

INSPECTION REPORT

St. George's C of E First School

Langton Matravers

Swanage

Dorset

LEA area: Dorset

Unique reference number: 113803

Headteacher: Mrs A. John

Reporting inspector: Mr D. J. Cann
20009

Dates of inspection: 3rd - 7th March 2003

Inspection number: 247409

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	High Street Langton Matravers Swanage Dorset
Postcode:	BH19 3HB
Telephone number:	01929 422973
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend R. Watton
Date of previous inspection:	8 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann 20009	Registered inspector	Equal opportunities Mathematics Information and communication technology English Geography History	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Ann Moss 9079	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jackie Cousins 22942	Team inspector	Art and design Science Design and technology Special educational needs Music Foundation Stage Physical education	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George's Church of England First School has 92 pupils on roll between the ages of four and nine years. The school draws pupils from the local villages, adjoining rural area and the neighbouring town of Swanage. There are no pupils from ethnic minorities and none with English as an additional language. On joining the school, pupils' skills are broadly in line with those expected nationally. The number of pupils eligible for free school meals is well below the national average. The number of pupils with special educational needs is in line with the national average, although the number of pupils with Statements of Special Educational Need is above average.

HOW GOOD THE SCHOOL IS

St George's Church of England First School has many strengths and provides pupils with a good quality of education. The staff are successful in creating a very supportive learning environment and teaching is good. The school benefits from the very good leadership of the headteacher which promotes the staff's strong commitment to raising standards. At all stages of the school, pupils make good progress and by Year 2 their results in literacy and numeracy tests are well above the national average. The school provides good value for money.

What the school does well

- Pupils make good progress through the school. From a good start in reception, pupils attain high standards in reading, writing and mathematics by Years 2 and 4 and they achieve good levels in science.
- The headteacher works very closely with all staff to maintain and develop a good quality of teaching. Learning is well planned to extend pupils' literacy and numeracy skills across all subjects.
- Pupils develop very positive attitudes to school and learning. They are keen to come to school and participate actively in all that the school offers, especially in the good range of out of class activities such as music and sport.
- There is a strong emphasis on developing pupils' personal and social skills and provision for extending pupils' spiritual, moral and cultural awareness is very good. Pupils learn to respect the feelings, views and beliefs of others very sensitively.
- Pupils' behaviour is excellent, as are the relationships between pupils and between pupils and adults in the school.
- Support for pupils with special educational needs is good and as a result they progress well.
- The school is very effective in maintaining a strong working partnership with parents, who value and support the school very well.

What could be improved

- Pupils' attainment in information and communication technology.
- The procedures and use of assessment to monitor and guide pupils' learning.
- The accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in April 1997 identified four key issues. The school has made good progress in addressing these. Pupils' results in Year 2 tests of literacy and numeracy have improved significantly and pupils' attainment by Year 4 has risen by the same degree. The quality of teaching has been maintained at the same strong level and is good throughout the school. The school has improved the way teaching is planned and organised and now has appropriate schemes for the teaching of all subjects. Support for pupils with special educational needs is better managed than before and encourages their good progress. While the school has agreed and introduced a marking policy since the last inspection the way it is applied needs further development. The management of the school is good and effectively shared so that all staff play an important part in promoting their subjects. The school is constantly striving to raise standards and clearly has the capacity to continue improving.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar* schools
	2000	2001	2002	2002
Reading	A	A	A	A
Writing	A	A	A	A
Mathematics	A	B	A	C

Key

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

* schools where there are a similar number of pupils eligible for free school meals

Year 2 pupils achieve results in reading, writing and mathematics tests which are well above the national average. When compared with the results in similar schools, pupils' achievements are well above average in literacy and in line with the average in numeracy. Pupils in Year 4 attain levels in literacy and numeracy which are well above national expectations. In science, pupils achieve good levels by Years 2 and 4. All pupils progress well. In literacy and numeracy tests, more able pupils achieve appropriately higher levels and nearly all of those with special educational needs achieve the nationally expected standards. Pupils' achievements in the core subjects have improved since the last inspection as a result of better planning, teachers' higher expectations and more accurate assessment of pupils' strengths and weaknesses. In information and communication technology, pupils attain the nationally expected standards but not the high levels achieved in other subjects. Pupils' attainment has improved since the last inspection but they still do not have the opportunities to apply their knowledge widely and develop their skills and confidence in depth. By Years 2 and 4, attainment is above expectations in art and design, design and technology, history, music and physical education and in line with expectations in all other subjects. On entry, pupils' skills are in line with those expected for their age. Most pupils receive strong parental support which makes a valuable impact on their learning as they move through the school. By the end of the Foundation Stage, children's personal development is very good and in language and number attainment is above expectations. In all other areas of learning, children attain the levels expected. Progress is good especially for the more able children.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are highly motivated, keen to learn and willingly take part in all activities.
Behaviour, in and out of classrooms	In class and at playtimes, pupils' behaviour is excellent.
Personal development and relationships	Excellent relationships exist between pupils and staff and between all pupils. Pupils learn to work together effectively in class and they play together very happily.
Attendance	Satisfactory

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	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 school has maintained the quality of teaching at the same good level as at the last inspection. Planning is detailed and identifies the needs of different groups of pupils effectively. The learning of higher ability pupils is challenged through careful questioning and extension tasks. Pupils with special educational needs are supported well by teachers and support staff and this ensures they progress well. Teachers are good at encouraging pupils to discuss their ideas in pairs and groups and they are very good at managing whole class discussions in a way which includes all pupils. This has a very positive impact on developing pupils' vocabulary and their confidence to express themselves. Teachers implement the literacy and numeracy strategies well. They also ensure that pupils develop their writing and number skills in subjects like science, history and design and technology. Learning in science is effectively based on pupils' own investigations and teachers are good at questioning pupils in a way which extends their understanding. Teachers have excellent relationships with pupils, whom they know well. They share lesson objectives clearly with pupils and maintain consistently high expectations for what they should achieve and how they should behave. Pupils respond to these readily, which has a strong impact on establishing their good approaches to learning. Teachers maintain a close check on pupils' progress in literacy and numeracy, but assessment in other subjects is in need of development. Teachers set targets for pupils to aim for in their learning. However, they do not regularly refer to this when they mark pupils' work in order to reinforce the next steps needed for improvement. In recapping on learning at the end of lessons, teachers do not consistently encourage pupils to reflect on their progress and understanding of new work. While all aspects of information and communication technology are taught, teachers do not yet plan enough opportunities for pupils to practise their skills. Classroom assistants make a valuable contribution to pupils' learning, especially for those with special educational needs. Teaching is good in reception where adults work together very effectively to develop children's social skills and their attainment in language and number.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning activities for pupils of all ages, which are well linked to their interests and needs.
Provision for pupils with special educational needs	Support for pupils is good throughout the school and individual educational plans are well written, implemented and regularly reviewed.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school is very successful in encouraging pupils' personal and social development. Teachers place a strong emphasis on extending pupils' understanding of their responsibilities to one another and develop pupils' spiritual, moral and cultural awareness very well. This has a very positive impact on the way that pupils learn.
How well the school cares for its pupils	Teachers know pupils very well and give them very good personal support and guidance. The procedures and use of assessment are very well developed in literacy and numeracy but not yet fully developed across other subjects.

The school has established very good relationships with parents, whom it welcomes into school and encourages to contribute to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good direction to the school and is much respected by staff, parents and pupils. She is well supported by all staff who fulfil their management roles effectively.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities well. They are active and supportive and keep themselves well informed of the school's strengths and areas for development.
The school's evaluation of its performance	The school measures its performance well and sets its programmes for development clearly.
The strategic use of resources	The school uses its resources effectively. Budgets are carefully allocated to raise standards and support the school's developments. The accommodation has many shortcomings but is well used to create a stimulating learning environment.

The school's accommodation is unsatisfactory and restricts pupils' learning in many areas: outdoor activities for under fives, an old 'temporary' building for Year 2 and limited facilities for pupils in Years 3 and 4. The school is effective in applying the principles of best value in its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifteen parents attended a meeting prior to the inspection and parents returned 51 questionnaires (60 per cent of those distributed).

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Children make good progress and are expected to work hard and do their best. • Teaching is good and the right amount of homework is set. • Children like school and behaviour is good. • The school is helping children become mature and responsible. • The school works closely with parents who are comfortable about approaching the school with questions or a problem. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Although there were individual observations, no major issue emerged as in need of improvement.

Inspectors agree with parents' positive comments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2002 tests for Year 2, pupils' results were well above the national average in reading, writing and mathematics. When compared with the levels attained in schools with a similar number of pupils eligible for free school meals, the school's 2002 test results were well above average in reading and writing and in line with the average in mathematics. In these three tested subjects, all pupils achieved the nationally expected levels for their age. This places the school's results in the top 5 per cent of the country. However, in the mathematics test results, the number of pupils attaining the higher levels was statistically slightly below the number in similar schools which placed the school in the 'average' category.
2. The school has achieved similarly high Year 2 test results in three of the last four years and this reflects a significant improvement since the last inspection when standards were considered to be average. The quality of teaching has been raised in literacy and numeracy and teachers have considerably higher expectations of what pupils can achieve. Teachers also use assessment very well in these subjects to identify the strengths and weaknesses in learning and plan lessons with a greater attention to detail and effectiveness.
3. Pupils' skills on entry are average and pupils make good progress at all stages of their education. Nearly all pupils benefit from good parental support, which makes a significant contribution to their intellectual and personal development. There is no significant difference between the attainment of boys and girls in test results or in class work. Teachers include all pupils in lessons with the effect that many pupils with special educational needs attain levels which are in line with those expected nationally. Higher ability pupils are well challenged by the questioning and tasks given to them and respond eagerly to these. The number of pupils attaining high levels in Year 2 tests is well above the national average in reading and writing.
4. Children in reception settle quickly and feel at ease. Their personal and social development is rapid and they achieve very high levels by the age of five. Children make good progress in language and number and by the time they are five they achieve standards above those expected. Children also achieve well in their creative development and in all other areas they attain the levels expected. Good teaching in the reception class ensures children learn in all the required areas and adults work closely to monitor their development.
5. Pupils develop very good literacy skills by Years 2 and 4. This is based on well above average speaking and listening and good use of writing in nearly all subjects. Pupils discuss a variety of subjects with interest and use a wide range of expressions and vocabulary. Teachers encourage pupils to participate and value their contributions. Pupils share their feelings very openly in lessons of personal and social education. They are secure in the supportive and encouraging environment which the school has created and this promotes communication and language. Reading is well developed across all subjects as pupils research for information and read for pleasure. Pupils write stories in a variety of styles but also compose good factual descriptions in history, science and in their personal and social education.
6. Pupils make good progress in mathematics by Years 2 and 4. Pupils' command of number and tables is particularly good. Well-organised teaching promotes pupils' achievements and there is the right level of challenge for more able pupils as well as support for those who find the subject difficult. There are good systems for measuring and recording pupils' progress and teachers make good use of this information when they plan teaching. Teachers place a strong emphasis on developing pupils' understanding of technical vocabulary and expect them to use this in speaking and writing about their work. With pupils' good language skills, they enjoy and are very successful at solving puzzles and word problems.
7. Pupils' attainment in science has improved since the last inspection and they make good progress. By Years 2 and 4, pupils' attainment is above national expectations especially in their knowledge of life and living processes. They have good investigational skills and teaching extends pupils' skills in conjunction with activities other subjects. An investigation of the insulating properties of materials

leads on to the designing of a warm and stylish winter coat. Literacy skills are well developed and applied in recording predictions and the results of experiments.

8. Pupils' attainment in information and communication technology is in line with expectations by Years 2 and 4 but their progress is unsatisfactory. Pupils do not have enough opportunities to use and apply their knowledge fully. They know the elements expected of them in the subject but their use of computers for communicating information is limited. Pupils do not have enough chances to draft written work and their word processing skills are not in line with their high levels of literacy.
9. By Years 2 and 4, attainment is above expectations in art and design, design and technology, history, music and physical education and in line with expectations in all other subjects.

Pupils' attitudes, values and personal development

10. As at the last inspection, pupils continue to have very good attitudes to school and learning. Parents report that pupils enjoy coming to school and this ensures that they arrive on time each morning. Pupils come to school happily and look forward to their day. Pupils are polite, cheerful and eager to learn. They have a very positive approach to school and try hard to meet their teachers' expectations. This was evident, for example, in a Year 3 numeracy lesson when pupils were learning to count on in steps. They sustained concentration very well throughout the lesson. Pupils' positive attitudes to learning were seen in many lessons, including in the classes for the youngest children. Teachers create a safe, welcoming and calm atmosphere that encourages pupils to do their best and pupils respond very well. They develop good habits of working and settle quickly to tasks. Sustained levels of concentration were seen in many lessons, for example in a Year 2 literacy lesson when pupils were learning to read with expression and awareness.
11. Behaviour in and around school is excellent. Examples of first class behaviour were seen in all classes and in assemblies, at playtimes and at lunchtimes. In Year 2, pupils worked with excellent concentration on the tasks set for them in literacy, helping one another with spellings and discussing their ideas to share with the class. Pupils enter and leave assemblies with respect and listened with polite interest to the address from the local vicar. At breaktime, older pupils willingly assisted younger ones who needed help in making their skipping rope spin. When pupils are moving around the school and in lessons they do so with a minimum of fuss and without wasting time. There is no evidence of oppressive behaviour, bullying or racism. The school's caring and supportive atmosphere encourages pupils to get on well together. Teachers make a point of promoting and reinforcing and encouraging high standards
12. There are excellent relationships between pupils and between pupils and adults. The school's very good provision for social and moral development has a strong and positive impact on the way pupils learn. Excellent levels of co-operation and collaboration were noted in many lessons, as, for example, in a mixed reception and Year 1 physical education lesson when pupils were learning to travel along pieces of equipment in various ways. They co-operated very well indeed and worked in teams. They watched each other patiently and applauded good work. Excellent group work was also seen in a Year 3 physical education lesson when pupils suggested ways to improve their game. Pupils with special education needs behave very well because of the highly effective management skills of teachers
13. Higher and lower attaining pupils work very well together, readily sharing their knowledge and skills and this helps them learn better. They understand and follow school rules very well and treat each other and adults with courtesy and respect. Teachers use personal, social and health education lessons well to help pupils recognise their worth as individuals and to see themselves as others see them. Through these lessons, pupils develop an understanding of the impact of their actions on others and learn to respect each other's feelings, values and beliefs.
14. Pupils' personal development is very good. They readily accept responsibility for performing tasks around the school, for example in setting up the hall for assemblies and supervising younger pupils with their milk at playtimes. The school council meets regularly and the members have organised a 'buddy bench' in the playground for pupils who would like to make a friend.
15. Attendance levels are satisfactory, being broadly in line with the national average. They have dropped slightly since the previous inspection and the school is aware that more parents are taking

extended holidays in term time. The school is working very hard to make parents aware that these holidays often adversely affect pupils' learning. There have been no exclusions during the past year.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is good throughout the school. The school has maintained the overall quality of teaching since the last inspection which identified it as a strength of the school. Teachers manage their classes very well and develop positive attitudes to learning among their pupils. They have excellent relationships with pupils and value their opinions in a way which encourages their contributions.
17. Throughout the school, teachers have consistently high expectations of pupils' behaviour and have established class routines that ensure time is used very efficiently. Pupils know what is expected of them and respond willingly. Older pupils sensibly anticipate instructions and no time is lost in correcting behaviour. Pupils are eager to contribute to discussions but at times teachers over-direct these and ask too many questions too quickly. Where teachers probe for pupils' opinions and give them time to reflect, they obtain good replies. In considering the Emperor and the Nightingale, pupils were keen to say why it was cruel to cage the bird. In discussing the unfairness of Cinderella's treatment, pupils were persuasive in appealing to the Ugly Sisters' 'better nature'. In many lessons, pupils are encouraged to work in groups. This promotes good discussions as well as helping pupils to cope with and evaluate different views and ideas. In carrying out historical research, Year 2 pupils helped each other find information and undertook different agreed tasks to make their teamwork effective. The technique of encouraging pupils to discuss a question before giving a joint response is used well in some lessons but is not consistently implemented.
18. Teachers share learning objectives at the beginning of lessons and set pupils clear indications of what they want completed. Year 1 higher ability pupils were given guidance on when to move on to extension tasks. Years 3 and 4 pupils were told to complete their notes in the next five minutes and then to share their ideas with others. However, concluding sessions are often not well timed and managed. Teachers do not always refer explicitly to the learning objective for the lesson and use this as a way of assessing pupils' progress. Pupils are not regularly asked to assess their own progress in order to develop their skills of self-evaluation. While teachers often correctly indicate how pupils' new learning might develop, the concluding session is not the right time to introduce new concepts.
19. Teaching is good for children under five years of age. The teacher has a good knowledge and understanding of how young children learn. She and the class assistants work well as a team and are clear about their roles. They are effective in supporting groups of children in speaking and listening skills and developing their language through creative play. Staff have very high expectations for children's literacy and numeracy skills. They teach basic skills well so children learn to read simple words accurately.
20. Teachers' subject knowledge is very good. They have a very good understanding of the National Literacy and Numeracy Strategies and apply them successfully to stimulate pupils' learning across all subjects. Pupils write extensively in history and personal and social education as well as recording their findings well in science. Pupils' numeracy is well developed by measuring and presenting information in science and geography. In science, teaching is largely based on pupils' own investigational activities and this is very effective in holding pupils' attention and developing their insight into the subject. Teachers make satisfactory use of computers for research but do not make enough use of them in order to develop pupils' skills in communicating information. Planning does not include sufficient opportunities for pupils to apply their skills and to familiarise themselves with the programs chosen.
21. Teachers keep a close check on pupils' progress in literacy, numeracy and science and use this information well to plan their learning. However, systems for recording and using assessment in other subjects are not yet agreed and consistently implemented. Marking is completed promptly across all subjects and teachers include encouragements and corrections. However, teachers do not always indicate to pupils a) precisely what they have achieved which makes the work satisfactory or otherwise and b) the next steps which the pupil can take to improve their attainment. Helpful individual targets are displayed on the wall or in pupils' books or on cards but pupils are not

always aware of these and how they relate to the work in hand. Teachers are still developing the best way to use these in order to help pupils move forward.

22. Teachers use homework effectively to consolidate and extend the work covered in school, particularly in literacy and numeracy. Teachers give clear direction as to what they hope pupils will do and praise and value tasks completed. Pupils' reading diaries indicate that pupils are frequently helped at home which helps to promote their interest and skills. Parents are pleased with the homework that their children receive on a variety of subjects.
23. Pupils with special educational needs achieve well in literacy, numeracy and science because of good teaching. Teachers carefully plan work that will interest these pupils and help them to develop specific skills. Class teachers use classroom assistants satisfactorily to work with pupils who have special educational needs to ensure that basic skills are suitably developed in the middle part of lessons. Teachers are not often using classroom assistants for assessment activities at the beginning and end of lessons. The teachers' positive approach and their effective organisational skills enable pupils with special educational needs to take a full part in lessons. Effective arrangements for the teaching of literacy and numeracy mean that there are small numbers of students in each class. This ensures that pupils with special educational needs receive considerable amounts of time from the teacher.

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

24. The curriculum for children under five years old is good. The teacher plans a good range of activities following the government's guidance for children of this age. Although teaching places an effective emphasis on learning through play, the school has no enclosed outside area in which children can play and learn. In the course of the children's first term they are introduced progressively to formal literacy and numeracy sessions, which prepares them well for later work.
25. The quality of the school's curriculum for pupils aged five to seven is good and it meets statutory requirements. It is sufficiently broad, with all subjects represented, including personal, health and social education. The National Literacy Strategy has been implemented well and this has had a major impact on the improvement of standards. There are many activities matched carefully to pupils' particular needs in reading and writing. The National Numeracy Strategy has been implemented effectively, with the result that standards have risen significantly. Whilst all elements of the information and communication technology programme are taught, pupils do not have enough opportunities to practise and develop their skills.
26. Detailed policies are in place for all subjects and the nationally proposed schemes of work have been adopted for most subjects. Good schemes of work have been introduced for physical education, music and information and communication technology. This means that the school identifies the knowledge, skills and understanding to be taught as pupils move up through the school. This is a significant improvement since the last inspection when they were identified as an area for development. The school is aware that the policy for the provision of pupils with special educational needs requires review in the light of the new Code of Practice. A policy for racial equality has been agreed and the school is very aware of the need to help pupils develop an understanding of the need for racial harmony. There are good quality plans for most subjects, which ensure that links are made between subjects. For example, the Years 3 and 4 study of the Romans associates literacy and history very effectively. However, teachers' weekly and termly plans do not consistently identify ways to support pupils' learning in information and communication technology through other subjects. Pupils' personal, social and health education is good. Well-planned lessons satisfactorily use the national programme of study. Regular discussion sessions are used effectively to support pupils' personal, social and health development as well as the teaching of citizenship. The school provides an effective programme of sex education and pupils learn about the uses and dangers of drugs.
27. Equal opportunities and access to all aspects of the curriculum are very well achieved because of the school's awareness of the different needs of pupils. Pupils who have difficulties in

understanding instructions and tasks are provided with support from classroom assistants. When no support is available, teachers' planning ensures that they are well included in lessons. More able pupils are challenged suitably and their progress is checked closely. All pupils are effectively included in all aspects of school life and achieve well. All after school activities are available to boys and girls and some girls attend the football club.

28. Provision for pupils with special educational needs is good overall. Teachers' planning takes into account their needs and support is provided both within and outside the class. This ensures that they are suitably challenged and praised for their achievements. The pupils are encouraged to develop their thinking skills through answering direct questions as well as explaining what they understand. The school encourages them to think carefully for themselves. Pupils' individual education plans are of good quality and have specific and measurable targets. The school's records demonstrate that these pupils make good progress in literacy and numeracy. There is good provision for pupils with Statements of Special Educational Need and they progress well. From the reception class, pupils have individual programmes for learning and teachers regularly evaluate the targets set for them. There is good practice for gifted and talented pupils. Although the school does not keep a register, all teachers have identified those with specific talents in special areas.
29. Extra-curricular provision is very good. Attendance is good at a wide range of activities, including football, choir, recorders, orchestra, violin, chess, May pole dancing, gardening, art and the daily after school club. These opportunities make a good contribution to pupils' social and cultural development. The school enriches the curriculum through a wide variety of activities. Many visitors enliven the provision, including clergy from the Church of England, members of the Islam faith, professional dancers and Caribbean musicians. A good range of school visits is linked to the curriculum, such as the link with H.M.S. Victory to history. Pupils perform shows and concerts for the community. Each class visits a local study centre annually which links all activities to the school's curriculum.
30. A significant strength of the curriculum is the excellent contribution made to pupils' learning by the community. The school, over the years, has developed very strong links with the community. Many people from the local area come into school to work with pupils, such as the police, artists, relations of Indian origin, a specialist on Roman times, multi-cultural drummers and musicians. Local people lead many of the out of school clubs, including choir and recorder. The school has been very effective in inviting visitors from other faiths such as Islam and Hinduism.
31. Very effective links have been established with the middle school to which most pupils transfer. Teachers from this school meet Year 4 teachers and pupils who then visit their new school for a day. Teachers from local schools have regular meetings. Links with the local pre-school group are very good and children are very well prepared before starting school.
32. The school is very effective in promoting pupils' spiritual, moral, social and cultural awareness. The quality of provision has been maintained since the last inspection, with improvements in spiritual and cultural provision. Provision for pupils' spiritual development is very good. School assemblies are stimulating and underpin the spiritual and social identity of the school. During collective worship pupils are given time to reflect. They are asked to consider ways to make themselves better during Lent. Prayers are used very effectively; for instance they are said about the wonderful work of Francis of Assisi. Uplifting songs are sung such as 'Our God is hoping'. Teachers give pupils time to reflect on relevant aspects of the subjects they are studying in lessons. Speaking and listening sessions are often used to develop pupils' spiritual awareness. This is seen when pupils discuss caring for others' feelings and seeing things from others' point of view.
33. Pupils' moral development is very good. The school's strong moral standards promote a sense of pride and self-discipline which generates the excellent standards of behaviour. Teachers are very good role models and pupils learn how teachers expect them to be thoughtful. Throughout the day pupils are encouraged to think about their actions and attitudes from a moral point of view. Pupils are encouraged to talk about their actions in playtimes and moral points are effectively explored in lessons as when pupils discussed the message in the 'Emperor and the Nightingale' story. Much of the charity work that pupils take on has a strong moral dimension.

34. Provision for pupils' social development is very good. Lessons often generate good opportunities for pupils to work together in groups and pairs. Group discussion is frequently used in an effective manner to teach pupils the qualities of a caring community and how they should treat one another. Extra-curricular activities involve outsiders and so pupils have opportunities to relate to people outside the school. A school council offers Year 4 pupils the chance to discuss issues with other classes before they meet together. One suggestion from pupils has led to the creation of a 'Buddy Bench' and this allows pupils the opportunity to ask for support in making friends effectively.
35. Overall, very good provision is made for the development of pupils' awareness of their own and other cultures. From their early days in school, pupils learn the nursery rhymes and traditional stories of this country. The school celebrates Christian festivals and those from other faiths and introduces pupils to art and music from a range of cultures. As pupils grow older they are introduced to people from other faiths: a visitor from a Bournemouth mosque and a Hindu visitor who give pupils the chance to understand their beliefs. Pupils learn about life in the past when they study Roman craftsmanship and Victorian Britain. There are well-established links with the local Christian church and pupils study Jewish and Muslim artefacts and books. The school places a high emphasis on the preparation of pupils for life in a multi-cultural society. A special day dealing with difference was arranged. During the day, while reading 'Zaynab's story', the pupils were given many rich opportunities to reflect on issues of bullying and racism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides very good levels of care which are appreciated by parents and pupils. Standards have risen since the previous inspection. All pupils are valued and the school's caring ethos promotes excellent relationships between pupils and staff. There are first-class procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour.
37. The excellence of pupils' behaviour in school is testimony to the successful way staff present their expectations of how pupils should relate to one another. The headteacher ensures that all members of staff understand the need to maintain high standards of behaviour. Teachers and classroom assistants create a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons. Good behaviour is encouraged in ways that make sense to the children. Playtimes and lunchtimes are well supervised.
38. Procedures for monitoring and supporting pupils' personal development are very good. Teachers keep informal records on each pupil's personal development. Staff know pupils very well and respond sympathetically to them individually, taking good account of any personal circumstances that may affect their learning and well-being. Teachers give good praise and encouragement during lessons, and achievements, large and small, are all celebrated. Personal, social and health education lessons are now being well used to help pupils express their thoughts and feelings and to learn to understand themselves and others. The school provides good opportunities for pupils to take responsibility by, for example, helping younger children with their milk and by representing the school on the school council.
39. Procedures for monitoring and improving attendance are satisfactory. Attendance rates have dropped slightly but still remain broadly in line with the national average. The school follows the required procedures for registering pupils each day. Unexplained absences are followed up and the headteacher ensures that parents fill in the appropriate application forms for holidays in term time. Such holidays are causing a drop in attendance figures. The school actively discourages parents from taking them as they can adversely affect pupils' learning.
40. There are very good procedures in place for child protection and the headteacher is the designated person in charge. There are no children currently at the school who are being cared for by the local authority. Systems are ready to be put into place to monitor such pupils' personal and academic progress if necessary. Staff are receiving appropriate training to enable them to keep up to date with aspects of first aid. There is a comprehensive health and safety policy and regular risk assessments are carried out.
41. The school identifies pupils with special educational needs early. It notifies external agencies and involved them as required. Class teachers monitor pupils' progress termly and identify those requiring additional support. Some pupils attend specific activity sessions as appropriate. A

significant strength of the school's assessment arrangements is in the way that pupils' special educational needs are carefully analysed. As a result, the targets in individual education plan are specific and measurable. This ensures that the teachers are clear about what pupils need to learn to improve. Individual education plans are well maintained and are generally linked to targets for literacy and numeracy. Sometimes there is a target to help pupils manage their behaviour. The school works effectively with a wide range of external agencies, including specialists, who advise on pupils with special educational needs. Pupils with Statements of Special Educational Need are very well supported.

42. Assessment of children's skills as they join the school are good and well used to identify their learning needs. The children's achievements are recorded throughout the year and these record sheets are used to track children's progress throughout their time in the school. Pupils' attainments in literacy and numeracy are very well monitored and staff make good use of test and assessment activities to measure how pupils are developing skills in science. The information is used in planning pupils' learning, setting targets for individuals and groups and in evaluating the effectiveness of teaching and learning. In other subjects, teachers record pupils' progress but consistent systems have not yet been adopted. They are records of work covered rather than a clear identification of the skills which pupils have acquired. Teachers encourage pupils to record what they have completed in information and communication technology and this provides a basis for monitoring their progress. Many pupils have a fairly accurate picture of how they are doing in reading and writing, although this tends to be more evident among the more able pupils. However, significantly fewer pupils could specify how they should be trying to improve their work to get better results.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents value the school highly and warmly praise what the school achieves, its caring attitudes and the way their children make good progress. They believe teachers know their children well and that such secure personal relationships help pupils to succeed. Parents said their children are eager to come to school. They feel very comfortable about approaching the school with questions or problems. They like the open door policy whereby they can approach members of staff if they would like to discuss their child. Parents all agreed that the school is well led and managed. They feel well informed and greatly appreciate the courses and seminars on numeracy teaching which have been well attended.
44. The quality of information provided to parents is very good. They are given regular information on their children's targets, topics and curriculum areas to be studied. End of year reports to parents are satisfactory. They do not, however, give particulars of pupils' progress in all subjects and they do not give targets for improvement in science. The governors' annual report to parents and prospectus are informative, but the latter does not contain figures for the levels of attendance of the pupils. Parents receive regular newsletters.
45. The inspection team agrees with the positive views of the parents. It judges that the school works closely with parents and is actively trying to involve as many parents as possible in the life of the school. Parents are contributing very well to their children's learning at home and at school. Several parents were seen working with their children in the classrooms before the start of school in the mornings. Many come in during the day to help with, for example, reading and craftwork. The parent-teachers' association is a dedicated, hardworking group of people who have raised money to fund play equipment and the pleasant garden area.
46. Induction procedures for children entering the reception class are good. Parents are pleased at how their children settle in and enjoy school. They also like the care taken when the oldest pupils transfer to the middle school.
47. Very effective links are established between the school and parents who have pupils with special educational needs. Regular meetings with teachers and the special educational needs co-ordinator mean that parents are kept well informed about their child's progress. Parents are asked to complete a useful form with their child before each meeting. Staff are always available to discuss any concerns with parents before or after school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides the school with very clear and purposeful leadership. She is highly respected by staff, parents and pupils and under her leadership the school has made good progress since the last inspection. The school has made considerable improvements in the standards of pupils' literacy and numeracy while maintaining a very close and supportive atmosphere for learning. The headteacher succeeds in fulfilling her managerial commitments, while teaching for three and a half days per week, through her generous commitment of time and energy to the school. However, the demands on her are heavy and governors are rightly aware of the need to consider adjusting her workload now that the numbers on roll have steadied and appear stable for the foreseeable future.
49. The headteacher works very closely with all staff to promote pupils' attainment and together they maintain a high quality of professional dialogue and discussion. Staff constantly evaluate their effectiveness as teachers as well as monitoring the school's overall performance to identify strengths and weaknesses. The management of the curriculum is good with all staff undertaking responsibilities well. The improvements in pupils' attainment in literacy and numeracy reflect the very active and effective management given to these subjects. Pupils' attainment in information and communication technology has been improved and staff have raised their skills and undergone training. However, to bring pupils' attainments up to the high standards achieved in other subjects it is an area which needs further development. The leadership and management for children who are under five years of age are very good. The new assessment arrangements for children who are starting school have been fully analysed and are being used effectively. The co-ordinator is very familiar with the new curriculum and works diligently to provide a stimulating environment for children in their first year of school.
50. The leadership and management of provision for pupils with special educational needs are very good. Governors are kept very well informed about provision in this area. The co-ordinator has a very good understanding of the needs of the pupils and works very well with the staff to ensure that the policy is implemented to their benefit. The school has adopted the revised Code of Practice and all staff are aware of the terminology relating to pupils' levels of need.
51. The school development plan is a valuable working document which is well prepared by the headteacher and staff and keeps all parties clearly informed of the school's immediate and long term aims. Priority areas are clearly identified and action plans in all the subjects are included. Success criteria are related to the tasks in hand but do not always relate directly to improvements in pupils' learning and attainment. Costings and personnel are included but timings are general rather than dated.
52. Governors take a very close interest in the school's affairs and fulfil their responsibilities well. They meet regularly and have a well-organised committee structure, which is effective in monitoring the school's finances, premises and special educational needs. Governors are regular visitors to the school and maintain a careful check on the school's developments and performance. To their credit they also seek to evaluate and improve the effectiveness of their own performance.
53. Financial planning and administration are good. Budgets take full account of the cost of implementing school developments. The headteacher and finance committee maintain a regular check on spending and the school's financial situation. An increase in the number of pupils on roll has enabled the school to review staffing and appoint a part-time teacher to improve the class organisation. This has had a positive impact on standards and the school is concerned to safeguard this arrangement for as long as possible. There is an above average accumulated reserve partly due to the need to fund the extra staffing at a time when numbers can vary and partly as provision for a planned new building. The school makes good use of new technology for financial planning and administration and to support teaching and learning. The day-to-day organisation of the school is efficient and the school is effective in applying the principles of best value in its spending.
54. An appropriate number of teachers and other staff are employed at the school. Teachers are suitably qualified to teach the National Curriculum effectively and they are well matched to the subjects they manage. Staff work closely together as a team to agree and implement policies and procedures. They attend training courses out of school. All job descriptions are clearly set out and

each area of the curriculum has a co-ordinator. Newly qualified staff are very well supported. The work of all teachers is appraised and targets for further improvements are established. This is in accord with the guidance given nationally under performance management.

55. External facilities are well used and developed to make an attractive learning environment for pupils. There is a very pleasant garden area, playgrounds are well marked for games and there is a field for sporting activities. However, indoor accommodation does not provide a satisfactory environment for pupils' learning in spite of the best efforts of staff to make it attractive and stimulating. The school is housed in four separate buildings, one of which was constructed temporarily 25 years ago and is now beyond economic repair. Children in reception do not have a designated secure outside learning area and the space for sand and water play is inconveniently separate from the main classroom. The Years 3 and 4 classrooms do not have enough space for computer and library resources. Toilets for these pupils are located in a separate building and this is unsatisfactory. The hall is barely adequate for gymnastics as there is no separate store for equipment. .
56. Learning resources are satisfactory overall and in many areas they are good. In English they are good and in physical education they are satisfactory, although there is a lack of resources for gymnastics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order for the school to improve the good standards of education and attainment of pupils, the headteacher, staff and governors should:
- raise pupils' attainment in information and communication technology by:
 - ensuring pupils have regular tasks to complete in all subjects which help them to apply their knowledge and skills in computing;
 - extend pupils' experience of using computers to draft written work and present it in a wider variety of forms;

(paragraphs 8, 20, 25, 72, 80 and 96-8)

 - establish consistent procedures of assessment and make more use of the information to guide pupils' learning by:
 - extending teachers' skills in assessing pupils' attainment in science;
 - establishing consistent and manageable systems for assessing how pupils develop skills in other subjects;
 - indicating clearly in marking how pupils can improve their work;
 - raising pupils' own awareness of their progress;

(paragraphs 21, 42, 82, 91 and 95)

 - seek to improve the deficiencies of the accommodation.

(paragraphs 55, 67 and 105)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	16	4	0	0	0
Percentage	0	23	62	15	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	92
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y4
Number of pupils with Statements of Special Educational Needs	4
Number of pupils on the school's special educational needs register	14
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Total	19	19	19
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (88)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Total	19	19	19
Percentage of pupils at NC Level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys and 11 girls in the year group, the table omits totals for boys and girls.

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	92	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	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	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	20
Average class size	19

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	83

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	242,695
Total expenditure	238,092
Expenditure per pupil	2,533
Balance brought forward from previous year	24,393
Balance carried forward to next year	28,996

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 60%

Number of questionnaires sent out	85
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	74	22	0	0	4
My child gets the right amount of work to do at home.	63	35	0	2	0
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	69	25	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	2	0	0
The school expects my child to work hard and achieve his or her best.	80	18	0	0	2
The school works closely with parents.	76	22	2	0	0
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	71	27	0	0	2
The school provides an interesting range of activities outside lessons.	68	24	2	0	6

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

58. The arrangements for children who are under five years old are good. Children make good progress and the majority achieve the nationally expected levels by the time they reach five years of age. About one-third of children achieve above average standards in literacy and numeracy and therefore the overall attainment exceeds expectations in these areas of learning. This is a considerable improvement in standards since the last inspection as a result of the teacher having higher expectations of the more able pupils.
59. A large proportion of children in reception enter school with average levels of knowledge and understanding for their age in all aspects. The teacher and classroom assistants work to ensure that the class is calm and welcoming. This ensures that all boys and girls, including those with special educational needs, settle securely into school life and are motivated to learn. Prior to children's entry, arrangements successfully promote a smooth transition between home and school. Children and parents visit the classroom and school before they start school and children in the pre-school playgroup visit the reception class throughout the year. Parents have effective opportunities to discuss their children with the teacher and feel very happy about the way their children are introduced to full time school.
60. The quality of teaching is good and has significant strengths. The class teacher and the teaching assistants work as a good and effective team and teaching assistants are clear about their roles. They support groups of children purposefully when children's speaking and listening skills are developed through creative play. Their work makes a significant contribution to children's learning. A significant strength of the provision is the teacher's very high expectations of children to develop literacy and numeracy skills. For example, children learn to identify words that have an initial two-letter sound such as 'sh' and 'th'. This means that basic skills are effectively taught and so children learn to read simple words accurately. The teacher has a good knowledge and understanding of how young children learn and the detailed planning successfully incorporates the required areas of learning.
61. The teacher assesses children's skills shortly after they start school, using the new national assessment guidance. The children's achievements are recorded throughout the year and are used to complete record sheets that track children's progress throughout their time in the school. The teacher carefully records assessments and evaluations of children's learning on her planning so that she can alter future lessons in the light of children's needs. The classroom is thoughtfully organised with a good range of resources to stimulate children's curiosity and encourage them to become independent learners. There is no access to a secure outdoor area but children use a corner of the playground to play creatively. This does not fulfil the requirement for children who are under the age of five and therefore is unsatisfactory.

Personal, social and emotional development

62. Children attain very good standards of personal, social and emotional development. This is an improvement since the last inspection when this area was well developed. All children demonstrate a good degree of confidence in their approach to activities and daily routines. The majority of children respond very positively to instructions and move around the classroom when requested to do so. They show a very good level of interest in their learning. For instance they are very keen to talk about the model picnic food they have made for some teddy bears. They settle quickly to their tasks and concentrate very well for short periods of time. They handle books and equipment carefully. When moving around the school, for example when they go to the hall for assembly, they behave sensibly and co-operate. This is due to the effective management skills of the teacher. Children are patient and take their turn fairly. Teaching in this area is good. The teacher takes every opportunity to discuss moral issues such as being fair and sharing things. Group discussion sessions successfully promote children's awareness of their feelings and their ability to express themselves. The teacher and teaching assistants value each child's efforts and give lots of praise and encouragement. Children have opportunities to carry out particular jobs which successfully build children's self-esteem and promotes their confidence in learning and in their relationships with

others. Relationships are very good between the teacher and children as well as between children. The children are thoughtful and kind to others. For instance, one child handed another a boat so that they could have an imaginary adventure in the water play area.

Communication, language and literacy

63. Children make good progress in acquiring communication, language and literacy skills and most attain standards expected for their age. Standards are above nationally expected levels because one-third of children achieve above average standards. The quality of teaching is good. The teacher plans an effective range of opportunities for children to talk to adults and each other. For example, children are encouraged to talk in the creative play areas and they discuss going to different places such as Scotland and what they would see. One child said *'You might see a yak which is all furry in the mountains of Scotland'*. The teacher takes every opportunity to promote children's confidence and asks well directed questions which successfully develop children's speaking and listening skills. As a result, children make good progress in developing their communication skills, with most achieving the national expectations for this age. The teacher carefully prepares activities that successfully stimulate children's interest in letter sounds, reading and writing. Children enjoy sharing stories and rhymes and they regularly take home books to share with their parents. They show developing confidence in handling books and are at the initial stages of reading. They make good progress in associating letters and sounds. This is seen when children identify words beginning with 'ch'. The teacher demonstrates her high expectations of children when she asks them to reorder simple words to make a sentence. Children make good progress in learning to write and most achieve national expectations for this age because of the many opportunities the teacher plans. All children regularly practise writing their names and forming letters correctly. They understand that writing conveys meaning. All children are beginning to write letters for themselves. Play areas do not consistently offer opportunities for children to develop writing skills.

Mathematical development

64. Children make good progress in mathematical understanding and most achieve the national expectations for this age. One-third of children are achieving above average levels of attainment and so attainment is above average because of good teaching. Most children develop a strong knowledge of number, order and sequence through regular counting routines. Some children count reliably to 20 and a few count to 30 accurately. They know the names of colours and common two-dimensional shapes. Children are developing a good understanding of size when they compare similar shapes. They use vocabulary well such as 'bigger', 'smaller', 'more' or 'less'. The quality of teaching is good with some very good features. The teacher plans lots of practical activities to promote children's mathematical development. She takes every opportunity to reinforce children's counting skills and check their mathematical understanding through well-directed questions and assessment activities. The teacher uses very good questioning skills when she asks, 'Which is the biggest?' There is a high emphasis from the teacher on developing children's understanding through play. For instance, children learn to use numbers in a variety of games such as a matching board games.

Knowledge and understanding of the world

65. Children acquire a satisfactory understanding of the world through well-planned and stimulating topics. Most children are in line to meet national expectations for five year olds. The teaching of this area is good. They learn about the properties of materials such as sand, water and paint by handling and working with them regularly. They make good progress in finding out about the world through practical activities. For instance, they learn about everyday sounds when they go on a walk around the school. Resources are used well when children learn about how to describe different sounds. The teacher has high expectations of children when she asks them challenging questions such as 'What is making the leaves make a noise on the trees?' Basic skills of science are well taught when children learn how to record their evidence as pictures or a list of noises on paper. Careful preparation ensures that many of the children's activities support their progress in other areas. This adds relevance to their work and successfully stimulates their interest. For example, this is seen when children learn about toys from the past having written a letter to their parents asking about their memories of their childhood. Whilst children have regular opportunities to

develop information and communication technology skills, computers could be used more fully to develop children's skills in all areas of learning.

Physical development

66. The majority of children's physical development meets national expectations for their age due to good teaching. They move safely and confidently in and around the classroom. However, they have limited opportunities for outdoor play because there is no fenced playground for children who are under five years of age. Using a satisfactory range of equipment they use a corner of the playground for outdoor play. Children enjoy regular opportunities to be active in physical education lessons, when all respond very quickly to instructions. They travel across various pieces of apparatus confidently. They demonstrate satisfactory levels of control when they crawl, jump and snake over the equipment. The teacher gives effective demonstrations so that children learn how to walk around the hall carefully without touching each other. Basic skills are well taught when children demonstrate various ways to move over the benches. Within the classroom, planned activities satisfactorily promote children's physical development alongside other areas of learning. Children fit together jigsaws and construction materials. They frequently use paintbrushes and simple tools such as scissors and often demonstrate satisfactory manipulative skills.

Creative development

67. Children's creative development is good. The majority of children are in line to reach nationally expected levels for five year olds. A considerable number of children achieve above average skills in creative development. These more able children paint detailed images of people moving. All children confidently use paint and create pictures. For instance, they explore colour and texture well when they paint beautiful butterflies. They investigate mixing paint shades with a variety of colours. Children have frequent opportunities to draw using pencils and a good range of materials. Children develop creative skills well when they make pictures of clowns using a variety of shapes. They successfully combine materials together in a variety of ways. This is seen when they fold and glue paper together to make a paper bag for teddy bears. The quality of teaching is good. Effective learning methods are used when children experiment with mechanisms to make moving models of 'dingle, dangle people'. All children enjoy listening to music and learning new songs such as 'one, two, three, four, five once I caught a fish alive'. The teacher ensures that a good range of activities is planned to develop children's creative development. For instance, resources are well used when children play with stimulating story bags full of characters. The play area in the classroom is sometimes used in a rather limited way. The lack of a safe outside play area restricts children's creative development and means that a significant amount of time has to be spent inside rather than playing in the fresh air.

ENGLISH

68. Pupils' attainment by Year 2 and Year 4 is well above national expectations. This is a strong improvement since the last inspection when they were in line with expectations. Pupils' Year 2 test results are well above both the national average and those achieved in similar schools. By Year 4, pupils attain levels which are well beyond those expected in both reading and writing. All pupils progress well. There is no significant difference between the attainment of boys and girls. Teachers and support staff provide good support for pupils with special educational needs, who learn well and often attain the nationally expected levels for their age. More able pupils make good progress and achieve very high standards. The tasks set for them are particularly successful in extending their writing skills in subjects like history and in personal and social education.
69. Pupils' speaking and listening skills are good. They respond with interest to their teachers' questions and in nearly all lessons pupils are confident about explaining their ideas. In Year 3, pupils took turns to play the part of an 'aggressive pig' and answer questions from others. They spoke well and one successfully adopted the character of the pig when asked if she was sorry for her behaviour and replied, 'No, I have never apologised in my life'. In Year 2, pupils considered the story of the Emperor and the Nightingale and the plight of the caged bird: 'taking it away would remove the beauty for others'. Teachers are good at promoting opportunities for pupils to speak about their feelings. In an assembly for reception and Years 1 and 2, pupils reflected on what Lenten promises they might make to improve school life. Pupils suggested 'playing nicely' and 'not arguing'. The excellent relationships in the school encourage pupils to feel easy about developing

their thoughts. Pupils learn speaking and listening skills well and the important spiritual and social aspects of respecting one another's views and beliefs.

70. Pupils' reading skills are well above expectations, as the reading records indicate. By Year 2, all pupils achieve the nationally expected standards and read confidently from the graded books selected for them. More able pupils know the authors they like and the sort of books they prefer. They read widely and with good expression, sounding out unfamiliar words to themselves. All pupils have a good knowledge of letter sounds and make good use of the context and pictures to help them understand new words. Pupils know the difference between fiction and non-fiction and have used the Internet to locate information. By Year 4, pupils recount the stories which they are reading in detail. They understand an impressive range of vocabulary such as '*parading*' and '*tragic*' and make use of the index and contents in using information books for research. Pupils in Years 3 and 4 use the library regularly and consult reference books brought to their classes, but the location of the library in a separate building severely reduces their chances of spontaneous research.
71. Pupils' writing skills are very good. Pupils are quickly taught to produce neat and well formed letter shapes and by Year 2 most are joining up their handwriting. More able pupils in Year 1 create their own sentences to practise writing words beginning with 'tw' and 'sw'. Others copy accurately from lists and willingly commit their own ideas to paper. Pupils with special educational needs are well supported to help them complete similar tasks to those attempted by the rest of the class. In Year 2, pupils develop a range of writing styles such as creating their own versions of the traditional stories of 'The Troll' and 'Mr Wolf'. They use excellent vocabulary in their well-sentenced accounts. One pupil wrote, '*The Troll is a (sic) ugly character*', and another, '*Mr Wolf is a scheming scoundrel. Also he is very sneaky*'. Year 3 pupils continue to progress well, planning their stories and writing with insight about the characters which they include. In work linked to history, Year 4 pupils describe their impressions of meeting Roman soldiers and employ good adjectives and adverbs, '*his face was frosty and tough*', '*the scarlet plume of his helmet waved majestically in the breeze*'. Pupils also write in simple direct language in composing pamphlets on Boadicea. Overall, the progress of pupils' writing is very good up to Year 2 and good by Year 4.
72. Teaching is good and makes very effective use of the National Literacy Strategy. The modules have been adapted to link into other subjects like history and personal education. This stimulates pupils' interest in the topics, which they discuss, read and write about. It is very successful in developing their language skills across the curriculum. Teachers generally conduct discussion sessions very well, although on occasions they overdirect and do not allow pupils enough time to reflect and speak. In some lessons, pupils are encouraged to discuss thoughts with a partner before replying, but this good practice is not consistent. Teachers often encourage pupils to do written work in pairs and groups, which helps their learning as well as their social skills. An observant Year 2 pupil remembered where the correct spelling of 'caught' was displayed in the classroom and corrected his neighbour's 'catched' accordingly. The pace of lessons and tasks set are very good and well matched to pupils' abilities. However, teachers do not allow enough time at the end of lessons for pupils to reflect on what they have learnt, in a way which helps them and the teachers to assess understanding and progress. The marking of books is regular but brief and does not clearly reinforce how pupils might improve their work. Teachers maintain very good records of pupils' progress in reading and writing and they compare and discuss standards with colleagues in order to hone their judgements. Teachers make good use of the wide range of book resources but do not give pupils sufficient opportunities to draft stories on the computer. The co-ordinator is good at supporting colleagues and manages the subject very well.

MATHEMATICS

73. In Years 2 and 4, pupils' attainment is well above the level expected for their age. This is a significant improvement since the previous inspection when standards were average. In the national tests in 2002 for Year 2 pupils, results were well above the national average. They were technically in line with those achieved in similar schools. The number of pupils achieving the expected standards in the tests was in the top 5 per cent both nationally and in comparison with similar schools. However, results for more able pupils were in line with those achieved nationally and slightly below those recorded in similar schools. There was no significant difference between the attainment of boys and girls and all pupils make good progress.

74. The school is very successful in implementing the National Numeracy Strategy. All teachers provide their pupils with regular opportunities to develop their mental calculation skills at the beginning of lessons in order to improve their speed and accuracy. Teaching raises standards further through a good range of investigative work and closely monitored support for pupils with special educational needs. Pupils' numeracy skills are well developed in subjects like science and geography where pupils measure, calculate and record their findings in graphs and diagrams.
75. Pupils participate readily in a range of interesting activities. Teaching is good throughout the school and sets pupils clear targets as to what they should complete in a lesson. Pupils develop their confidence in using number through well-paced sessions of mental arithmetic. In Year 1, pupils accurately doubled single-digit numbers and in Year 2 they counted on in fives up to 50. More able pupils are well challenged by extension activities. In Year 2 this required them to consider working out the costs of five items priced at 17p and calculating how much change they would have from £2.00. Several pupils were very swift and accurate in applying their five times and ten times tables and checked their teacher when they thought she was incorrect! Teachers provide good and appropriate support for lower ability pupils and adjust their questioning well to include them in whole class activities. The tasks provided for pupils with special educational needs enable them to learn well and often achieve the levels expected for their age.
76. In Year 3, pupils were good at mentally counting on in threes and explained their methods to the rest of the class using appropriate terminology. In most classes, pupils make good use of small whiteboards to help them note their answers. Where necessary, lower ability pupils use these to help them in their working and classroom assistants provide valuable guidance to ensure their understanding and correctness. In Year 4, pupils apply their good knowledge of place value to multiplying numbers by 10. Nearly all pupils manage answers up to 1,000 but some have difficulty in reading out their answers correctly. Higher attaining pupils demonstrated consistent accuracy with numbers as far as 25,000. Pupils applied their understanding of the 10 times table to problems which involved multiplying numbers by 9 and 11. Pupils were highly competent at doing this, although some were confused by working out 170 minus 17 and created the answer 163.
77. Teachers have a strong subject knowledge and cover all aspects of the subject in the course of the year. They plan lessons well and maintain a good pace, challenging pupils' thinking with good questioning to ensure that they all understand. Year 2 pupils were confident in describing common shapes and their properties and measured angles as well as lengths on a geometric figure. In Year 4, pupils have a good knowledge of using Venn diagrams to sort materials in science. They weigh different materials and compare their results. They gather data such as the number and types of teeth that each pupil has and record this on tables and graphs. Teachers ensure that pupils make satisfactory use of information and communication technology to help them in their learning. There are good systems for monitoring pupils' progress, which are carefully used to identify areas of weakness in teaching and learning. Teachers benefit from the good guidance of the co-ordinator who provides valuable assistance to colleagues. They share information readily and the co-ordinator is good at keeping the school informed of new initiatives.

SCIENCE

78. Standards in Years 2 and 4 are above average overall. They have improved since the last inspection since teachers have higher expectations of what pupils can achieve. In 2002 the Year 2 assessments of pupils' attainment showed that the number attaining the expected Level 2 was in the top 5 per cent of the nation. Average numbers of pupils achieved the higher Level 3. Against similar schools, assessments indicated a similar picture at Level 2, but technically slightly fewer pupils achieved the higher Level 3. Boys and girls achieve similar standards. Pupils with special educational needs are well included in all activities and progress well.
79. In Year 2, pupils have above average knowledge and skills in all areas of the science curriculum. A significant strength of pupils' knowledge and understanding is in life and living processes. The majority of pupils label the main parts of the body accurately. More able pupils add a considerable amount of detail and label parts such as the chin and heel of the foot. They sort objects into those that fly and those that do not. Year 2 exercise diaries show an effective awareness of the need to undertake regular rigorous activity and the dangers of medicines. The majority of pupils in Year 2 demonstrate a good level of understanding of materials and record their observations from simple investigations well. More able pupils draw conclusions with reasons after experimenting with ways

to block out sound using various materials. Year 2 pupils do not often record predictions giving their reasons for their comments. Pupils' knowledge and understanding of physical processes is above average. Most pupils know that a push makes a scooter move faster after they have investigated small vehicle movements. More able pupils describe how a force of push or pull can change the direction of a scooter. Pupils' numeracy skills are well developed when they draw graphs to show the heights of Year 2 children.

80. In Year 4 pupils have above average investigational skills, knowledge of life and living processes, materials and physical processes. Most pupils effectively name the parts of a flowering plant. A considerable strength in their knowledge and understanding is in the properties of materials. This was seen when Year 4 pupils write about changes of state where water freezes, melts and evaporates. More able pupils explain whether changes are reversible or not. Most pupils predict in millimetres at what distance a magnet will attract iron objects. In Year 4 the majority of pupils incorporate scientific vocabulary well and are beginning to use conclusions in their scientific work that link to the reason for their investigations. They collect relevant evidence when they investigate what happens when you squash a spring. A more able pupil wrote, *'The red band made the car go further than we thought it would because it was so tight it made a big force'* having investigated the effect of a variety of elastic bands. Some pupils with special educational needs achieve average levels of attainment due to effective provision by teachers and classroom assistants. Numeracy skills are well developed through scientific studies. For example, Year 4 pupils use Venn diagrams to record materials that attract and will not be attracted to magnet. There is little evidence of pupils using information and communication technology to support their learning in science.
81. The quality of teaching is good and enables pupils to achieve well and make good progress. Teachers' high level of knowledge and understanding means that pupils work at above average levels of attainment. In the best lessons seen teachers have high expectations of what pupils should achieve and plan stimulating activities that make pupils want to learn more. Year 2 pupils were thoroughly absorbed by investigating ways that scooters move and change direction for themselves. Year 4 pupils were asked to investigate which materials are the best insulators so that they could design a comfortable, stylish and warm winter coat. Good questioning skills are used to explore pupils' understanding of how we create a 'fair test' when the teachers asks, 'Why do you think all the fabric is the same size?' Effective use of literacy skills enables pupils to write predictions well. This develops pupils' basic scientific skills effectively when they learn to record reasons for their comments. Very good social provision means that pupils work very well together in pairs or groups. Teachers' effective management skills ensure that pupils behave very well and concentrate on tasks. Lesson planning sets clear objectives and means that teachers share the focus for learning effectively with pupils. Whilst classroom assistants are satisfactorily used in main part of lessons, they are not always effectively used at the beginning of sessions. The ends of lessons are not consistently used to assess pupils' understanding or offer pupils a time for self-evaluation. Teachers' marking does not regularly explain to pupils what they have done well or say how they could improve.
82. Leadership and management of science are good overall. Since the previous inspection there have been significant improvements in the school's standards and resources. The national guidance for the subject is used to structure a challenging programme of learning. The quality of teaching and teachers' planning are monitored. Teachers' assessments of pupils have been studied by the co-ordinator and training has begun to deepen teachers' awareness of National Curriculum levels of attainment. Pupils' attainment is not tracked and teachers do not consistently identify how many more able scientists there are in the class.

ART AND DESIGN

83. No lessons were observed during the inspection. An analysis of work in classrooms and discussion with Year 4 pupils indicate that attainment across the school is above national expectations. This is a significant improvement since the previous inspection when standards in Years 2 and 4 were found to meet national expectations. Pupils of all abilities, including those with special educational needs, make good progress in their learning. Boys and girls achieve similar standards. Work shows that all pupils are involved well in a good range of activities using a variety of media.
84. Standards of art in Years 2 and 4 are above national expectations. The majority of pupils make good progress in their learning. Standards indicate that the quality of teaching is good. The majority of pupils use materials effectively to create beautiful pieces of art as a result of high teachers' expectations. A significant strength of pupils' knowledge is in how they use paint. In Years 3 and 4 pupils produce delightful watercolours of summer flowers. Good learning methods are used when Year 2 pupils learn to apply paint particularly effectively to create portraits in the style of the famous artist Paul Klee. Basic skills of painting are well taught. For instance, paintings of winter trees allow pupils to learn how to mix colours and add snow to scenes well. Teachers' good knowledge and understanding mean that pupils develop good observational skills. This is seen when they produce realistic and beautifully painted pictures of daffodils. Collage is used effectively to make mosaics. Effective use of resources enables pupils to learn about history and create Roman mosaics of animals such as fish. Further links are developed between subjects when Years 3 and 4 pupils draw Roman soldiers in oils and pastels. Sculpture work is less evident. Pupils design and make three-dimensional animals with adult assistance. Pupils like art and enjoy all the activities due to the teachers' positive attitudes to the subject. Teachers' use of assessment is underdeveloped. There is no sketchbook for pupils to experiment with their initial ideas and evaluate their pictures. So there are few opportunities to use literacy skills in art activities. Numeracy skills are occasionally used effectively when pupils measure the size of materials. Information and communication technology skills are used satisfactorily to develop art when pupils create patterns using a computer 'mouse' and paint effects. Pupils have good opportunities for reflection and spiritual development when they study how famous artists have achieved certain effects and study wild life including English flowers.
85. The leadership and management of art are satisfactorily. Since the last inspection there have been good improvements, particularly in standards. The subject manager monitors and evaluates the subject well through teachers' lesson planning and observation of displayed work. The school provides very good opportunities for pupils' social provision. An art club has been developed for older children. Pupils work together in paired and group activities. Year 4 children have opportunities to work with pupils from two other schools on a Poole workshop day. The school has developed its own scheme of work but there is little evidence of it being linked to the school's planning. The subject co-ordinator has not produced an action plan to develop this area.

DESIGN AND TECHNOLOGY

86. No lessons were observed during the inspection, but the school presented a good range of evidence of pupils' work. Discussions were held with the subject co-ordinator and some Year 4 pupils. Overall, standards are above national expectations throughout the school. This maintains the situation found at the last inspection in Years 2 and 4. All pupils are suitably included in the curriculum due to the high expectations and support from teachers and support staff. Those pupils with special educational needs are well supported and make good progress. There is no difference between the standards achieved by boys and girls.
87. Standards of work seen indicate that the quality of teaching is good and means that pupils work at above average standards in their planning and designing skills. Basic skills of planning are effectively taught when Years 3 and 4 pupils produce labelled diagrams of the containers they will make out of fabric. Good teacher knowledge and understanding means that pupils in Years 3 and 4 learn to record their step-by-step plans effectively. This ensures that pupils outline carefully how they are going to make a coil pot. However, these plans do not have diagrams to give further detail on each stage of the making process. A significant strength of pupils' work is in their making skills. They make products to above average standards. Year 2 pupils create high quality models of their bedrooms due to teachers' high expectations of pupils. Good use of numeracy skills means that pupils learn to measure lengths of materials accurately. Resources are well used when pupils

make model vehicles using wheels and axles to allow movement. This happens also when Year 2 pupils make fruit salads having cut up the fruit for themselves. Effective links with English are established when pupils produce plays using puppets that they have created out of wood and fabric. The evaluation of pupils' products is a well established part of the work undertaken by older pupils. Literacy skills are used effectively when pupils write detailed evaluations of their money containers. Good evaluations of pupils' clay pots mean that pupils think deeply about the strengths and development areas of their work. One average pupil produced a thoughtful evaluation of her pots when she wrote, *'I think I could of painted my pots a bit better, but I found making the pot hard. I enjoyed making it though. If I could do it again I would put a lid on it'*. Teachers' use of assessment is underdeveloped to raise standards further. Teachers' marking does not consistently highlight the strengths or development areas for students. Pupils have positive attitudes to this subject due to teachers' enthusiasm. They talk about the fun they had making and painting their pots. Information and communication technology is underused to support pupils' learning in this subject.

88. The leadership and management are good overall and the co-ordinator has achieved satisfactory improvements since the last inspection. Improvements include the adoption of a whole school scheme of work which ensures that pupils build on their knowledge each year. Monitoring of the teachers' planning by the co-ordinator has assisted the school to maintain the important profile of this subject. However, the co-ordinator has not monitored pupils' work or given staff feedback on her findings. The cross-curricular links with other subjects are well established. This subject makes a good contribution to pupils' social development when they work together in pairs and groups. It also makes a positive contribution to pupils' spiritual development when they are amazed by the way materials can be combined successfully and they reflect on their experiences.

GEOGRAPHY

89. Pupils' attainment is in line with national expectations by Years 2 and 4. No judgement was made at the time of the last inspection and no lessons could be observed during this inspection. Nonetheless, a scrutiny of pupils' work and teachers' planning indicates that pupils cover all the elements expected. In discussion with pupils they demonstrate a satisfactory understanding of the subjects they have studied. All pupils, including those with special educational needs, make sound progress.
90. In Years 1 and 2 pupils walk around school and the immediate area, learning about their own environment and different local facilities. They learn basic mapping skills and write about where they live. Pupils learn about the weather in different countries and use their literacy skills to write postcards from the ubiquitous Clarence the Crab. They learn to compare their own location with other places in the UK and abroad. Pupils develop their mapping skills and knowledge of the local environment further in Years 3 and 4 when they link this to learning about local history. They use aerial photographs to identify different land uses such as the local quarries which they also visit to understand the significance of the local stone for geologists and employment. Pupils learn about a foreign location in their study of Chembakoli and this is well linked to discovering the culture of India through its food, music and cloth dyeing. The study is enriched by the recollections of visitors who have lived in India. During the residential visit for Year 4 pupils there are further opportunities to carry out field studies which help pupils understand how the countryside has been changed by settlements. Pupils are involved in a number of projects to extend their knowledge of the environment.
91. Management and leadership of the subject are satisfactory but there are no agreed procedures for recording pupils' achievements. Monitoring of pupils' work takes place but there is no monitoring of teaching in the subject.

HISTORY

92. By Years 2 and 4, pupils' attainment is above the levels expected nationally. Pupils have a good understanding of the sources of history and are good at evaluating their reliability and helpfulness. Standards have risen since the last inspection as a result of teachers' higher expectations of what pupils can achieve. The teaching of the subject is very effectively used for developing pupils' social, spiritual and cultural awareness,

which in turns helps their learning significantly. Pupils with special educational needs make good progress.

93. By Year 2, many pupils acquire a good understanding of the past and how things change over time. Pupils look at the toys depicted in the 15th century painting by Breughel and find out what they were. They have asked their parents and grandparents for information and have also talked to a retired local visitor who described his school days and the games they played when he was young. Pupils have helped to create an excellent 'toy museum' with a variety of toys on loan from parents and staff. They have checked the dates and provenance of these and labelled them accurately. Pupils take it in turns to be the curator and show visitors round the museum. Teaching is very good at ensuring pupils use their literacy and numeracy skills to sort out dates and write about their findings. Pupils worked very well in teams to carry out research from encyclopaedias and computer based resources and shared their information to check that their findings were corroborated.
94. By Year 4 the majority of pupils develop a satisfactory understanding of chronology. They place different periods studied in correct sequence and have a good understanding of the waves of invaders who came to Britain in the first millennium. They have good opportunities to develop their research and enquiry skills in lessons from a variety of sources including video, the Internet, CD Roms, artefacts, as well as books and visitors. One 'Roman' visitor provided pupils with good insight into the lives of the legionnaires and the quality of his armour. On another occasion, pupils were subjected to a morning of 'Victorian schooling' such as their great grandparents might have experienced. Pupils are challenged to consider which of these sources of information are reliable and how they have helped them extend their knowledge.
95. Teaching is good and strikes a very good balance between introducing pupils to the exciting story of events and on developing their skills. Pupils are encouraged to use their reading skills to the full in carrying out research and their speaking and listening are very well promoted in group and class discussions. Pupils' writing about Boadicea and the Romans is very good and where possible pupils' literacy skills are carefully promoted through the tasks set for them. The subject is well managed. There is a good range of resources, visits and visitors which teachers use very effectively to develop pupils' interest and knowledge. Teachers keep records of what pupils cover which includes skill areas, but they have not yet finalised a system for assessing pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. Pupils achieve the expected standards by Years 2 and Year 4, but this represents only modest progress in comparison with the levels achieved in other subjects. Attainment at the time of the last inspection was considered to be above average but, while the school's pupils have improved their knowledge and skills, national expectations have moved on even faster. Pupils acquire all the basic skills expected in the programme of study but they have insufficient time to implement these, especially in developing word processing skills.
97. Teaching is based on short regular sessions of instruction and pupils develop their understanding through tasks which they carry out in the course of other lessons. Two Year 2 pupils were working with a classroom assistant to program a computerised robot. Under her guidance they discussed the procedures and helped each other follow the required path. The pupils recorded their agreed method in order to give instruction to others as part of a literacy exercise. Other Year 2 pupils found information about Victorian toys from the Internet and were helped to print off the information to share with others in a history lesson. Pupils in Year 4 have taken pictures with the digital camera and printed them over captions which they have composed. However, their opportunities to develop more sophisticated word processing or publishing skills are limited. Pupils make good use of computers to handle data in mathematics, science and geography and this is a major aid to their learning. They demonstrate a good insight in discussing the best ways to input and present their findings. Pupils in all classes use programs to aid their learning of numeracy and spellings. Older pupils are using the Internet to send emails, although this is a relatively new element available to the school.
98. The co-ordinator manages the subject well and has arranged training for all staff which has increased their confidence in teaching. However, teachers do not plan enough opportunities into lessons for pupils to use computers in their learning. The tasks given are sometimes too simple to challenge the many pupils who have access to computers at home. Often pupils do not have enough time in which to develop their familiarity and confidence with new processes. The school has introduced a system by which pupils record what they have done and learnt. It is monitoring how well this can be used to measure pupils' progress and evaluate the effectiveness of teaching.

MUSIC

99. Pupils' attainment is above the levels expected by the end of Years 2 and 4. Standards are better than those reported at the previous inspection. Teachers follow a well-balanced teaching programme and pupils make good progress as they move through the school. Pupils regularly play in concerts and class assemblies. This raises their confidence and stimulates an interest in listening and performing music throughout the school. Pupils of all abilities have the same opportunities and play an active part in each lesson. The school has organised very good violin and recorder tuition from outside specialists and many pupils take advantage of this to develop their skills and interests.
100. Throughout the school, pupils have regular opportunities to hear music and are encouraged to listen carefully and identify instruments and rhythms. Music is played on entry to assembly. When pupils are asked, they are knowledgeable about the title and the name of the composer. In class, Year 1 pupils listen to a recorded piece of music and identify and name instruments such as cymbals and bongos. They correctly suggest the subject of the piece and enjoy singing and chanting words to a song. Pupils are good at clapping rhythms and satisfactorily adapt the loudness and softness of this in response to the teacher's signals. Pupils are encouraged to comment on the lesson and evaluate the performances of others and themselves. In Year 4, pupils explored the sounds and moods they could create with different types of paper. Pupils were imaginative and keen to explore new ways of making sounds and recording them in a 'musical score'. Many pupils know and read basic notation through their learning in class and instrument lessons. They readily understood the concept in this context and successfully developed symbols for sounds and rhythm. Well-led discussion by the teacher emphasised that there was no

right and wrong in this exercise. Pupils observed that this reinforced an earlier literacy discussion on opinions versus facts!

101. The quality of teaching and learning is good. Teachers plan lessons carefully with clear expectations of what pupils are to achieve. Pupils respond with enthusiasm and perseverance, developing self-confidence from teachers' encouragement and approval. Importantly, the wealth of extra-curricular activities promotes an enjoyment of music making which enlivens the whole school. Teachers are quick to identify pupils with particular interest and ability and involve them in recorder or singing groups. About a quarter of all pupils take part in these and each week receive very good instruction in which they learn to read music and perform to a high level. Concerts at Christmas and on other occasions are highly appreciated by parents and the local community and the school participates successfully in local charity events and at the Poole Arts Centre.
102. Leadership of the subject is good and the use of a commercial scheme provides support for teachers' planning and methods. Resources are good and the school also administers a loan scheme to ensure that all pupils can borrow instruments. With a recently acquired selection of percussion instruments from around the world, the subject makes a very strong contribution to pupils' spiritual, social and cultural development. The school includes all pupils in activities and has raised standards of interest and attainment very successfully. Teachers record pupils' progress efficiently and take note of how their skills are developing.

PHYSICAL EDUCATION

103. In Years 2 and 4, standards are above expectations in games, swimming and dance for those expected nationally of seven and nine-year-olds. Pupils make good progress and achieve well in lessons. Those pupils with special educational needs are supported effectively by teachers and support assistants and as a result make good progress in their learning. Standards have been maintained since the previous inspection. In Years 2 and 4, most pupils know the importance of regular exercise in keeping fit and healthy. Year 2 pupils show a good awareness of space when moving around the hall and are confident in dancing at different levels. They use well-controlled movements to create a dance about a river. In gymnastics, Year 1 pupils travel over apparatus using a satisfactory range of movements. Years 3 and 4 pupils demonstrate above average levels of ball control when they create their own games to practise bounce and shoulder passes. Standards are above those expected nationally in swimming as three-quarters of Year 4 pupils can swim 25 metres unaided.
104. Teaching is good, with examples of very good teaching seen during the inspection. The best lessons begin with warm up activities which mean that pupils learn to stretch their muscles gently when starting exercise. Basic skills are very well taught when pupils learn to bounce a ball accurately to a partner. Teachers have high expectations of pupils when they ask them to design a game which is fast moving and practises accurate passing. Very good teacher feedback ensures that pupils know what they are doing well. Time is used effectively when pupils are asked to watch a group's game for a short while and suggest improvements to make the game even more challenging. Resources are used well when pupils dance to Indian music. Effective use of pupils' demonstrations of sliding, wobbling, shivering and gliding mean that Year 2 pupils learn to dance in a variety of ways. Pupils' spiritual awareness and reflection is well developed through their understanding of how music can be used in dance. Very good social provision allows pupils to work particularly well together in groups and value others' contributions. Pupils concentrate effectively on their dance due to the very good management skills of the teacher. The ends of lessons are not being used consistently to assess pupils' attainment and give pupils opportunities to reflect on the strengths and areas of development from their achievements.
105. The subject is led and managed effectively. Improvement since the last inspection is satisfactory. Standards of swimming have improved and are above average. Teachers' planning is monitored and evaluated effectively. There are detailed schemes of work for all aspects of the subject. Pupils benefit from a good range of extra-curricular activities. For instance, pupils enjoy football and tennis clubs after school and adventurous activities at a local study centre. Teachers are aware of

gifted and talented pupils. They recommend them to attend challenging tennis sessions with specialist teachers. Whilst there are good arrangements to assess swimming, assessment activities are underdeveloped for most aspects of the subject. Literacy and numeracy skills are satisfactorily used to develop physical education skills. However, information and communication technology is rarely used. Resources are satisfactory overall, although resources for gymnastics need to be improved. The hall's size means that pupils' progress in dance and gymnastics, particularly in Years 3 and 4, is significantly restricted.