is a matter of pride to be part of this. Pupils are made aware of wider social and moral issues, through their good support of a range of local and worldwide charities and in some cases they have nominated a charity they wish to support. For example, following the illness of the headteacher, the School Council decided to support the local cardiac care unit. The school has a strong commitment to the local community, with the school choir performing in the Bournemouth carol concert and to residents of a local retirement home. The wide range of extra-curricular activities, together with other visits, including opportunities for residential visits, provides further good elements to pupils' social development.
38. The provision for the cultural development of pupils is good. At the time of the previous inspection it was judged to be very good. As was found during the previous inspection, the diverse and rich culture of the school is drawn upon carefully to ensure the understanding of pupils in this area, and multi-cultural opportunities are appropriately directed by a well-considered policy. The school realises the importance of valuing the contribution made by cultures other than the one that most pupils experience. There are displays of books that celebrate the range of languages represented in the school and there are also multi-lingual posters in the school.
39. Open attitudes to religion and cultures are fostered consistently. The signs, pictures and displays around the school effectively support the awareness of pupils. Some very good opportunities are taken for pupils to appreciate the ideas of other cultures. The 'Hands On' project allowed for pupils who speak English as a second language to tell their own stories in their own words, to have this translated and scribed and used to make interesting and attractive books. This project contributed much to pupils' spiritual, social and cultural development and encapsulated the ethos of the school and its respect for other cultures. Very good opportunities are provided for visitors to come to the school; a Japanese friend visits regularly to talk to the pupils, and a Ugandan choir visits each year. Through religious education other celebrations and festivals are recognised. Within other aspects of the curriculum the quality of provision is variable. In art and design, pupils are made aware of the work of different artists, and pupils have considered art from other parts of the world, but the lack of depth in pupils' knowledge makes this only satisfactory. There is a wide range of music available, to which pupils listen, to encourage the awareness of great composers. However, the lack of an adequate curriculum for history and geography means that opportunities are missed for pupils to develop a really good appreciation of their own culture and heritage. This contributes to the current judgement that cultural provision is good.

ENGLISH AS AN ADDITIONAL LANGUAGE

40. The provision for pupils with English as an additional language is very good. At the time of the last inspection this was judged to be good, so there has been significant improvement since then. Pupils who use English as an additional language enter the school with underdeveloped language

⁶ 'Circle time' is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

skills and make good progress in Key Stage 1 and very good progress in Key Stage 2. Many pupils attain above average grades in the national tests in English at the end of Key Stage 2.

41. The school has had an increasing proportion of pupils with English as an additional language over the last few years. Numbers have doubled since the last inspection. Currently, about 19 per cent of the pupils at the school are pupils for whom English is an additional language. About seven per cent of pupils are at an early stage of learning to speak English. Initially, the vast majority of these pupils was Portuguese-speaking and the school formed links with the local Portuguese community, and the Portuguese Consulate, who provided some support for these pupils on an informal basis. Recently, there has been an increase in the percentage of other language groups and now 44 per cent of the pupils who speak English as an additional language are not of Portuguese origin. This trend is likely to continue and the challenge to the school will increase. There are currently 18 languages spoken in the school in addition to English. There is a significant number of pupils who join or leave the school at times other than the usual entry and departure points. Some of these stay for only a short time, whereas, others complete their primary education at St Michael's.
42. The local education authority provides a certain amount of good support. It arranges funding to support pupils joining the school, who are at an early stage of learning to speak English. This support is usually in the form of a set number of hours of support by a teaching assistant who has received training in meeting the needs of pupils with English as an additional language. The local education authority also provides a teacher from the ethnic minority and traveller achievement services division, who supports pupils at various stages. Most of the support takes place within the classroom, but there is a flexible approach; sometimes it is more appropriate to take pupils who are at an early stage of learning to speak English, to a quiet area, away from the distractions of the classroom. The school has used some of its own funds to employ a Portuguese-speaking teaching assistant, who devotes some of her time to targeting help for Portuguese-speaking pupils who need extra support. She is an asset to the school. She translates technical terms in lessons such as science, and acts as a translator in the national standard test papers as necessary. She also acts as an interpreter, for instance, when parents need help in filling out registration forms, and at parents' evenings.
43. The acting deputy head teacher is in charge of arrangements for pupils who use English as an additional language. She manages this area very well. She arranges for their assessment on entry and keeps comprehensive documentation that charts their progress. The pupils make good progress in relation to their linguistic capability when they enter the school. This is the result of the careful planning and liaison between the teachers, teaching assistants, and the co-ordinator, as well as the support given by the teacher from the ethnic minority and traveller achievement services. Several of the teaching assistants have received training to fit them for this role. Much of the planning has been informal but as the numbers increase, it will be necessary to develop a more structured approach so that the good support that has been so successful in the past will be equally effective in a changing environment. At present, teachers make little, if any, explicit reference in their short-term plans to the pupils who use English as an additional language. That has been a satisfactory arrangement, when the numbers have been small, and the language groups in the class have been drawn mainly from one linguistic heritage. However, this approach will not be appropriate when both the numbers of pupils and the linguistic diversity become greater.
44. Resources are good. There is a stock of bilingual books and some dictionaries. There are also suitable software programs that meet the needs of the pupils. There are many bilingual notices in the school as well as pictorial signs. Most of the bilingual signing is in Portuguese, as was appropriate for the situation until recently. However, currently there are insufficient materials that will support the learning of the increasingly diverse range of languages represented in the school and to celebrate the richness of the cultures that they offer. Pupils of all ethnic origins feel comfortable in the school, which is a very welcoming and inclusive environment, where all pupils are genuinely valued. A good example of this was the 'Hands-On' book project when some of these pupils wrote their own books in English, and the school arranged for these to be bound and printed to a professional standard. There was a 'book launch' for this project, which was well attended by parents and friends. This was an effective way of celebrating the achievements of

these pupils and well illustrates the school's commitment to meeting the needs of pupils who use English as an additional language.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school's provision for the welfare, health and safety of its pupils, including its arrangements for child protection, is very good. Pupils' learning is helped by the provision of secure, caring and supportive surroundings. The school aims to provide everyone with a happy, stimulating educational environment that encourages overall development of self-discipline, and respect for others and their religious beliefs and, in this, it is successful. Class teachers and support staff, who have had a variety of relevant training, are attentive and conscientious in their approach to the proper support of the pupils in their charge. Regular risk assessments are undertaken that ensure the health and safety of the school community.
46. St Michael's is a very caring school that looks after its pupils very well. There is an emphasis on the whole child with all pupils' needs being recognised so that they are given support appropriate to individual need whatever their background or personal circumstances. All the positive features found at the time of the previous inspection have either been maintained or developed even further. Weaknesses in the implementation of some policies and procedures, concerning care, have been overcome. The positive emphasis on care and support enhances the quality of education provided by the school by allowing the pupils, whatever their personal situation, to grow and flower to the best of their ability.
47. The headteacher has set a supportive ethos. Effective supervision ensures that pupils' physical well-being is protected at all times both in the classroom and during break and lunch times. The pupils are happy at school. They confidently turn to adults when they need help or advice secure in the knowledge that their needs will be met sympathetically. Pupils in Year 6 talk readily about how much they like school because *'everyone is very friendly'* and *'there are lots of people to help you'*. One boy, who joined the school with very little English, no friends, and feeling very nervous, says he got a lot of help from everyone and quickly made friends. Parents are, rightly, very happy with the care provided for their children in a family atmosphere.
48. The school's first-aid arrangements for dealing with accidents are very good. There is very caring support for pupils who feel unwell. Pupils who suffer minor accidents are dealt with gently and effectively. Safety and good hygiene have a high profile within the school. Fire safety arrangements are good. No health and safety hazards were observed during the inspection and there is no recent recorded evidence of any particular problems.
49. The school's procedures for monitoring and improving attendance are good. Parents are frequently reminded of the importance of regular attendance. The inconsistency in approach to the completion of registers, found at the time of the previous inspection, no longer exists. The system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. They comply with statutory requirements. Monitoring by clerical staff is effective. Procedures for recording unauthorised absence are rigorous and there are good procedures to deal effectively with any unexpected absence.
50. The school has effective whole-school strategies in place for monitoring and promoting good behaviour and eliminating oppressive behaviour. Pupils have a clear understanding of the school's expectations of good behaviour, as defined in its 'Golden Rules'. There is an emphasis on the positive with sanctions, when needed, being applied sensitively and consistently. They are well understood and accepted by pupils who think they are fair. 'Golden time', which can be lost for misbehaviour, is much valued by pupils. All teachers have very good relationships with the pupils in their classes and effective strategies for dealing with the occasional instances of inappropriate behaviour. As a result there is very little disruption to the flow of lessons. The effective implementation of the school's procedures allow the pupils to take advantage of the opportunities for learning presented to them in a racially harmonious setting in which there is an absence of oppressive behaviour, bullying, sexism or racism.
51. The school has good arrangements for promoting pupils' personal development and for checking the success of its strategies. Although formal records of achievement are not used,

arrangements for monitoring, including teachers' records, and summaries in the pupils' annual reports, are well organised. They are complemented by informal arrangements that benefit from, and build upon, teachers' personal knowledge of the pupils and, frequently, their families.

52. At the time of the previous inspection, the school's use of assessment was developing well, although it was less developed in non-core subjects. Since that time, there has been improvement in some aspects of assessment and monitoring procedures, particularly in the areas of data analysis and pupil tracking. The support teacher and the staff at St Michael's keep careful records of the progress made by pupils who use English as an additional language. However, teachers' short-term plans do not identify the pupils for whom English is an additional language or specify the level of support that they require. The procedures for the assessment of pupils with special educational needs are unsatisfactory. Although the school acts immediately when pupils are identified as having an area of concern, assessment procedures do not allow for sufficient distinction to be made between the lower-attaining pupils and those with special educational needs. Pupils are regularly assessed against the targets of their individual education plans, but as the targets are frequently too general, they do not give a clear indication of pupils' step-by-step achievements which can be used as a basis for future work. There is a lack of effective assessment against previous learning to identify the strengths and weakness in pupils' learning. Standardised tests for reading and spelling are used to gauge pupils' difficulties and to determine the progress pupils make, but this gives only a small picture. Meticulous records are kept of what pupils cover in their withdrawal groups, and these form the basis for the next lesson, but the records do not give a concise enough overview of achievement over time. Although some pupils keep a behaviour log, there are no effective assessment procedures that include a behaviour concern checklist.
53. The careful analysis of data from a range of statutory and non-statutory tests has enabled the assessment co-ordinator to monitor the progress of both individual pupils and specific groups and to use that information to predict their likely performance in National Curriculum assessment tests at the end of Years 2 and 6. The results have been used to raise standards of attainment by identifying the needs of particular groups of pupils and targeting them appropriately. For example, the decisions to introduce the setting of pupils by attainment for mathematics in Year 6, and to provide additional support for pupils in Year 2, were reached as a direct of this careful analysis. The school has good assessment procedures for language and literacy and for pupils who have English as an additional language, whilst there are satisfactory procedures within mathematics and science. However, as at the time of the last inspection, there are no formal assessment procedures in non-core subjects and religious education. In some subjects, such as physical education, individual subject co-ordinators have developed draft proposals for assessment, but the school is aware of the need to develop a consistent approach to assessment across all areas of the curriculum. Procedures for assessing the attainment of pupils are currently satisfactory overall.
54. Teachers in the reception classes use information gained from initial assessments effectively to provide an interesting range of activities and set targets for children's future development. The quality of day-to-day assessment has improved since the previous inspection. However, further work remains to be done. Staff do not always focus with sufficient precision on measuring the progress of individual children so that future work matches ability. Consequently, more able children often complete work that is too easy for them.
55. The use of assessment information to guide curricular planning is unsatisfactory overall. Most teachers know their pupils well and have a clear picture of how they believe individual pupils are performing within the classrooms. Informal assessments are made on a regular basis and teachers keep their own assessment information. Teachers often make good use of the whole-class sessions, within lessons, to allow pupils to evaluate their own progress towards achieving learning objectives and there are some good examples of teachers amending their planning as a result of these evaluations. However, although teachers in the same year group plan collaboratively, this is not done with sufficient rigour to ensure that all pupils receive equal access to the curriculum and inconsistencies within the timetable occur. Assessment is not yet used effectively to plan for all groups of pupils. In many lessons, there is insufficient opportunity for more able pupils to achieve their full potential and they often undertake tasks that are very similar to those attempted by pupils of average ability levels. There is sometimes too much direction in

lessons and teachers need to develop imaginative strategies to allow higher-attaining pupils the freedom to be able to develop their creative ideas. There is very little evidence of assessment information being used to guide curricular planning in any of the non-core subjects nor religious education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. At the time of the previous inspection it was judged that the school had developed a satisfactory partnership with parents, with some strengths and some areas in need of development. The parental survey was less positive than usual with few elements of the school's provision for their children receiving more than 90 per cent support. The position is improved now although there continues to be a very small number of parents that feel the school should be doing more for their children. The very large majority of parents, those responding to the pre-inspection questionnaire and attending the parents' meeting, and those who met with inspectors during the inspection, hold the school in high regard. They feel, rightly, that the school is a good one. There is little evidence to support those parents who feel that the school is not doing what it should, or is able, to do for their children.
57. Parents are provided with good information about what is happening in school and how their children are getting on. The school's communications policy lays out its commitment to keep parents informed of school activities and their children's part in them. Newsletters, especially those produced recently, are interesting and well presented. Recent improvements include providing documentation in languages other than English, large print versions and some audio versions of school information. In addition there are regular meetings when parents are invited into school to view their child's work and to discuss progress.
58. There is an 'open door' policy that encourages parents to communicate with the school. The headteacher, and currently the acting headteacher, are happy to meet with parents at any time, as are teachers, although an appointment might be necessary because of teaching commitments. There is some good use of homework diaries providing opportunities for exchange of information between home and school. Valuable curriculum information is provided at the start of the academic year and parents are provided with an annual written report and targets for improvement are discussed with them. The annual reports meet statutory requirements. These are satisfactory, overall, with some good features, especially in the upper part of the school. Here they provide parents with good information about how well their children are doing in English, mathematics and science, but the reporting of non-core subjects is brief. Throughout the school there is good use of the general comments section of the annual reports with focused and objective comment, and indications of areas for development, both academically and personally, that is clearly the result of most teachers taking time and trouble to make these reports truly individual.
59. The school's prospectus is a very comprehensive document, written in a user-friendly style that gives parents much useful information in an attractive way including photographs of a variety of school activities. Statutory requirements are met. The governors' annual report to parents suffers by comparison. It is a brief, somewhat formal, document that provides some useful information for parents, but does not properly report the progress made in implementing the school action plan, and there is only brief reporting of the school's special needs policy, arrangements for the admission of pupils with disabilities, or how teachers' professional development impacts on teaching and learning. Opportunities to properly celebrate school successes are missed. The school has plans to review it to ensure that statutory requirements are met and to improve the report by the addition of pupils' contributions.
60. Home-school links, supported by home-school agreements that provide for commitment by all involved in the improvement of standards, are good. However, parents are sometimes inappropriately expected to contribute financially to support a variety of activities or provide resources. The school successfully encourages parents and other helpers to participate in its work by supporting fund-raising events and helping directly in school, and a good number do so. The support of those that are able to help, including those who make a positive contribution as parent-governors, is much appreciated by the school. That there is no lack of volunteers to act as parent-governors is an indication of the way in which many parents appreciate what the school is

doing and are anxious to actively help it. Elsewhere, there is a supportive parent-teacher association that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise funds that provide much welcomed additional financial support to the school.

61. The school provides a venue for English language courses run by Bournemouth and Poole College. Many parents take the opportunity to attend these to improve their knowledge of English. The Portuguese-speaking teaching assistant has acted as an interpreter at parents' evenings and has also helped parents to complete documentation. The local authority's ethnic minority achievement service also calls upon speakers of other languages, as necessary, but there is a limited range of these. However, translations of many of the school's routine letters to parents are available in six of the languages spoken in the school and there are plans to increase the range of these.
62. The partnership with parents in the reception classes is good. Formal and informal meetings, together with a programme of visits prior to admission, establish strong relationships between home and school. The parents of pupils with special educational needs are involved at all stages and are well-informed at every stage of the process. The pupils are involved in setting and agreeing targets and, whenever possible, parents too. Parents participate in meetings, and know that they are welcome to discuss concerns with either the special needs teacher or the special educational needs co-ordinator.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership of the school is good and the management is satisfactory. This would appear to be the same situation as was reported at the previous inspection. The management is satisfactory, with some real strengths, but also some weaknesses, which are hindering the improvement of the school. All the weaknesses identified by the inspection team stem from unsatisfactory planning. Some of these aspects were identified in 1998, and have not been addressed well enough.
64. The long-serving, much-respected headteacher has been away from school since November 2002. During his time in the school he has led it well and created a clear vision of what is needed to give pupils the best all-round education. He has built an effective, committed team of staff and governors, and parents think highly of him. He has worked very hard and has established a school with a family feel in which pupils feel comfortable and enjoy their work. He generated considerable private funds that have been spent for the benefit of pupils' education. He has presided over a school in which standards in core subjects are rising and which is an established part of the local community. The very good relationships between staff, staff and governors, and with the local education authority staff have contributed to the continuing success of the school since the headteacher has been absent. These relationships, which the headteacher has fostered over many years, have helped to create the supportive ethos of the school.
65. During the headteacher's lengthy absence, the deputy headteacher has been acting as headteacher. He has done a good job, and has led the school well. He has grown into the role, which, to some extent, is due to the good 'apprenticeship' he served under the headteacher. His current work-load is heavy, as he has taken on the already heavy load of the headteacher, as well as continuing with his own important responsibilities. However, he has not let the development of the school stand still, but has moved it on with determination and sensitivity. He has continued the supportive ethos set by the headteacher and brought in some innovations that have proved successful. He has carried out this crucial work with good humour and commitment. All members of the school community pay tribute to this.
66. The acting headteacher has been supported well by the Key Stage 1 phase leader who has acted as deputy headteacher; she has also made a good contribution to the development of the school. The senior management team contributes to the leadership of the school but, as the establishment of this team is quite recent, its contribution to the improvement of the school has been limited, particularly as its members are not familiar with the requirements for effective planning. It is deficiencies in planning that permeate all aspects of the school. Although there are co-ordinators for all subjects and there are named staff to lead most aspects of the school, their

contribution to the management has been not as effective as it could have been as there has been too little proper delegation. Many skilled, enthusiastic staff have not been used to their full potential. These staff have kept up to date with local and national initiatives and are knowledgeable about their areas of responsibility, but have not been empowered to manage their subjects or areas in the most efficient way. Most lack sufficient training for their management roles. This has had a negative impact on some subjects, such as history and geography, and on the provision for children in the Foundation Stage and for those with special educational needs. This weakness in management is a result of less than effective planning and analysis of the strengths and weaknesses of the school.

67. There has been some monitoring of teaching by senior staff. This has been effective for some subjects, but, where deficiencies have been found, they have not always been sufficiently well addressed, and this is a deficiency in management. Co-ordinators of non-core subjects have not observed the teaching in their curriculum areas, and, where they have picked up weaknesses in the planning, they have not been empowered to sort them out. This is also a weakness in management and the school is aware of this. Some staff are not well enough trained in the most effective methods of lessons planning, and there is not sufficient expertise or experience in the school to ensure the best practice in this respect. The overall management of the curriculum has not been good enough as things have, largely, gone on as they always have done and no-one has questioned the planning processes for this. There are inequalities in the work-loads of senior staff. The development of middle management to improve the systems of planning is now an important issue for the school.
68. The role of the special educational needs co-ordinator has been undertaken previously by the headteacher and, currently, by the acting headteacher with strong support from the special needs teacher. However, this is not ideal for leadership and management in this important area of the school's work, as there is insufficient time and opportunity for the co-ordinator to monitor and evaluate provision for all areas of special educational needs, and to fulfil the many demands of the role. This means that the school lacks a separate and specific manager, who has a clear overview of all the different aspects of provision. At times the quality of day-to-day practice is better than the procedures suggest. However, in times of staff change there is a risk of a lack of continuity so that pupils' needs may not be as fully recognised as they should be. National Curriculum tests are analysed to ascertain the value of the systems used for teaching and show that pupils achieve well within acceptable limits, but there have not been enough other useful initiatives to monitor procedures and the efficiency of the systems. As a consequence provision, although satisfactory, has not improved since the previous inspection.
69. The co-ordinator for English as an additional language is very effective and manages the provision very well. There is good liaison between the school and the local authority service regarding pupils who use English as an additional language. There is funding available through the ethnic minority achievement grant to help pay for the extra help that these pupils need. The level and quality of support is effective and ensures that pupils for whom English is an additional language achieve very well.
70. The governors are effective and well involved in the life of the school. They ensure that the appropriate aims for its pupils are reflected in all of its work. Almost all statutory requirements are met, with the exception of some information to parents in the governing body's annual report, which has not developed in line with best practice over the last few years. The current governing body is made up of people with commitment and expertise, and there is waiting list of people to be governors; this is unusual and says much about the school's relationships with its parents and the community. Governors are linked to some subjects and aspects of the school, but no-one oversees the provision for English as an additional language and, given the importance of this aspect of the school's work, this is an area for development. The governors are not complacent. They have a clear vision of what they want for the school and are firm in their resolve to achieve it. The way they have extended the provision for pupils who use English as an additional language is evidence of this.
71. However, the systems and procedures to ensure that the school is on course to attain their aspirations are not secure. The school works smoothly and effectively because of individual people rather than because the structure and checks are in place. The culture of individualism

has not ensured that everyone conforms to set procedures. A teaching and learning policy, which was a requirement after the last inspection, is now in place but has not brought about the hoped-for consistency. There has been insufficient rigorous internal or external evaluation, which would have picked this up.

72. The current governors are aware of the need for better evaluation, and an improvement to their development planning. Until recently, governors have had too little input to the construction of the development plan, and to the assessment of the effectiveness of the previous one. They relied too much on the headteacher. Governors have now started to be aware of the deficiencies in the school. Although the planning for improvement is satisfactory overall, strategic thinking and planning is not as good as it should be. All the weaknesses of the school, and the reason that some things have not sufficiently improved since 1998, stem from this. The school development plan is satisfactory in its planning for the current year, although some aspects such as success criteria could be better; but as it only covers one year, its value is limited. There are too many targets for one year, and the document is useful mainly for operational planning, rather than for determining strategy. The key issue, in the previous inspection report, relating to strategic planning, has not been sufficiently addressed. This is because few staff know how planning should be done to best effect.
73. The school provides pupils with good access to the curriculum and includes all pupils successfully. The strong prevailing ethos, which has been carefully built up by the staff, ensures that all pupils are valued and given good opportunities to make progress. Boys and girls are treated equally and given the same learning opportunities. There is no discernable difference between the academic performance of boys and girls. Pupils from ethnic minority groups are well integrated into school life. All pupils, whatever their cultural background, are welcomed into the school and given equal opportunities to make progress in their learning. The school's determination to provide equal access for all pupils is demonstrated in the recently completed accessibility plan, which outlines the steps being taken to modify the buildings and the curriculum in order to ensure that all pupils, including those with disabilities, are not disadvantaged.
74. There are, however, minor issues that could be improved to strengthen equality of access within the school. These are linked to deficiencies in curriculum planning. There are instances when pupils are withdrawn from lessons for extra support, usually for literacy. Although the extra tuition enhances pupils' proficiency in basic literacy skills, it means that some curriculum entitlement is lost, often in non-core subjects and religious education. There are minor differences in the allocation of time for some subjects on class timetables, which means that pupils in the same year group have varying exposure to the same subjects. In lessons teachers do not always prepare tasks for pupils of different levels of ability and, as a result, more able pupils are not sufficiently challenged; pupils work well within their capability and do not reach their full potential. The school has recognised a small number of gifted and talented pupils and is beginning to provide appropriate learning experiences to enable them to reach higher levels of attainment. Overall, the school is alert to the needs of all pupils and ensures that everyone is included and treated fairly.
75. The teaching and non-teaching staff have a sound range of qualifications and experience to deliver the requirements of the curriculum. Some more recently appointed co-ordinators, however, lack training in their particular roles, even though, in the past year, the number of teachers attending external training has been comparatively low. Teaching assistants provide valuable support in lessons, particularly those who support pupils who use English as an additional language. The good quality support given allows this group of pupils to make very good progress in their learning. Staff have suitable job descriptions and appraisal systems are properly in place for all teachers, and there are firm plans to extend the system in the near future to support staff.
76. The accommodation is good, with spacious classrooms, a good-sized hall, two libraries, a small computer suite, a specialist music room, a large reception office and attractive, if somewhat small playground area. The accommodation is used effectively, during and after school hours, to promote good learning. The school does not have a playing field and classes travel to a local park, which proves expensive and time consuming. The school is maintained properly and kept clean and free from litter by the care-taking staff. Accommodation for children in the Foundation Stage

is spacious, but could be better used. The outdoor play area has ample room for wheeled vehicles and provides good opportunities for children to develop their physical skills.

77. Learning resources are satisfactory overall with a good range and quality of equipment in English, mathematics, science, music, physical education and information and communication technology. In some subjects, particularly history and geography, there are insufficient resources and this is contributing to lower than expected standards. Resources in information and communication technology and the outdoor play provision for children in the Foundation Stage are much improved, thus addressing the issues raised at the last inspection successfully.
78. The way in which the school uses the available financial resources, which are a little higher than is typical for similar schools nationally, is generally good. The headteacher and governors are committed to providing a high standard of education and their recent financial planning is solidly based on ensuring that the school's educational provision is sustainable and that, as far as is possible, its educational targets are met.
79. The financial planning process is well organised to properly support pupils' learning with a clear cycle of planning and review. The well-informed chair of the governors' finance committee is working closely with the headteacher, and other members of the governing body, to ensure that, within the school, there is a secure grasp of the school's financial situation, so that governors can manage the budget efficiently. The school benefits greatly from the professional expertise of some members of the governing body. Budget setting and monitoring procedures are well organised with a priority on raising standards. Governors, especially those directly involved in financial matters, feel ownership of the budget. All options open to them are fully explored and decisions are taken with confidence because of their individual expertise and the objective information provided to them by the headteacher. There is effective corporate decision making that ensures that the financial resources available to the school are properly targeted to raising standards throughout the school.
80. The use of the monies that the school receives to support pupils with special academic and other needs is good. The school contributes from its own funds to supplement these specific grants to ensure that there is effective raising of the attainment of those who receive extra support to address special learning, language or behaviour needs. The investment made in providing welfare support from the school's own resources is a positive feature of its financial planning. Financial balances, the amount of money the school holds in reserve to protect it against unexpected happenings or to support planned projects, have been unacceptably high recently, having been accumulated over several years following the previous inspection. These monies started to be released last year. Further significant expenditure is planned to directly benefit pupils' attainment and progress, by maintaining investment in staffing, especially the specialist staff needed to properly support the pupils with special educational or language needs, improvement to learning resources, and improvements to the external and internal environment. The school expects its reserves to fall to more typical levels during this and next year as it faces increasing demands on its financial resources, as a result of projecting significantly higher expenditure than income in the short to medium term. However, prudent planning is in place to ensure it can respond to changing circumstances, including changes to teachers' pay and pensions, with minimal disruption to its goals that continue to focus on raising pupils' attainment and progress.
81. The school's administration arrangements, and the day-to-day control of its finances, are good. Clerical staff are effective, undertaking their duties with quiet efficiency so that work flows through the school office smoothly and effectively. Good use of new technology is made here and elsewhere throughout the school. The school's most recent audit, in February 2002, found nothing of significance. Some minor procedural matters needed attention, all of which have been properly addressed.
82. In judging the school's performance members of the governing body, supported by the headteacher, use the principles of best value; compare, challenge, consult, and compete, appropriately to plan and implement the work of the school. There is a very good awareness of the need to obtain value for money and good procedures are in place for ensuring that best financial value is obtained when purchasing products or services. There are some good

consultation procedures with governors making use of a variety of information from parents, staff and the pupils. Governors are aware of trends in performance, as a result of progress reports prepared by the headteacher, together with their own knowledge as parents or regular visitors to the school. They are making some effective comparisons with how school standards compare with those expected. They are, however, not always in a position to compare all aspects of the school with other schools, and this is a weakness. Governors are aware of the need to challenge what is going on in the school and are starting to do so sensitively, in recognition of the situation in which the school finds itself, but, nevertheless, with increasing rigour.

83. Much has been accomplished and pupils achieve well during their time at the school. Improvement has been satisfactory, but people are in place to take the school forward, and so the capacity for further improvement is good. Acknowledging that the school spends a little more money than many schools, but the challenges it faces are greater, it is judged to give good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84. In order to improve the school still further, the governors, headteacher and staff should now:

- Raise pupils' standards of attainment in art and design, geography and history by the end of Year 6 by:
 - devoting more time to the teaching of these subjects;
 - ensuring no long gaps exist between the topics, so that pupils can build on their learned skills;
 - planning the work so that all the required elements are covered;
 - giving the co-ordinators the authority and the time to manage the subjects properly; this should include more effective monitoring of the planning of the teaching, and its delivery;
 - planning for increased use of information and communication technology in these subjects;
 - acquiring more resources;
 - improving the systems of assessment, and ensuring that these are used consistently. (*Paragraphs 4, 77, 129, 141-143, 148, 149, 153 and 166*)

- Improve the planning processes of some aspects of the school, so that weaknesses in the curriculum, teaching and management are removed. To do this the governors and headteacher should be clear in their strategic and operational planning. A secure structure for improvement should be devised. (*Paragraphs 8, 17, 23, 24, 26, 32, 43, 54, 55, 66-68, 71, 72, 75, 86, 105, 111, 125, 126, 134, 139, 143, 147, 152, 157, 158, 168 and 177*)

Strategy

Identify the required outcomes, for instance,

- a more rigorous analysis of what is needed;
- governors to be more pro-active in monitoring the work of the school, and less reliant on the headteacher;
- long-standing routines, such as the timetable, to be questioned to ensure they are still the most effective way of working.

Identify what needs to be done, for instance,

- rationalising the management responsibilities of senior staff;
- ensuring that sufficient information and communication technology is built into other subjects;
- linking the budget clearly to the school's priorities.

Formulate an appropriate method, for instance,

- by giving more authority to senior staff to manage their areas;
- by providing staff with management responsibilities further training in techniques of monitoring and evaluation;

- by giving teachers further training in the planning of lessons so that the particular needs of pupils of all abilities are addressed in a coherent way.

Operations

Identify the actions required, for instance,

- appoint a separate co-ordinator for special educational needs, rather than the headteacher undertaking this role;
- formalise those aspects of the school that currently rely on staff's personal knowledge of pupils;
- ensure that all staff comply with set procedures and conform to agreed time-scales;
- devise a school development plan that is longer term and has clearly set priorities for each year.

Identify suitable milestones, for instance,

- devise specific success criteria so that everyone knows when targets have been achieved.

☐ Improve the management of the curriculum by:

- ensuring that pupils in Years 3 to 6 have sufficient 'taught time';
- giving some non-core subjects more time for teaching;
- improving the co-ordination of the planning of the timetable;
- ensuring that pupils do not miss essential subjects to do extra work in basic skills;
- refining the termly plans for non-core subjects;
- considering which subjects are essential, and which are desirable, but not essential;
- developing the curriculum further for children in the reception class;
- ensuring that all the required programmes of study for history and geography are taught;
- building practice in information and communication technology into all subjects;
- considering the implications of going off-site for some lessons in physical education and the time taken out of the school day for this;
- planning a more effective time-scale for teaching swimming, so that pupils have a fair chance of attaining the required standard;
- improving the management by the subject co-ordinators so that they have a full picture of what is happening over the whole school.

(Paragraphs 19, 29, 32, 67, 74, 86, 104, 117, 127, 131-133, 139, 143, 146, 148-153, 162, 172 and 182)

☐ Improve the assessment of pupils' attainment by:

- devising appropriate methods of measuring pupils' attainment and their rate of progress in non-core subjects and religious education;
- ensuring that these are used consistently;
- devising more effective individual education plans for pupils with special educational needs, and ensuring that all class teachers plan their lessons with these in mind.

(Paragraphs 26, 30, 52-55, 89, 111, 123, 128, 134, 140, 154, 159, 168, 177 and 182)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	61

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	32	23	0	0	0
Percentage	0	17	48	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. 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)	0	404
Number of full-time pupils known to be eligible for free school meals		93

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		66

English as an additional language

	No of pupils
Number of pupils with English as an additional language	75

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	66
Pupils who left the school other than at the usual time of leaving	54

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	27	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	26	23	25
	Total	41	38	41
Percentage of pupils at NC level 2 or above	School	82 (69)	76 (76)	82 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	20
	Girls	26	26	26
	Total	41	42	46
Percentage of pupils at NC level 2 or above	School	82 (81)	84 (87)	92 (82)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to 2001

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
	2002	29	32	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	26
	Girls	27	23	27
	Total	50	46	53
Percentage of pupils at NC level 4 or above	School	82 (75)	75 (67)	87 (68)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	24
	Girls	28	24	24
	Total	52	49	48
Percentage of pupils at NC level 4 or above	School	85 (69)	80 (68)	79 (70)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to 2001.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	302	1	1
White – Irish	0	0	0
White – any other White background	60	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.7
Number of pupils per qualified teacher	21.6
Average class size	29

Financial year	2002/03
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Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	353

	£
Total income	895,257
Total expenditure	913,454
Expenditure per pupil	2,244
Balance brought forward from previous year	190,670
Balance carried forward to next year	172,473

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	404
Number of questionnaires returned	72
Percentage of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	3	3	0
My child is making good progress in school.	46	39	11	1	3
Behaviour in the school is good.	43	53	3	0	1
My child gets the right amount of work to do at home.	32	50	13	3	3
The teaching is good.	58	32	4	1	4
I am kept well informed about how my child is getting on.	36	40	15	7	1
I would feel comfortable about approaching the school with questions or a problem.	61	21	7	7	4
The school expects my child to work hard and achieve his or her best.	49	44	4	1	1
The school works closely with parents.	40	33	15	7	4
The school is well led and managed.	56	35	6	3	1
The school is helping my child become mature and responsible.	51	40	1	4	3
The school provides an interesting range of activities outside lessons.	44	22	14	6	14

Other issues raised by parents

A few parents mentioned that they are pleased with the Christian nature of the school.

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

85. Overall, provision is satisfactory, with some good and very good features. There have been a number of improvements since the previous inspection, when provision for outdoor play was criticised. The playground for the children in the reception classes is now an attractive area, with an exciting range of large play equipment. There is potential for further improvement, through the introduction of a purposeful, structured outdoor play programme.
86. Teaching staff keep up to date with new government initiatives and are well prepared to implement changes to Foundation Stage practice planned for the near future. Day-to-day assessment is also better recorded than in the past. However, there are some areas of provision that need further attention. The timetable is too complicated and staff feel constrained by its lack of flexibility. Current organisation does not always provide well for the needs of individual children and, frequently, results in an imbalance between independent and adult-supported activities. More able children suffer most and do not make as much progress as they could. Daily planning is weak, with inadequate detail and precision. It does not focus sufficiently on the expectations of children of different abilities.
87. Children's personal and social development is very good. High standards have been maintained since the time the school was last inspected. All adults provide very good role models and support staff make a strong positive contribution to children's learning. Teamwork permeates every aspect of provision. Children know they are cared about and love coming to school. Provision for children with a statement of special educational needs is good, and those who use English as an additional language make very good progress because the school meets their needs very well. Links with parents are very positive.
88. At the time of the previous inspection children entered the school with early reading and writing skills which were as expected, but with below the expected mathematical development. Currently, children enter the school with sound speaking and listening skills, but well below the expected level in literacy skills. Early numeracy skills are particularly weak in the class of younger children. By contrast, children's personal and social skills are strongly developed. Most children have received some pre-school educational provision. Despite making sound progress throughout their reception year, a significant proportion will not achieve the Early Learning Goals in literacy and numeracy by the time they start Year 1.
89. The school uses information gained from initial assessments well to set targets for development and track progress, but does not make sufficient use of information to identify children who may have special educational needs. Monthly progress books provide valuable information about children's development and staff use simple but effective 'post-it' systems to record individual children's progress throughout the day. However, teachers do not yet make enough use of information gained to plan an appropriate range of activities at the right level for each child. Consequently, more able children are insufficiently challenged and do not always make as much progress as others when the work is too easy, or they do not have enough to do.
90. The quality of teaching is satisfactory overall; with just over half of lessons observed judged good or very good. The school has put much thoughtful effort into devising a programme of work that adheres well to the six areas of learning for children this age, but recognises that further work remains to be done. Both teaching and support staff manage children very well and use praise and encouragement, at every opportunity, to build confidence and independence. Group-work is a particularly effective part of many lessons. Staff develop speaking and listening skills well through purposeful discussion. However, even in lessons that are satisfactory, there are sometimes too few opportunities for children to explore, investigate or use their imagination. Lessons occasionally lack urgency and not all activities have enough sense of purpose.

91. Staff have worked hard to provide an attractive learning environment. Classrooms are bright and displays are lively and relevant. Accommodation is generous, but not always put to best use. A separate room, containing sand and water play resources, is underused.
92. In recent years the Foundation Stage has not been the focus of attention for the school. There is an Early Years' co-ordinator, but little reference to the Foundation Stage in documentation. The school recognises the need to raise the profile of the Foundation Stage in order to ensure there is a clear overview of the quality and appropriateness of provision.

Personal and social development

93. The teaching of personal development is very good. Children enter the school with positive attitudes and make very good progress because they are taught very well. Most will exceed the Early Learning Goals by the end of their reception year.
94. Children feel safe and secure. They enjoy being looked after by older children during the dinner hour. Reception staff successfully create an atmosphere of mutual respect. Children of all abilities grow in confidence because they know their ideas are valued. A good example of this high quality provision was observed during a lesson about 'David and Goliath'. The teacher skilfully guided children towards a better understanding of the feelings of both the giant and the boy as she used different voices and expressions to recount the story. Everyone was totally absorbed and expressed their feelings about the story in some depth. Children behave well at all times and are keen to be involved. They work and play together amicably and value the success of others. During a very rewarding singing practice, children clapped spontaneously and revelled in the strong community atmosphere as they joined older pupils. There is a clear commitment towards developing independence.

Communication, language and literacy

95. Most children enter the school with adequate speaking and listening skills, but poorly developed early reading and writing skills. Some of those who use English as an additional language make very good progress. Indeed, during the inspection, it was difficult to identify these children; they were so well integrated. Overall, the quality of teaching is satisfactory and children make steady progress. Children's writing skills remain weak and a significant minority will not reach the Early Learning Goals in this area of learning.
96. Children have numerous opportunities to develop speaking and listening skills further. In discussion, most children want to give detailed answers. All staff use group activity times very effectively to promote language. Children discuss with each other all the time and are inquisitive. Staff capitalise on their interest particularly well by asking relevant questions and encouraging those who are a little reticent.
97. The development of early reading skills is sound. Children love books and have access to a suitable range of reading material in the classroom and library. Routines are firmly established and reading diaries provide good dialogue between home and school, but do not contain sufficient evaluative comments about progress. Parents make a significant contribution towards learning. Children regard reading as an enjoyable, social occasion, when they share a book with an adult. In discussion, one very confident early reader read her book about horses with impressive expression. Another boy corrected his mistakes, worked out unfamiliar words and predicted very accurately. He had a serious interest in animals and explained the difference between a turtle and a tortoise in great detail. Even children who were not yet reading knew initial sounds, pretended to read and talked on a simple level about the story.
98. The school has recently started to address the issue of raising writing standards by developing skills from the reception class upwards. This initiative has gone some way towards overcoming children's weak early writing skills, however, more needs to be done. When given the opportunity, a small proportion of children demonstrate competent skills. Some of the most able spell correctly and are aware of punctuation. They use word lists independently and write unaided. In a literacy lesson, children were attempting to write their news. One child patiently worked out every word for herself and finally wrote: '*My friend come to my house*'. With much pride, she placed a

large full stop at the end of the sentence. However, children start from a low base and there are too few opportunities for them to practise, experiment and explore with written language. The more able children suffer most when they miss opportunities to extend or sustain their writing, because activities do not always match their ability.

Mathematical development

99. Children enter the reception classes with numeracy skills well below the expected level for their age. Despite making steady progress, through consistently sound teaching, a significant number will not achieve all the Early Learning Goals for this area of learning by the time they start Year 1. Most children have good understanding of the language of mathematics, because staff take every opportunity to re-enforce vocabulary. They understand 'wide' and 'narrow', and identify shapes, such as circles and triangles, with ease. In one lesson, children of all abilities showed their various stages of development. One girl proudly announced that she could count to 100. Another child did not know that he had written 21, instead of 12, and many wrote basic numbers incorrectly. There is not much evidence of children developing their problem-solving skills from an early age, and worksheet-based activities do not always provide well for individual needs. In one lesson, more able children worked on a task that neither challenged nor inspired. When they had finished, there were no purposeful follow-up activities to extend learning and these children did not make progress in line with their ability. By contrast, children with special educational needs made more progress because they received a good level of adult support. Many miss out on opportunities to develop their numeracy skills, further, through sand and water play activities, because these activities are not always linked to lessons and do not always have enough sense of purpose.

Knowledge and understanding of the world

100. Children enter the school with a secure basic knowledge of the world around them. Reception staff successfully build on this understanding, through teaching that is always at least satisfactory, and, occasionally, very good. In one lesson about materials, the teacher gave children many opportunities to feel various textures. She questioned them repeatedly to advance their learning. One child described the dried flower as '*cracked*', another talked about a plastic belt feeling '*crunchy*'. All had a clear understanding of hard and soft materials.
101. Children display high levels of independence and develop secure computer skills. On one occasion, children used the mouse very skilfully to link the bat and the ball on the screen. At another time, children enjoyed discussing and negotiating as they used the construction toys. Most know important events in their lives. One boy proudly announced that he would be five in sixteen days time. Good quality displays of robots and old-fashioned toys stimulate interest further. Children make at least satisfactory progress and a significant proportion achieve the Early Learning Goals. They leave the reception year with a secure knowledge and understanding of the world in which they live.

Physical development

102. Teaching and learning is good. All the children currently in the reception classes are on course to achieve the Early Learning Goals by the time they start Year 1. Most children enter the school with physical development similar to other children of this age. They demonstrate good control when using paintbrushes and display various stages of development when using pencils. During one session of creative activities, a group of younger children used needles very skilfully to weave patterns. Although some needed adult support, all produced good quality work of which they were proud.
103. Physical skills are developed well through activities such as dance. In a good lesson observed there was a real sense of enjoyment as children responded to and interpreted music in their own way. Most children produced imaginative results as they changed shape and direction in their movements. On this occasion, the teacher successfully interspersed numeracy and science opportunities into the lesson, when encouraging children to count, or perform pushing and pulling movements. Children in the reception classes handle pencils and scissors with varying degrees

of skill, but increasing success. They cut out shapes with reasonable accuracy and persevere when completing jigsaw puzzles or sorting games.

104. The outdoor play area is an important part of overall development and much improved since the previous inspection. Although it is a place where children explore, investigate and co-operate well, the school does not yet have a structured programme to provide purposeful outdoor play activities.

Creative development

105. The level of children's creative development is as expected for their age. The quality of teaching is satisfactory and children make steady progress. However, there are too few opportunities for children to experiment or explore with a wide enough variety of materials. Activities do not always allow children to be creative or imaginative. In lessons where children choose something to do when they have finished a piece of work, activities often lack purpose and do not always match individual needs.
106. Children know a good range of songs and rhymes. Music lessons are enjoyable, social occasions, where children remember words well and sing with great vitality. In one lesson, children giggled as they sang 'My Teddy Bear'. They cheered when they answered correctly. There was much good humour and a real sense of community. They made good progress because they wanted to learn. Artwork is linked effectively to topics, such as 'Toys'. However, the balance between independent and adult supported activities is not quite right. Many activities are over directed. Despite the lack of opportunities for independent exploration and investigation, children make sufficient progress to achieve the Early Learning Goals by the end of their reception year.

ENGLISH

107. Standards in Key Stage 1 are similar to those found at the last inspection. However, in Key Stage 2 there has been a good improvement, especially in the performance of boys. The results of the national tests in 2002 in reading showed that the standards attained by pupils in Key Stage 1 were similar to those seen nationally, but, in writing, the results were below the national average. However, the standards attained in English by pupils in Key Stage 2 were well above the national average. Compared to their previous attainment, these pupils achieved standards well above those expected. In this key stage the proportion of pupils that attained the more demanding Level 5 grade was much higher than average. However, in a school that has a high proportion of pupils that arrive and leave in all year-groups, and at times other than the beginning and end of school years, comparisons may not always be meaningful.
108. Overall, in Years 1 and 2, pupils make good progress both in speaking and listening through the good use made of the literacy hour. There is a significant proportion of pupils who use English as an additional language, and the general level of language skills is below average. However, by the end of Year 2, most pupils show increasing confidence in speaking. By the end of Year 6, many pupils, including pupils who use English as an additional language, attain very high standards, for example, when talking about their reading books, or their work in other subjects. The majority of pupils are becoming skilled in asking and answering questions and they listen attentively to instructions, stories and the contributions of others. A good example of this was in a lesson for a group of pupils in Year 6. The pupils were writing a story suitable for pupils in Year 3 and they discussed what they needed and how to ensure that the subject matter and style would fit the target audience. They listened to each other's contributions in a mature way and added thoughtful comments, as appropriate. During the inspection teachers regularly took opportunities in subjects other than English to enhance pupils' use of spoken English. In information and communication technology lessons, teachers were careful to use the correct terminology, such as 'input' and 'output' and this enhanced pupils' grasp of technical terms. In most classrooms there are displays that feature the vocabulary for subjects such as science and mathematics, and this type of material is consistently used to increase the literacy skills of pupils. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults. Learning support assistants in the classrooms make an effective contribution to the good progress of pupils. They clarify questions, explain new vocabulary, and encourage pupils to offer answers.

109. Standards attained in reading in Key Stage 1 are in line with the national expectations. The majority of pupils make sense of texts that are appropriate for their age, and retell stories or the main points of non-fiction extracts. Younger pupils develop skills that help them to read the text. In Year 1 there are some very able readers who read challenging texts with understanding. Pupils in Year 2 use a variety of strategies to work out words that they find difficult, such as splitting up the word, sounding out the letters, and gaining clues from the illustrations. Most pupils in Year 2 are clear about the difference between an author and illustrator and fiction and non-fiction. They know about the use of contents and index pages, but are less sure about finding information or books by using their knowledge of the alphabet. Few pupils in this age group could name authors or books, other than the one they were currently reading. There is, however, an enthusiasm for reading in this age-group and pupils enjoy both fiction and non-fiction texts. The reading lists are not always annotated very fully and there are few comments from parents. Pupils in Key Stage 2 know how to use their knowledge of the alphabet to locate texts, and most are clear about how to use a contents page, glossary, or an index. They also use information and communication technology to carry out research, using both CD-ROMs and the Internet. Some pupils are aware that information on the Internet is not to be taken at face value since, as one pupil told an inspector: *'Anyone can set up a web site'*. Most talk about their books in more than a literal way, finding evidence from the text to support their opinions. The school has done much to overcome the problem of boys lacking interest in reading that was mentioned at the last inspection. There were no perceptible differences between boys and girls in this respect. Pupils mostly enjoy reading and many belong to public libraries, reading both fiction and non-fiction texts with enjoyment. Overall, pupils who have special educational needs or who use English as an additional language make good progress as a result of the support they receive with reading.
110. Standards in writing are in line with national expectations by the end of Key Stage 1. From the sample of pupils' written work seen during the inspection pupils make good progress in Years 1 and 2. Many pupils in Year 2 use joined handwriting consistently, but there is still a significant proportion who do not. The standards at the end of Key Stage 2 are above national expectations. As pupils move through Key Stage 2, their rate of progress accelerates, and they make very good progress in writing in Key Stage 2. The work set covers all National Curriculum areas and the tasks are often designed to give an opportunity for pupils to write more ambitiously. Pupils also produce large amounts of work, and this continual practice of writing skills helps them to develop securely. Pupils write for a range of different purposes, sequence their ideas appropriately, and the majority use punctuation accurately. The higher-attaining pupils can organise ideas into grammatically correct, complex sentences, which are arranged in paragraphs and show an increasing understanding of speech and question marks. They write imaginative stories and make good progress in developing punctuation and spelling skills. In the work seen during the inspection there were lively versions of familiar stories and myths, as retold by the pupils. They had obviously enjoyed extending their use of language to make their writing more lively.
111. The school has identified the importance of encouraging the development of skills in literacy in subjects other than in English. However, there were few examples in the work samples seen, in subjects other than English, of teachers taking opportunities to develop pupils' literacy skills by extended pieces of writing. The planning of lessons does not always identify work suitable for pupils with special educational needs or those who use English as an additional language. These pupils are well supported, as the teachers and teaching assistants discuss lesson plans, but there is a lack of a structured approach in the written plans. Information and communication technology is used for drafting and re-drafting work, and there were some good displays of stories that pupils had word-processed.
112. All of the teaching seen during the inspection was satisfactory or better. Overall, the standard of teaching is good. In a lesson in Year 2 pupils were encouraged to compare two texts by the same author. Pupils came to the front and adopted the roles of characters in the books and answered questions about how they felt at various points in the story. This contributed to developing their speaking and listening skills, as well as helping them to empathise with the feelings of others. This was an effective way of promoting their moral development. In a lively lesson in Year 4, on writing a balanced argument, the teacher made good use of a variety of strategies, maintained a good pace, and kept a good balance between oral and written activities. He kept pupils thinking about the subject matter and challenged all pupils, including the most able. Most teachers mark

the pupils' work thoroughly, and make regular comments to encourage and instruct. Some teachers also give effective points for improvement, however, this is not always the case. The targets for the lesson are generally made clear to the class at the outset of the lesson, so pupils can focus on what they will be learning. Praise is used well to show pupils that their work is valued and to encourage higher standards. Relationships are good and teachers generally manage behaviour well. As a result, pupils work hard, show interest and sustain concentration. The subject makes a good contribution to their moral and social development.

113. The management of literacy is good. The literacy co-ordinator monitors teaching and learning in all classes and scrutinises samples of work in each year group; however, there are still inconsistencies in the quality of marking which have not been properly addressed. There is a good system of assessment and all staff are now more confident about judging pupils work against National Curriculum levels. There are good resources for the subject. Each classroom has a stock of suitable and attractive books and the teaching materials are also of good quality. There are two libraries; one for each key stage. They are both well situated and are attractive spaces, the juniors' library, in particular, being a space with good, natural light. They each have generous stocks of suitable books in good condition. The infants' library has the books arranged by colour-codes and the juniors' by a simplified Dewey system, which is a valuable way of preparing pupils for using public and secondary school libraries. There is a computer in the juniors' library that is used to record book loans, and will be useful as a tool for the school to analyse reading preferences, for instance, by age groups.

MATHEMATICS

114. The standards achieved by pupils in mathematics have risen since the last inspection, and many aspects of the way in which the subject is taught have improved. Although many pupils are admitted into school with very poor numeracy skills, most pupils leave school with standards that are at least in line with national expectations and this represents good achievement over time. Those pupils who use English as an additional language make very good progress because of the very good support that they receive. The quality of the teaching remains good and there has been a significant increase in the amount of information that is analysed to enable the school to see how well individuals and groups of pupils are progressing and to plan work accordingly. For example, additional teaching support has been provided for pupils in Year 2 and the decision to place older pupils in ability sets for mathematics has enabled teachers to plan and deliver the work effectively.
115. Inspection findings are that the overall standard in mathematics, currently being achieved by pupils in Year 2, is slightly below the national average. Although this appears to represent a decline in standards from the time of the previous inspection, it can be explained, both by the very high level of pupil mobility that leads to a continually changing school population, and the fact that many pupils enter school with poor number skills. The quality of teaching in Key Stage 1 is, in fact, having a positive impact on standards and contributes significantly to the good progress that pupils achieve. However, although teachers plan effectively for the needs of most pupils, they do not always include sufficient challenge for more able pupils. By the end of Year 2, most pupils have a sound understanding of number, although lower-attaining pupils struggle to use numbers beyond 20. Most add and subtract numbers up to 100, using various methods with reasonable confidence. More able pupils know how to count in multiples of 2, 5 and 10 and use their numeracy skills to solve number problems, for example, by handling money to work out how much change they would receive when shopping. In one lesson, for example, a small group of pupils worked independently in a shop situation. They purchased goods from a range of items before paying for them and checking their change. Most pupils have a sound understanding of shape, space and measure and can describe the properties of simple two-dimensional shapes.
116. At the time of the previous inspection, there was insufficient use of information and communication technology within the curriculum for mathematics. This weakness has been addressed in Key Stage 1 and pupils now have greater access to computers and know how to collate data and produce simple tally charts and bar graphs. For example, in one lesson, pupils in Year 1 carried out a survey of favourite fruits before constructing a tally chart to represent their findings. They were then able to enter this information and to produce computer-generated bar charts. Pupils in Year 2 had used the Roamer in their lessons to develop an understanding of

simple directions and angles. At the time of the previous inspection, it was felt that there was insufficient time given to problem-solving activities but this is no longer the case. For example, pupils in Year 2 were given opportunities to predict outcomes of investigations and to check their results, such as in the use of dice to predict the likelihood of odd and even numbers being thrown.

117. By the end of Year 6 most pupils have a sound understanding of number, demonstrating the ability to add, subtract, multiply and divide using a variety of different methods both on paper and in their heads. They work confidently with fractions and decimals, and have a sound understanding of the language of probability. In their work on shape, space and measure, they can calculate the area and perimeter of regular shapes, such as rectangles and triangles, and know how to use the radius to work out the diameter and circumference of a circle. They correctly identify acute, obtuse and reflex angles. The more able pupils demonstrate much greater confidence in their handling of numbers and show greater skill in applying different methods to carry out their calculations in the most effective way. For example, some more able pupils in Year 6 were very quick to recognise that in order to draw a triangle with a given area, they could easily draw a rectangle and then divide it into two. The weakest aspect of pupils' work in Key Stage 2 is the use made of information and communication technology, although this has improved since the previous inspection. Some effective use is made of integrated learning software to help pupils to develop their mathematical skills, such as when pupils in Year 3 produced pie charts and block graphs to represent information in different ways, and pupils in Year 4 reflected their athletic performance through computer-generated graphs. However, insufficient use is made of information and communication technology as a tool for learning in mathematics and opportunities for using mathematics within other subjects are missed. For example, pupils in Year 6 designed and made moving vehicles as part of the work in design and technology, and this would have been an ideal opportunity for them to apply their mathematical skills to measure and record the performance of their completed vehicles.
118. The development of mathematics has received a high priority since the last inspection, and the impact of the initiatives undertaken by the school has been positive. The implementation of the National Numeracy Strategy has been particularly beneficial in providing a clear curricular structure for teachers and in helping them to develop more effective teaching methods than were seen during the last inspection. Greater attention has been given to monitoring the way that the subject is taught and the standards that pupils achieve, and this has helped the school gain a clearer understanding of its own strengths and weaknesses. Procedures for assessment have improved and test results are analysed carefully to identify any areas of weakness. The school's analysis has also highlighted the need to spend more time on helping pupils to apply their numeracy skills to real-life problems. The decision to group pupils in Year 6 into ability sets for mathematics is popular with the teachers and has had a positive impact in raising standards of attainment within the school, as it enables work to be targeted appropriately. The school has reacted to the less than satisfactory standards in Key Stage 1 by funding additional support for lower-attaining pupils.
119. As at the time of the previous inspection the overall quality of the teaching is good in both key stages and there are also examples of very good teaching. In the most successful lessons, the teachers help pupils to think about what they are doing and to develop the ability to work things out for themselves. These lessons are well structured, providing pupils with a range of activities that are matched well to their individual needs. In a good lesson in Year 5, for example, all pupils made good progress in developing their understandings of strategies for multiplying and dividing numbers because the teacher provided them with opportunities to carry out practical activities using calculators. Teachers are also prepared to use assessment to inform curricular provision. In one lesson in Year 6, for example, the teacher recognised that her set were not responding well to their oral activity and made the decision to introduce practical work which proved much more successful.
120. Most teachers use time effectively. Almost all lessons begin with an effective oral activity that is usually well delivered with good pace. Teachers often set activities with time challenges and pupils respond to these challenges with great enthusiasm. When pupils undertake individual or group activities, they are usually given a clear indication as to how long they have in which to complete each part of their work. Timely reminders help to focus pupils' attention, with the result that pupils make good progress. In very good lessons, teachers provide extension activities for

pupils who complete their allotted task. They make pupils aware of the learning objectives, before commencing, and revisit those objectives at the conclusion of the lesson. This enables pupils to assess their own progress over the lesson and allows the teacher to assess whether the objectives have been achieved successfully.

121. The behaviour of the majority of pupils is good and often very good and has a positive effect on pupils' learning. Pupils enjoy their numeracy lessons and they work well as individuals and in pairs, maintaining concentration and sustaining interest. They share resources, listen attentively and respect the opinions of others. Relationships between teachers and pupils, and amongst pupils, are good and this gives pupils the confidence to participate orally in lessons and to ask questions when they do not fully understand the task. Lower-attaining pupils in Key Stage 1 receive very good support from learning assistants who help them in lessons and record the progress that they achieve.
122. The management of the subject is good. The co-ordinator has had a significant impact on ensuring that standards of attainment have risen and continue to rise throughout the school. He has carried out a careful analysis of pupils' performance and acted to address any weaknesses that have become apparent, such as in the area of problem solving. The co-ordinator has effectively monitored teaching and planning, improved resources, led in-service training, and provided curriculum information evenings for parents. He has implemented assessment procedures, including tracking pupils' progress, and is now hoping to develop and introduce individual numeracy targets for all pupils.

SCIENCE

123. In 2002 the teachers' assessments of pupils' attainment at the end of Year 2 showed that standards were below the national expectation and were average when compared with similar schools. At the end of Year 6 pupils' attainment was in line with the national average and just below average when compared with similar schools. There has been a trend of rising standards in the subject, with the exception of a dip in 2001. At the time of the previous inspection, standards were judged to be in line with the national average at the end of both Years 2 and 6. Current findings reflect these judgements with pupils' attainment in both Years 2 and 6 being in line with the national average. A particular strength of attainment is with the investigative side of science, as it was in the previous inspection. There is no evidence of differences between the attainment of boys and girls. Overall, the subject shows satisfactory improvement since the previous inspection and the standards have been maintained. Pupils enter the school with a knowledge and understanding for the aspects of science which is below that expected. From a low level, the majority of pupils reach the expected standard, which means that their achievements are good. The many pupils with English as an additional language are fully supported and they are helped to acquire the language of science alongside their growing knowledge and understanding. Pupils participate with increasing confidence in lessons, and are well supported by teachers. Pupils with special educational needs receive satisfactory and sometimes good support to help them understand the objectives of the lesson, and their achievements are satisfactory. However, the achievement of pupils in Year 6 could be better. Although in the lesson observed they made good progress, the work in their books over time shows that frequently their work is consolidation and revision of previous work, with missed opportunities for further extension and challenge. Assessment is not used effectively to take their learning forward.
124. Pupils make a good start to learning in science in Year 1. Their previous work shows how knowledge and skills are being progressively built. They record their work with readily understandable diagrams and illustrations, which are clearly labelled. A similar picture is obvious in Year 2, where pupils show their growing understanding by the independent recording of what they have learned through their investigations. By the end of Year 2 pupils have a secure understanding of forces and, for example, how the slope of a ramp can affect the speed of a toy car. They record that *'the lowest bit of the ramp makes the car slow down,'* while the more able pupils begin to form their own questions, deciding what they want to find out next. Pupils have a wide knowledge of the functions of the main organs of the body, and understand the need to exercise in order to stay healthy. The more able pupils explain not just the fact that we need to exercise, but also understand why this is so necessary for a healthy lifestyle.

125. The majority of pupils learn well in Key Stage 2, because most topics are taught through practical activities, investigation and observation. For example, pupils in Years 3 and 4 understand the functions of different parts of the human body by examining realistic models such as moveable models of teeth or the human skeleton. The knowledge they display from such work is sound and frequently good. The work of pupils in Year 5 shows that they often work at a higher level than would be expected. By the end of Year 6, pupils are fully aware of the components of an investigation, and show that they can consider evidence and evaluate what they have learned. When exploring different habitats they carefully compare and contrast different sites, knowing that the situation and style of the habitat will affect what can be found. Pupils' work is recorded concisely, but, throughout the key stage, little difference can be seen in the work of different abilities apart from the presentation of their work. In Year 6, in particular, there is too much work of similar content, showing that work has not been sufficiently planned to meet the different abilities within the class. This leads to uncompleted tasks and confusion with charts and tables for lower-attaining pupils, and means that the more able pupils are not receiving sufficient challenge.
126. The teaching of science is good overall, and the good features observed reflect the findings of the previous inspection. Most teachers show good subject knowledge and the regular use of practical work makes lessons interesting for pupils so that they are involved in their own learning. Teachers use interesting strategies, which motivate the pupils and help them to sustain their concentration. Teachers' planning for the topics in science is carefully structured and this leads to the good progression of pupils' skills and knowledge. However, planning is less rigorous in ensuring that work is consistently matched to all abilities. When the planning is well matched to the needs of all pupils, the teachers provide worthwhile extension tasks for higher abilities and appropriate support for those who need it. Teachers in these lessons effectively use on-going assessment. They ask challenging questions, and encourage pupils to think about and consider what they are learning. For example, the support for pupils with special educational needs in a lesson for Year 4 enabled pupils to identify the bones of the body, while the more able pupils were able to identify and use the correct scientific names. In a lesson in Year 1, for example, the teacher carefully reinforced what pupils had learned and with well-directed questioning ascertained what new knowledge pupils had acquired. This considerably helped those who use English as an additional language, as was reflected in their proud and confident use of the new words they were learning such as 'cocoon'. As a result of the high expectations of teachers in lessons such as these, all pupils participate eagerly and apply themselves industriously to their tasks.
127. The skills for literacy are used satisfactorily. Satisfactory use is made of numeracy, when pupils record using charts and graphs, although this is not yet used effectively to compare and contrast results. The use of information and communication technology is unsatisfactory. No pupils were seen using it during the inspection and none was found in the samples of previous work. Science makes a good contribution to pupils' personal development, as they are encouraged to work together, to share ideas and consult together. They are conscious of the wonder of nature, which contributes well to their spiritual development. Effective use is made of outside resources and support. The visit of the Health Van, and the consequent teaching, do much to reinforce pupils' understanding of a healthy life style, and link well with current topics.
128. The curriculum for science provides good breadth and balance across all the programmes of study. The co-ordinator provides good leadership and management. She has had opportunity to monitor teaching, focusing well on specific details, and made good evaluations. There are good procedures for assessment, but the results have not yet been used sufficiently to plan for different groups so, overall, assessment is satisfactory. The co-ordinator has analysed the results of previous National Curriculum tests, and has wisely initiated considerations for improvement throughout the school, not just for Year 6. She has compiled a useful dictionary of science vocabulary, for translation, to help pupils who use English as an additional language. Resources are good and stored carefully. They are used efficiently to support pupils' learning.

ART AND DESIGN

129. It was only possible to see two lessons during the inspection; one in each key stage. Judgements are, therefore, based on a scrutiny of pupils' work and displays, discussions with pupils and an examination of teachers' planning. At the end of Year 2, pupils' attainment is in line with that expected for the age group, and this reflects the judgement of the previous inspection. At the end of Year 6, standards of attainment are below those expected nationally. At the time of the previous inspection, pupils' attainment was found to be above what is normally expected, so there has been a clear deterioration in standards. The achievement of pupils is satisfactory in Key Stage 1. In Key Stage 2 achievement is unsatisfactory. However, there is evidence of good achievement in Year 5. In some instances, the work produced shows more consideration of the finished project than a distinct emphasis on the necessary skills to be gained. Pupils who use English as an additional language, and those with special educational needs, make similar progress to their classmates, and are fully included and supported within lessons. A weakness in the previous inspection was the lack of coverage of the life and work of famous artists. This has been partially rectified, as there are examples of this aspect to be seen in displays, but, in discussions, pupils do not show confident recall of the work of different artists.
130. By the end of Year 2 there are sound examples of the response of pupils to a variety of ideas. A positive start is made in Year 1, for example, where pupils begin to appreciate hot and cold colours and explore patterns. They create patterns based on Aztec designs and Indian hand patterns. Such experiences contribute much to their awareness of pattern, shape and colour. These experiences are successfully built upon in Year 2, where pupils successfully explore the use of textiles and fabrics to create their own attractive designs. They make careful drawings after visiting the local church and the drawings of the more able pupils show a fine eye for detail. These pupils successfully use different media, such as pastels and charcoal, to create light and shade, although lower-attaining pupils have more difficulty in using this to great effect. The majority are showing a growing ability to evaluate their own and the work of others with friendly and worthwhile comments. More adventurous work, using different techniques, was seen in the display of creative ideas used to illustrate books made by pupils who use English as an additional language.
131. The outcomes for the work of pupils in Key Stage 2 vary between work that is of lower quality than expected to some that is of good quality. Pupils in Year 3 study and capture elements of the work of Andy Goldsworthy. The results show that pupils appreciate how different materials can be used as a sculpture to create attractive and unusual effects. Pupils in Year 5 display an impressive range of skills in their attempts to create their own tapestry based on the idea of the Bayeux tapestry. They show that their skills for sketching and designing, plus a range of techniques, such as dyeing materials and stitching, can be combined to accomplish a worthwhile result. The sketch books of pupils in Year 6 show some satisfactory examples of pupils practising skills of perspective, and capturing the movement of figures. The results of their design for hats are colourful and precise. However, other examples of work are of not of the quality expected for this age group. The work shows some immaturity and a lack of challenge. In discussion pupils recall recent projects, but provide little information on the skills they learned. The effective use of sketchbooks throughout the school is inconsistent. They are not sufficiently used to develop pupils' skills. In some year-groups it is not at all clear what pupils are aiming to achieve and sketchbooks do not reflect good learning.
132. The quality of teaching is satisfactory overall at Key Stage 1, but no definite judgement can be made about the teaching in Key Stage 2. In the lessons seen it varied from satisfactory to very good. However, the quality of the previous work of some pupils reflects some unsatisfactory teaching, with insufficient challenge and expectation; pupils' learning has been unsatisfactory. The very good teaching seen was characterised by very good subject knowledge, an enthusiastic approach and high expectations for the outcomes of pupils' efforts. The teacher used time well so that all pupils were fully included and well supported to enable them to make progress. This resulted in pupils successfully using the skills they had learned and being fully absorbed in their tasks. When the teaching is satisfactory, the pupils are appropriately challenged, but the lessons are sometimes too long. There is inconsistency in the timetabling for art and design lessons. For pupils in Years 1 and 2 lessons are so long that too many ideas are presented to pupils. This can be confusing for them and means that they do not maintain their interest and enthusiasm.

133. There was no evidence that information and communication technology has been used successfully to further pupils' progress in art and design, which is a weakness in the planning. The subject makes a positive contribution to pupils' personal development, as, in the lessons observed, pupils worked together and shared ideas well. Art and design makes a satisfactory contribution to pupils' cultural development. Visitors to the school provide expertise to add a further dimension to pupils' work and extra-curricular activities also help to foster pupils' enthusiasm and skills in the subject.
134. The co-ordinator has considerable expertise and provides satisfactory leadership, supporting teachers when requested, but the management of the subject has been unsatisfactory. The co-ordinator has not yet had sufficient opportunity to monitor and evaluate the subject throughout the school, and particularly the teaching and learning of pupils in Years 3 to 6, and so is not yet able to prioritise what needs to be done for improvement in the subject. She has changed the scheme of work and sensibly aims to evaluate its use after the first year. She has carefully developed useful assessment procedures, which are yet to be implemented, but which should prove helpful in ascertaining pupils' progress.

DESIGN AND TECHNOLOGY

135. Most pupils reach the nationally expected standards in design and technology by the end of Years 2 and 6 and generally make sound progress through the school. Pupils with special educational needs also make sound progress, but those pupils who use English as an additional language make good progress because they are given specific, well targeted support. All pupils are given the opportunity to develop their knowledge, skills and understanding in the subject. The standards reported at the last inspection have been maintained. Due to the place of design and technology in the school curriculum calendar, it was not possible to observe any lessons during the inspection period, so evidence has been drawn from discussions with pupils and teachers, a scrutiny of pupils' work and an examination of school planning.
136. Pupils in Year 2 draw their own designs for lifting up a nursery rhyme character, using a winding mechanism, such as Incey Wincey Spider up the drainpipe, or Jack going up the Beanstalk. Their designs are clearly labelled, showing which materials are to be used, the method of assembly and the type of finish to be used. At the end of the project, when the design has been fulfilled, pupils assess their mechanism and judge what might be improved in a brief written form. Most pupils have a good understanding of the technical terms used in the subject, especially the more able, who explain articulately how to use a template or fix a wheel to an axle. Lower-attaining pupils have a less well developed knowledge and are unsure about what is meant by '*investigate*' and '*finding the ingredients*'. Pupils use a wide range of tools and materials to make models and, although the finish on some completed working mechanisms is untidy, some imaginative solutions have been found in order to complete the design brief.
137. Pupils in Year 6 work in pairs to develop their own detailed, well-annotated designs for a moveable vehicle and a stylish hat. Vehicles are solidly constructed, using a variety of materials, including construction kits, plastic, wood, card and scrap materials. Pupils add small motors to the vehicles to propel them across the playground. They make proper evaluations of their designs by testing the vehicles and then giving a description of possible improvements. One pupil reported that the vehicle made a circular movement, so the alignment of the wheels and the axle needed adjustment. Most pupils have a sound understating of the vocabulary in design and technology, but many are unsure of the meaning of terms such as '*specification*', '*rigid*', and '*chassis*' and '*reinforcing*'. By the end of Year 6, pupils have developed appropriate skills and know how to sew, glue, staple, saw and use a hole-punch effectively.
138. Although it is not possible to make a definite judgement on the quality of teaching, the evidence from pupils' work indicates that learning is at least satisfactory. Pupils' attitudes are positive. They definitely enjoy the making element and are eager to explain how they constructed their own mechanisms. They are clearly given opportunities to choose their own materials from a variety of sources.
139. The co-ordinator of the subject is comparatively new to the school but in a short time she has developed a sound programme of work to guide teachers in their planning. New topics for each

year group are clearly defined; the materials, tools, technical vocabulary to be used and processes to be followed are prescribed. However, the skills to be taught are not outlined and, as a result, pupils' development of skills through the school is too fragmented and not built up progressively. Too little attention is given to developing pupils' skills in information and communication technology. There is no evidence of links being made between the two subjects in pupils' work.

140. Although the co-ordinator has appropriate expertise and management skills, she has not had the opportunity to monitor the subject properly by visiting lessons in order to evaluate the quality of teaching and learning throughout the school, and so the management is unsatisfactory. Assessment procedures in the subject are planned in the long term but are not in place at present. These deficiencies need addressing if the school is to make further progress in improving standards in the subject. At a time when many schools are finding it difficult to maintain the quality of curriculum in design and technology, the school has wisely retained many good features of its provision.

THE HUMANITIES

141. History and geography have had too low a profile in the school's curriculum over the last five years, and so standards of attainment are not at the same level as they were reported to be at the previous inspection. The subjects have been squeezed out of the timetable and little use has been made of them to promote pupils' literacy, numeracy or information and communication technology skills. There has been unsatisfactory overall planning for pupils to acquire knowledge, understanding and skills, and opportunities have been missed to use the subjects to promote pupils' spiritual, moral, social and cultural development.

GEOGRAPHY

142. There has been a decline in standards since the previous inspection. Although younger pupils continue to make satisfactory progress and reach standards similar to those found in other schools by the end of Year 2, pupils in Key Stage 2 do not develop adequate skills. They do not study topics in enough depth to achieve well. By the time pupils reach Year 6 they have made insufficient progress and standards are below those expected.
143. The main weakness in provision lies in the current organisation of the curriculum. Too little time is allocated to teaching geography and, in Year 6, pupils do not study any topics during the autumn and spring terms. Consequently, even the most able pupils have difficulty in recalling previous work. Until recently some teachers have chosen topics on an 'ad hoc' basis and several year groups have repeated the same topic without any clear progression in skills. Pupils' research and enquiry skills are particularly weak.
144. There is, however, some room for optimism. The co-ordinator, recently new to the post, has accurately identified areas of most concern. Work has started on improving the quality of planning to ensure balanced coverage and greater emphasis on the systematic development of skills. Currently, however, pupils of different abilities regularly complete the same work at the same level. More able pupils, in particular, do not make progress in line with their ability, because they lack basic geographical skills to tackle more advanced work.
145. Pupils in Year 1 display good understanding of the rainforest. Many have visited the New Forest, or Moors Valley, and can relate these experiences to work on other locations. In discussion, they are very aware of environmental issues and conjure up a vivid description of life in the rainforest. They develop literacy skills well and there is much evidence of independent writing. Pupils with special educational needs, and those who use English as an additional language, receive an appropriate level of support and achieve as well as everyone else. By the end of Key Stage 1, pupils of all abilities show a sound understanding of the local area. They locate landmarks, such as the oceanarium, on simple maps. They use reference books to find out more.
146. In Key Stage 2 pupils have very detailed knowledge of certain topics, such as 'The Water Cycle', because this work has been repeated in several year-groups, but have very vague basic knowledge of others. In one lesson observed, an older pupil thought a map of the British Isles was

a world map. Pupils attempt work appropriate to their age, with below-average levels of understanding and little acquired knowledge. Although there are some attractive displays of posters, maps and photographs linked to individual topics, there is very little pupils' work. Geography is not a high profile subject. In discussion, very articulate pupils who thirst for knowledge comment that, sadly, they do not have time to do geography.

147. In the small number of lessons seen the quality of teaching was always good. However, a broader picture of teaching quality, taken from evidence of previous work, presents a different picture. The quality of teaching over time is satisfactory, rather than good, in Key Stage 1 and unsatisfactory in Key Stage 2, because teachers do not cover topics in sufficient depth and there is too much freedom of choice. Some teachers link topics well to other subjects, such as history, others cover work at a very superficial level. Pupils miss the opportunity to work collaboratively or follow their own line of enquiry. All too often work is copied from the board or a reference book.
148. When the teaching in individual lessons is good, pupils' interest levels are high. In a Year 1 lesson on the rainforest, for instance, the teacher used a careful balance of activities to promote learning effectively. Pupils watched a video, asked purposeful questions, had a good level of discussion, and subsequently produced very pleasing work. They made good progress, because the activities motivated and inspired them. Although there are some computer programs to support learning, information and communication technology does not yet make a strong enough contribution to pupils' learning. The school makes good use of field study visits to Leeson House and Weymouth to support learning and has links with countries such as Portugal, Madeira, and Sweden. Through years of neglect, resources are inadequate to deliver the programmes of study laid down in the National Curriculum.

HISTORY

149. Standards of attainment are in line with those expected by the end of Year 2 but below those expected by the end of Year 6. The previous report stated that pupils' attainment by the end of Year 6 was in line with national expectations, and so there has been a decline since then. The reason is due to the unsatisfactory curriculum provided, the poor resources and, until recently, the lack of proper management of the subject.
150. Pupils in Years 1 and 2 have a satisfactory knowledge and understanding of the facts of the aspects of history they have studied and some understanding of the importance of changes that have taken place. Pupils in Year 2 can tell how we know about the past. They know how the Great Fire of London, in the 17th Century, was caused, and are interested in Pepys' account of what happened. They discuss, sensibly, the differences between things used now and those used a long time ago. Pupils in this key stage have had a satisfactory curriculum, although the length of some lessons is not an efficient use of time, as pupils of this age need lots of encouragement to concentrate on one subject for so long.
151. No teaching was seen at Key Stage 2 but scrutiny of previous work, discussions with pupils, and interviews with staff show that standards of attainment are not as high as they should be. The planning of the curriculum is unsatisfactory; it does not conform to the requirements of the National Curriculum, as there is too much emphasis on some periods of history and not enough on others. There is an emphasis on facts rather than on the core skills of history. This, combined with the fact that too little time is devoted to history, and there are very long periods of time when no history is on the timetable, means that nothing is studied in depth and pupils' knowledge is fragmented. Pupils in Years 5 and 6 have a particularly impoverished diet and, as a result, do not have sufficiently developed core skills, such as an understanding of chronology, reasoning, or interpretation. They know very little about key people in history and have big gaps in their knowledge about basic facts. This is doubly a shame as those interviewed showed real interest in the subject and would have liked to learn more.
152. The teaching at Key Stage 1 is satisfactory, but as there is little planned differentiation for pupils of different abilities, it does not do all that it could to develop pupils' knowledge and understanding. Teachers in Years 1 and 2 make history come alive. They make good use of eye-witness accounts and use the subject well to develop pupils' speaking skills; role-play is a good feature of the lessons. Due to the lively presentation, pupils enjoy history and work hard in lessons.

However, the planning of lessons is very basic, with no criteria for evaluation of success built in and few records of checks on pupils' understanding. No teaching was observed at Key Stage 2, but there are indications that in many classes it is unsatisfactory, as all the pupils do the same work, and much work is simply copied out of books or from the Internet. There is some use of information and communication technology, but very little, and that in evidence has not promoted pupils' research skills well.

153. There is a basic policy for the subject, but with an emphasis on what is to be done, rather than how it is to be achieved. However, although much good practice is suggested in the policy, due to lack of consistency and conformity, aspects such as the promotion of pupils' multi-cultural understanding have not been planned for sufficiently, and little assessment is done. The co-ordinator knows that the subject is rather dry, and is the result of hotchpotch planning. Resources for history are poor and too little use has been made of the rich resources in the locality.

Overall judgement for the humanities

154. The future looks brighter with the appointment of a new co-ordinator for humanities this year. The co-ordinator is very aware of the weaknesses in current provision and has identified steps to improve standards, but has not yet been empowered to carry out her management role. Currently, no one monitors provision, and assessment is not an established part of provision. Consequently, the co-ordinator does not have a clear enough view of standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. Standards in information and communication technology meet expectations at the end of Key Stages 1 and 2. This is an improvement since the last inspection, when the standards in Key Stage 2 were judged to be below those expected. Pupils now achieve satisfactorily in both key stages. The well-planned use of the computer suite and systematic curriculum planning contribute significantly to this. Pupils learn the necessary skills to enable them to use computers for practical purposes, such as research, word-processing and handling data. In Year 2 pupils log on and off, access programs, and write simple routines to control the 'Roamer', which is a robotic toy. By Year 6 pupils are confident and quick in their use of keyboard and mouse, and icons and menus. Many have good knowledge and understanding of information and communication technology. However, the current pupils in Year 6 have not had the advantage of building skills from early in their career and it will be a little while before the results of the improved provision filter through. Pupils in Year 3 successfully write and send e-mails and are gaining knowledge of how to use spell-check procedures. In displays around the school there were good examples of word-processed work, especially in English. Pupils had also used computers for data handling and displayed the results in the form of bar charts and other graphical ways. Pupils in Year 6 use computers to control events, for example a 'virtual lighthouse', and understand how to give the computer instructions to turn lights on and off. This is also an improvement as the last inspection report mentioned that this area was under-developed.
156. The teaching is satisfactory. Lessons are well planned and most teachers confident in their grasp of the subject. A feature of the good lessons was that teachers used their classroom skills in the computer suite. The computer suite is well equipped, but is divided into two sections and this can be inconvenient when teachers need to get the attention of the whole class. This means that teachers have to monitor pupils closely to ensure that all of them are working appropriately. At the end of these lessons, pupils evaluated, not only how well they had done, but also how the use of information and communication technology had helped them to do their work more effectively.
157. Many classrooms have interactive whiteboards that are a valuable teaching aid. These are used to demonstrate new material to the whole class on a large screen. This is far more useful than having pupils watch demonstrations on a computer monitor. Teachers are positive in their relationships with pupils, encourage them to try out new ideas and praise them for their efforts, as well as success. Pupils usually work in pairs in the computer suites and this co-operative style of working makes a good contribution to their social development. However, sometimes the time allotted for practical work in the computer suite is over-generous and pupils begin to lose concentration.

158. The accommodation for information and communication technology is good, although there are some drawbacks in the design of the computer suite. The school now has more computers than at the last inspection and the ratio of pupils to computers is in line with the recommended national figure. The computers themselves are up-to-date and the software available is good. The use of information and communication technology in other subjects is an area that needs further development, as its use is limited in subjects other than literacy. All classrooms have free-standing computers but none of these were used by pupils in the lessons seen during the inspection.
159. The school uses a government-approved scheme of work. This is an improvement since the last inspection when there was a lack of any coherent scheme. This scheme of work provides good support for teachers when planning lessons. At the moment procedures for assessment are limited, but there are plans to establish a more structured system as teachers become more confident in their grasp of the subject. The school has a policy for the safe use of the Internet, which has been in place for some time and the implementation of this has recently been tightened up. The co-ordinator has carried out much of the training for the staff at St Michael's. She is enthusiastic and knowledgeable and the subject is well led and managed.

MUSIC

160. When the school was previously inspected, standards were as expected at the end of Key Stage 1 and above those expected by the end of Key Stage 2. Extra-curricular provision was good and the school provided woodwind and percussion tuition. Although the current standards are not as high at the end of Key Stage 2, music is still a very important part of school life. It is an exciting subject that captures pupils' imaginations. Both boys and girls remain positive and enthusiastic until they leave. Music is the favourite subject for many pupils, and extra-curricular provision has developed well.
161. The school now boasts a samba band among its numerous school clubs. Pupils in Key Stage 1 also have the opportunity to belong to a club. They, too, have access to high quality activities, such as the Key Stage 1 choir or a recorder group. Peripatetic provision has gone from strength to strength. Double bass and violin tuition is now available and a good proportion of pupils who learn woodwind, string and brass instruments achieve high standards. Much of the credit for recent innovations is directly attributable to the music co-ordinator. He transmits his enthusiasm and uses his expertise well. He gives pupils, particularly the more able and those who are musically talented, a love of music that will remain with them for the rest of their lives. Parents rightly value the many opportunities on offer.
162. However, despite so many positive features of provision, overall standards of pupils in Key Stage 2 are not as high as they were because too little time is devoted to teaching music. Pupils in Key Stage 2 do not cover topics in enough breadth and depth to reach the standards of which they are capable. Most pupils achieve average, rather than above average standards, and progress is satisfactory rather than good.
163. All pupils have opportunities to participate in school productions and concerts. Some take part in high profile performances in the wider community, such as the Bournemouth Schools' Carol Concert. Pupils also experience an interesting variety of visits from guest musicians, such as a recent visit from an ensemble using electric instruments. Pupils were involved in a composition based on 'The Rite of Spring'. Players from the Bournemouth Symphony Orchestra have recently worked with pupils from Year 1 on their 'Hottest Hippo' project. Many activities are linked to other subjects, such as the Victorians, and music makes a strong contribution towards pupils' personal development. Choir practice is a high quality activity that builds good social and cultural skills. The Key Stage 1 singing assembly is a fun learning session. During the week of the inspection pupils in Years 1 and 2 sang with commitment and enthusiasm. Their unaccompanied singing of 'Hallelujah' was a truly memorable experience.
164. At the end of Year 2 pupils know a good range of songs and have a secure understanding of loud and soft sounds. In a Year 2 lesson, pupils displayed good listening skills, as they identified drums and maracas correctly from an extract of music. They were very well informed about instruments and reasonably secure with writing and interpreting musical symbols. Some were

still a little confused by fast and slow or loud and soft, but all abilities made steady progress. By the time pupils reach Year 6 they display a mature approach and evaluate different kinds of music very objectively. They develop literacy skills well as they create individual raps and appreciate a wide range of music from many cultures. When performing, they show a real sense of performance and cope particularly well with complex rhythms.

165. The music co-ordinator takes most class music lessons. In the small number of lessons observed, the quality of teaching in Key Stage 1 was satisfactory. In Key Stage 2 it was good and sometimes very good. In a very good lesson for pupils in Year 5, the activities were ambitious and innovative, and involved pupils playing a very exciting range of musical instruments. The teacher showed very secure subject knowledge, as he talked about 'cyclical' patterns and pointed out the different styles of minimalist music, ranging from John Cage to Steve Reich. Pupils were totally absorbed in creating their own compositions. They loved every minute of this lesson, and displayed exemplary behaviour. A group of five more able pupils sustained very complex rhythms and worked securely within the constraints of minimalist music structure. Others showed respect and appreciation as they commented on each other's efforts. They talked about rhythms '*going out of phase*' and compositions being '*well planned*' with '*surprising*' endings. Pupils who use English as an additional language worked with more able pupils so that they achieved equally well. This high quality lesson resulted in very good progress and standards above those expected.
166. However, the school misses a valuable opportunity to disseminate such good practice to its non-specialist class teachers. They are not involved in the teaching of music, and do not have a clear enough view of the standards pupils in their class achieve. In Key Stage 1 the quality of teaching is not quite as high, because pupils often spend too long on the same activity, planning does not do justice to the quality of the teaching and lessons are not as well organised.
167. Staff make good use of information and communication technology in lessons. Tape recorders, videos, compact disc players and keyboards are regular features. However, the use of computer programs to support pupils' learning is not yet as strong. Pupils' speaking and listening skills are developed well through group-work and literacy skills are used at every opportunity. Further attention is needed to develop pupils' numeracy skills through music. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
168. The school is proud of its musical tradition, but has not ensured proper management of the subject in the past. It is fortunate to have a separate music studio and a good range of easily accessible musical instruments. It makes effective use of staff with musical skills. However, no one has monitored the quality of provision, and assessment is not yet firmly established so no one knows whether pupils are making enough progress or whether standards are high enough. The situation is now improving.

PHYSICAL EDUCATION

169. During the inspection it was possible to observe a range of physical education lessons featuring games, gymnastics and dance, and, from these, it is clear that standards are in line with expectations at the end of both key stages. Although this is a similar picture to that seen at the time of the previous inspection, there have, nevertheless, been considerable recent improvements in curricular provision and co-ordination and these are beginning to impact upon standards. There are very good opportunities for pupils in both key stages to participate in extra-curricular sporting activities.
170. Dance and gymnastics lessons were observed in Key Stage 1 during the inspection and pupils were taught well and made good progress in harnessing their enthusiasm for physical activity and acquiring new skills. They showed good awareness of space and could demonstrate a degree of precision in the control of their movements. They showed creativity in the ways that they found to travel on different parts of their body demonstrated appropriate poise for their age, as they held a variety of different positions. In one very good lesson in Year 2, for example, pupils were challenged to work with a partner to develop a sequence of balances, based on pushing and pulling movements. They achieved this very effectively demonstrating control and co-ordination and higher-attaining pupils created some very unusual balances. In a dance lesson in Year 1

pupils reacted positively to the changes of tempo, within a piece of music, and adjusted their movements accordingly.

171. A particularly strong feature of all lessons is the opportunity that teachers provide for pupils to perform and to evaluate both their own performance and that of others. In this dance lesson, for example, pupils were able to watch others perform their dance and then say which performances they particularly liked. One pupil observed that another '*was doing some lovely gymnastic movements*', whilst another felt that a girl was '*moving nicely on her toes*.' All comments were very positive and these opportunities make a significant contribution to the development of pupils' speaking and listening skills. Pupils in Key Stage 1 are beginning to be aware of the need for warming up and cooling down activities and can say why they are necessary.
172. The standards achieved by pupils in Key Stage 2 are as expected overall, although some pupils demonstrate very advanced skills. For example, in a gymnastics lesson in Year 4, one pupil achieved a very impressive handspring over small apparatus, whilst another was able to develop a sequence of balances that showed a very mature level of control, poise and precision. The curriculum is both broad and balanced, although swimming opportunities are limited to a short time for pupils in Years 5 and 6 and, consequently, not all pupils achieve the national standard of swimming unaided for a distance of 25 metres by the end of Key Stage 2.
173. Most lessons observed in Key Stage 2 were games lessons and pupils enjoy this aspect of the curriculum for physical education. In a Year 3 lesson, pupils worked well in pairs to develop their throwing and catching skills and good teaching of skills enabled many of these pupils to improve the distance that they could throw by the end of the lesson. In a lesson in Year 6, pupils were shown how to develop their tennis skills by achieving greater control of the racket both on their forehand and their backhand. The best lesson seen in Key Stage 2 was a gymnastics lesson in Year 4. This was very well planned and resourced and this enabled pupils to make very good progress. It began with an excellent warm-up session to music that involved a period of sustained physical activity and had strong cross-curricular links to science, as the use of a heart monitor enabled pupils to appreciate and discuss the effect of exercise on the body. The teacher had set out a good range of apparatus to enable pupils to work in groups to develop sequences of action based on balances and this resulted in a very good level of performance. In all lessons pupils are encouraged to develop performance for a range of audiences, and they do this well.
174. Most pupils demonstrate positive attitudes in physical education lessons and during after-school activities. The standard of behaviour directly reflects the standard and quality of teaching. Good class control has a major impact on lessons. In most lessons, teachers retain firm control, but are warm in praise for good behaviour and performance and, as a result, pupils have a very clear understanding of what is expected, respond appropriately and make good progress during lessons. Most pupils respond well and enjoy their lessons. They co-operate happily in paired and group activities and enjoy the opportunity to perform and to comment on the performance of others. On the rare occasion that standards of behaviour fall, teachers are quick to take remedial action, such as when a teacher in Year 4 used short 'time-out' periods to allow pupils to reflect on their actions. Pupils generally concentrate well when others are demonstrating and, in listening carefully to the evaluations of their teacher and other pupils, they are able to make good improvement in their learning. All pupils make at least satisfactory progress across both key stages.
175. In all of the lessons observed during the inspection the quality of teaching was at least satisfactory, with some very good teaching in Years 2 and 4. The very good lessons are a direct result of very careful planning with a clearly identified progression of skills that result in pupils making very good progress. Teachers set the right tone for lessons by changing into appropriate clothing and through their willingness to participate in physical activities. Teachers generally give appropriate attention to health and safety aspects, such as warming up at the start of a lesson. However, in one dance lesson pupils were not asked to change into their kit and this restricted their freedom of movement. There has been a considerable improvement in the provision of resources since the time of the previous inspection. They are now good overall, and in some cases, very good and this contributes to the progress that pupils make.

176. The management of the subject is good. Although relatively new to his post, the co-ordinator is very enthusiastic and has already worked hard to improve curricular provision. He has implemented a new scheme of work that secures coverage of all aspects of National Curriculum for physical education and has been particularly successful in accessing grants to secure additional resources. For example, the school has recently taken delivery of two new cricket nets and are involved currently in a project to turn the playground into an 'Active Zone', by training lunch-time supervisors to supervise sporting activities. The co-ordinator has developed very close links with many local sports clubs and sports coaches come into school on a regular basis. The physical education curriculum is enriched by a very good programme of additional activities, such as clubs for football, netball, dance, tag rugby, cricket and athletics; these are organised and run by the very enthusiastic school staff. In addition, pupils in Year 5 and Year 6 have opportunities to attend residential centres as part of a programme of study in outdoor education.
177. Although the school works hard to provide to an interesting range of curricular and extra-curricular opportunities for pupils and sports teams are very successful in local competitions, they do not have the benefit of good outdoor facilities for physical education. Pupils do not have access to a school field and have limited hard-surfaced outdoor play areas. The parent-teacher association has helped to provide a school minibuss and pupils in Key Stage 2 are taken by bus to a local playing field. However, when this happens, teachers do not always ensure that planned activities make the most efficient use of the opportunity. The co-ordinator is aware of the need to develop assessment procedures for physical education. Although he has monitored curriculum planning, he has not yet had the opportunity to monitor teaching throughout the school, and this weakness is constraining the development of the subject

RELIGIOUS EDUCATION

178. By the end of Years 2 and 6 pupils are reaching the standards specified in the locally Agreed Syllabus. Standards have been maintained since the last inspection. Generally, pupils make sound progress in learning. Those pupils with special educational needs also make sound progress, taking into account their previous levels of attainment. Pupils who use English as an additional language make good progress, because they are well supported by classroom support assistants and develop their speaking and listening skills well in lessons.
179. Pupils in Year 2 reflect on their experiences of life to describe and sketch a 'special place' where they can feel relaxed and at peace with the world. One pupil stated that her bedroom is special and she would decorate it with flowers, a comfortable chair, a table with a candle and a dove to symbolise peace. Another pupil imagined a special place in a park with trees and a lake filled with mermaids. Pupils are sympathetic to the needs of others and write prayers in a sensitive, caring manner, *'Please help people who are in hospital and those who haven't got a home. Please help people who are sad and unhappy'*. They develop a sound understanding of other non-Christian religions, such as Judaism, knowing the significance of celebrations, such as the Passover. They draw and write about the foods eaten, although some lower-attaining pupils find it difficult to convey their views in written form.
180. Pupils in Year 6 know many familiar biblical stories and in which testament they are located. In one lesson a more able pupil related the parable of the Prodigal Son accurately to the rest of the class in his own words, having first read the story from the Bible in a group, and drew a conclusion that God's role is that of a forgiver. In the study of Hinduism, pupils correctly describe the adventures of Rama and Sita and draw comparisons between Divali and Christmas. More able pupils write freely, expressing themselves clearly, but lower-attaining pupils are restricted in their literacy development, by completing stilted exercises requiring one-word insertions into sentences, or simply copying written work from the whiteboard. In 'Dear Diary' a more able pupil wrote about her feelings as a disciple attending the Last Supper, *'I became anxious, what if it was I who was to betray Him'*. Lower-attaining pupils do not possess the same level of understanding and write confused accounts of the events leading up to Jesus' capture. Pupils learn not only about religion, but also from religion, and this is clear by the questions they ask the teacher so that they can clarify their own thinking.
181. There is insufficient evidence to make a judgement on the quality of teaching in Key Stage 1, but the teaching in Key Stage 2 is good. Teachers have a good knowledge of the subject and describe

features of different religions accurately and sensitively, enabling pupils to expand their knowledge and understanding. The tasks they set and the questions they ask are usually challenging and make pupils reason for themselves. Classes are well managed by teachers. They form good relationships with pupils and encourage them to work closely together and to collaborate fully in lessons. Marking is generally sound though superficial at times, but, in Year 6, it is quite detailed and helps pupils to improve the quality of their work. However, some teachers do not develop pupils' literacy skills sufficiently because they set mundane tasks, which do not capture pupils' interest. The exception is in Year 2, where teachers encourage pupils to write imaginatively. Pupils have positive attitudes to the subject and show good levels of interest in lessons. They listen well, respond maturely to questions, and frame their answers carefully. Pupils take a pride in their work and write neatly in their books and often produce careful illustrations to embellish their work.

182. The co-ordinator has added new zest to the subject by rewriting the programme of learning opportunities and evaluating the quality of teaching and learning throughout the school. This is beginning to make a positive contribution towards improving teaching, raising standards, and increasing pupils' achievement levels. Visits to places of interest, such as the Bournemouth Islamic Centre and the recently completed Shri Swaminarayam Hindu Mandir in Neasden, bring the subject alive for pupils. All pupils gain access to the subject but, occasionally, withdrawal for literacy support limits their entitlement. More could be done to match work more closely to pupils' levels of ability and to develop pupils' information and communication technology skills, but the quality of religious education provision in the school is much improved since the previous inspection. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. There are definite plans to introduce assessment procedures in the autumn term, which, it is envisaged, will monitor pupils' progress more accurately and develop the quality of the curriculum further.