

INSPECTION REPORT

**THE PRIORY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Christchurch

LEA area: Dorset

Unique reference number: 113847

Headteacher: Mr M E Loveys

Reporting inspector: John Carnaghan
1352

Dates of inspection: 7th-10th July 2003

Inspection number: 247417

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Wick Lane
Christchurch

Postcode: BH23 1HX

Telephone number: 01202 484105

Fax number: 01202 488702

Appropriate authority: Governing body

Name of chair of governors: The Reverend Hugh Williams

Date of previous inspection: 9th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1352	John Carnaghan	Registered inspector	English History Geography Equal opportunities	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9039	Bernard Eyre	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents and carers.
8845	Hazel Sumner	Team inspector	Foundation stage Mathematics Music	How good are the curricular and other opportunities offered to pupils?
23056	Theresa Manzi	Team inspector	Information and communication technology Design and technology Art and design Physical education	How well is the school led and managed?
28014	Peter Buckley	Team inspector	Special educational needs Science	

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road
Bromley
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Priory Church of England School is situated on the south coast of England and educates pupils aged from 4 to 11. It has 228 pupils and this is about the national average. No pupils have free school meals. The percentage of pupils with special educational needs (SEN) at 10.7% is below the national average; just over two per cent of pupils have statements of SEN and this is above the national average. The most significant educational needs of these pupils are dyslexia and emotional and behavioural difficulties. All pupils speak English as their first language and a very small number come from ethnic minorities. The social and economic circumstances of the area from which the school draws its pupil are above average. Pupils start school with standards which are above those expected nationally.

HOW GOOD THE SCHOOL IS

Priory School is an outstanding school which provides a very good standard of education. There has been very effective progress since the previous inspection and pupils achieve very well, reaching standards which are generally well above national averages by the end of both Years 2 and 6. Priory School is a happy, secure and vibrant place for pupils to learn. Teaching is very good overall and there is a high proportion of excellent teaching. The headteacher's leadership of the school is inspirational: he is a cheery and positive presence about the school and has very good relationships with pupils, parents and staff. Management at the school is very good: it is thorough and clear sighted in setting priorities and ensuring that they are achieved. Governors are very well informed and support the school strongly. Staff care deeply for all who work and learn at the school and work collaboratively to meet the school's aims. Assessment is very good and is used to promote rising standards further. Attendance is good. The school spends broadly average amounts per pupil; pupils achieve very well and so it provides very good value for money.

What the school does well

- Pupils achieve very well in their time at school and reach well above average standards in English, mathematics and science.
- Teaching and learning are very good with some excellent features.
- The leadership of the head teacher is excellent. Thorough and accurate monitoring has promoted a clear awareness of the school's strengths and areas for development and the latter have been vigorously addressed. The school is very well managed so that it functions very effectively.
- Pupils' attitudes and behaviour are very good; they support each other's learning very well.
- The curriculum is very good. In particular the promotion of literacy, numeracy and information and communications technology (ICT) across all subjects is excellent. The curriculum is very carefully planned to meet pupils' needs and is enhanced by a wide range of extra-curricular activities and opportunities to learn outside the classroom.
- Assessment of pupils' work is very good and is well used to encourage pupils' learning.
- Links with parents are very good; parents identify very strongly with the school and have raised large sums to support improvements.

What could be improved

The school has no significant areas for development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, standards of pupils' work both at the end of Year 2 and Year 6 have improved markedly and at a faster rate than the rising national trend. The school has addressed the key issues from the last inspection, firstly by raising standards in English, mathematics and science. Standards in ICT are much better, aided by the recently built computer suite. The school is now effectively monitored by both governors and co-ordinators as well as by the head and other teachers. The financial planning is

now thorough and effective in helping to meet the school's priorities. Overall improvement since the previous inspection has been very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	A	A
Mathematics	A	A	A*	A
Science	A	B	B	C

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

The overall performance of Year 6 pupils in national tests has improved over the last three years at a faster rate than the improving national trend. Standards in mathematics in 2002 were in the top five per cent nationally. The school met its target in English in 2002 but fell a little short in mathematics. Results in the 2003 tests indicate that there has been good improvement in English and science and satisfactory improvement in mathematics. There are, however, no national benchmarks for comparison of these recent results as yet. Test results at the end of Year 2 also indicate faster than expected improvements over the last three years and standards in reading and mathematics were in the top five per cent nationally in 2002. Those in writing were well above average. 2003 test results for pupils at the end of Year 2 were similar in writing and mathematics but fell in reading; again there are no national averages available for comparison. Pupils start school with standards which are above expectations and they achieve very well. There are no significant differences between the performance of girls and boys in these tests.

In work seen in the inspection, standards in Year 6 were well above average in English, mathematics and science. Standards in ICT in Year 6 are broadly average; they are lower than in English, mathematics and science because the recent significant improvements in the number and quality of computers have not had sufficient time to have a more positive effect with these older pupils. In all other subjects standards are better than expectations, except in design and technology and physical education where they are broadly in line with expectations. Pupils with SEN and those who are gifted and talented achieve as well as their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils greatly enjoy life at school, throwing themselves with enthusiasm into the many activities the school offers.
Behaviour, in and out of classrooms	Very good. Pupils behave with great maturity both in and out of the classroom.
Personal development and relationships	Excellent. The school is a harmonious and happy place; pupils work very well together, supporting each other at every opportunity.
Attendance	Good. Authorised absences are below national averages. There have been no unauthorised absences in the last two years.

Pupils are confident and very courteous. They are strongly motivated in their desire to work.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	Very good	Very good	Very 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.

Teaching and learning at the school are very good overall, with a number of excellent elements. Twenty-nine per cent of lessons seen were excellent, 45 per cent were very good and 13 per cent good. Of the rest, ten per cent were satisfactory and three per cent unsatisfactory. Teaching strengths are consistent; because monitoring and development of teaching has been so effective most lessons share the same strengths. Planning is very good: work builds effectively on earlier learning so that there is effective consolidation of work before new learning is done. Lessons are well planned to meet the demands of the National Curriculum. Teachers are imaginative in their teaching and this motivates pupils to improve. Pupils are well managed so that lessons proceed at a good pace; teachers set strict deadlines, encouraging pupils to work productively. Relationships are strong and constructive between teachers and pupils and between pupils.

The teaching of literacy and numeracy is very good. These important areas are promoted well, not just in English and mathematics but also in every other subject. As a result, pupils make rapid gains in both of these areas. Teachers know pupils very well, and are aware of individual pupils' learning needs. As a result pupils' work, and particularly the degree of support they are given, is very effectively adapted to what is required. Teaching assistants play a significant part in most lessons. The school has large classes but the expertise of teaching assistants, who work in close-knit teams with teachers, ensure that all pupils are fully supported in their learning. All pupils, including those with SEN and those who are gifted or talented, receive the correct degree of challenge. Marking of pupils' work is both consistent and very effective; it includes many helpful and encouraging comments. Homework is set regularly and reading at home is very well promoted.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The breadth of the curriculum is greatly enhanced by the wide range of extra-curricular activities available and the enrichment afforded by various educational trips. The school's links with other institutions, particularly the local comprehensive school, are very beneficial.
Provision for pupils with special educational needs	Very good. These pupils are well known to all adults, their needs are subject to regular reviews and they receive very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Provision for pupils' social and moral development is very good and benefits from an atmosphere of care and encouragement. Spiritual and cultural development is also very good. The school benefits from its links with the church.
How well the school cares for its pupils	Very good. Teachers are alert and sympathetic to pupils' welfare. Pupils' work is assessed regularly and the school uses targets to actively promote their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The headteacher has a powerful vision of how the school may further improve. He demonstrates very thorough knowledge of the school and is in continuing dialogue with pupils, teachers and parents. The day-to-day management of the school is most effective. With the strong support of all staff, the headteacher has brought about considerable improvements to the school.
How well the governors fulfil their responsibilities	Very good. Through their effective monitoring, governors have a clear understanding of the school and how it runs. They are well informed over all areas of their responsibility and work in close partnership with the headteacher, staff and all involved in the life of the school.
The school's evaluation of its performance	Very good. Regular monitoring and analysis of assessment data has informed the school's setting of priorities.
The strategic use of resources	Very good. The school prioritises and allocates funds to the appropriate areas identified in the school improvement plan.

The accommodation provided is well maintained and pleasant, but the school site is small and lacks space for some aspects of physical education teaching. Resources are good and the newly developed library is an attractive place to stimulate wider reading and research. The school undertakes comparisons of its performance and expenditure patterns and so has a good understanding of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • behaviour is good, • expectations of hard work and achievement are good, • leadership and management are good, • teaching is good, • children like school, • children make good progress at the school, • they feel comfortable about approaching the school if they have worries or concerns. 	<ul style="list-style-type: none"> • a small number feel they are not kept well informed about their child's progress, • a small number feel that the school does not give the right amount of homework.

Parents' views of the school are overwhelmingly positive. Inspectors fully endorse all of their positive opinions. In contrast to a few parents' views, homework is good and well used by the school and the school keeps parents well informed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are 30 children in the Foundation Stage. When children start in the reception class they have standards which are generally above average. All children, including those who have SEN, make very good progress in their learning during the Foundation Stage of education because of very good and sometimes excellent teaching. They achieve very well and, by the summer term of their year in the Reception class, are usually working within the requirements of the early stages of the National Curriculum for slightly older children.
2. As a result, by the time pupils enter Year 1 their standards are generally above what is found nationally. In national tests at the end of Year 2 in 2002, pupils' performance was very high and in the top five percent nationally in reading and mathematics and well above the national average in writing. These standards are well above those of similar schools in all three subject areas. The teacher assessed science results indicate that pupils' performance is also very high in this area. In the 2003 assessments, reading and mathematics results improved in comparison with those of the previous year. In writing they were broadly similar. Since 1999, results in all three areas have improved at a greater rate than the improving national trend. A key factor in these very strong improvements is the quality of teaching. There are no significant variations between girls and boys in these results. These results are indicative of very good achievement in Years 1 and 2.
3. In national tests at the end of Year 6 in 2002, pupils' performance was very high in mathematics and in the top five percent nationally, well above average in English and above average in science. Their standards are well above those for similar schools in English and mathematics and broadly in line with those of similar schools in science. There are no significant variations between girls and boys in these results. Over time there have been good improvements in mathematics; in English and science good standards have been maintained when compared with improving national standards. The school's targets are challenging but realistic. The school was marginally below its target for 2002 in mathematics, but comfortably exceeded it in English. In terms of these pupils' standards at the start of Year 3, the 2002 results indicate very good achievement.
4. During the inspection, pupils' standards at the end of Year 6 were judged to be well above average in English, mathematics, science and art and design. They were above average in history, geography and music and broadly in line with national expectations in ICT, design and technology and physical education. Standards were at similar levels at the end of Year 2 except in ICT and science where they were better than average. The variation in ICT is explained by the new ICT suite, which has had a very positive impact on the achievement of the younger pupils, but has only impacted on the last year of learning for those in Year 6. Again, these standards represent very good achievement.
5. The strength of achievement, which is such a notable feature of the school, is due to a number of factors. One is because teaching is very good overall. Pupils are encouraged to show a serious attitude to learning from the earliest ages. The level of challenge and the nature of support for pupils are carefully adapted to the range of

needs found in classes. Teachers plan very carefully and the school maintains a rigorous focus on driving standards up.

6. Achievement is also promoted because the emphasis given to literacy is very strong from the moment that pupils enter the school. It is consistent across all the subjects taught. As a result pupils rapidly develop skills in reading and writing which enable them to move ahead quickly in all their subjects. By the end of Year 2, pupils are fluent readers who use books confidently to help their learning. Year 6 pupils read widely, they have good research skills, analysing texts with maturity and understanding. In writing, too, pupils quickly develop valuable competencies. They rapidly learn the basics of spelling and punctuation; very good marking promotes these areas and ensures that pupils take pride in presenting their work neatly. By Year 6, pupils' writing is consistent and pupils can produce written work in various styles. The school does much to encourage and develop pupils' self-confidence and this is reflected in the way they develop their speaking and listening skills. Pupils are confident and relaxed in the company of adults and explain their ideas and opinions happily, knowing that they will be listened to by teachers and their peers with respect, just as they hear and respect the views of others. The application of mathematics to subjects such as science, geography and design and technology, as well as the use of ICT for the drawing of graphs, has done much to promote the very good development of numeracy across the school. Pupils make rapid gains in this area, too, and this again assists them to progress across a wide range of subjects.
7. The wealth of the curriculum also does much to promote achievement. Pupils participate in a wide range of trips, which excite their enthusiasm and provide tangible support to their learning. A wide range of interesting and stimulating activities outside lessons is another encouragement to pupils to achieve well. French club at lunch-times is a good example; in one session seen pupils were enjoying French food and commenting in French on what they liked as they tasted each item. ICT club allows pupils to use the new suite after school and the head, the local vicar and other teachers have run confirmation classes. Attitudes and relationships are generally very good and these contribute powerfully to the level of pupils' achievement in the school.
8. Pupils with SEN achieve very well over time and make very good progress in lessons, due to carefully planned work and very good support from skilled teaching assistants. As a measure of success, individual education plans show a high rate of targets achieved within the time scale, and some pupils are moved off the register. The school has identified some gifted and talented pupils, one of whom has an individual education plan. Teachers are aware of these pupils and plan work accordingly. Where pupils' talents are in outside school activities, such as the championship rock and roll dancers, they are praised and encouraged by having their talents acknowledged through performances in school.

Pupils' attitudes, values and personal development

9. The attitudes of the pupils to the school and their behaviour are very good. This significant strength is helping the pupils to learn effectively; it is made even better by excellent personal development and relationships. Together this creates a calm, supportive atmosphere that pervades the whole school day. Consequently the school is an exceptionally happy and harmonious place with outgoing and self-confident pupils flourishing in a stimulating learning environment.

10. Pupils are encouraged to be inquisitive and helpful to each other and can discuss the progress they are making in their learning. They understand and follow the school rules that they confirm are fair. They benefit enormously from the visits they make and are able to explain in some detail their purpose and how they help them to develop a better understanding of the wider world.
11. Standards of behaviour are very good and, as a result, pupils make the most of their lessons and learn well. Simple, but effective, classroom rules and behaviour management give the right balance of rules and guidance. Very occasional shortcomings are addressed swiftly and in a supportive manner. Parents believe that the behaviour of the pupils is of a high standard and the inspectors agree. There have been no exclusions in the current year.
12. Pupils' excellent personal development is evident in the warmth of feeling they display to each other. This is further enhanced by the consistently high standards and expectations promoted by all adults. Leadership by example is exemplified in the school. Sensitive personal circumstances are handled with the utmost discretion; respect of and for other faiths are promoted as a moral and Christian virtue. Adults promote a consistent atmosphere of kindness, encouragement and trust; consequently from their earliest days in school the pupils get on with their lessons confidently and productively. This is a strong contributory factor to the high standards achieved. Pupils of all ages are able to converse fluently with visitors. They undertake responsibilities willingly, including participating in the running of the school via the school council where they make proposals to further improve daily routines. They do this sensibly because adults listen carefully to the ideas they promote. The school has benefited from numerous improvements that they value. There is a complete absence of litter and graffiti.
13. Pupils with SEN have very positive attitudes to their work and their behaviour is very good because they are very well integrated into classes and participate in a fully inclusive curriculum. Their views are valued equally by their peers.
14. Attendance is very good. The effective control exercised by the school is such that there have been no unauthorised absences during the past two years; almost everyone arrives in good time for the start of the school day. Attendance data is recorded electronically. This enables the school to act swiftly when absence patterns emerge.

HOW WELL ARE PUPILS TAUGHT?

15. The standard of teaching and learning is very good overall with a large proportion of excellent lessons seen. There is great consistency in teachers' methods; this is largely because of the cohesiveness of the school as a whole and the staff in particular. Eighty seven percent of the lessons seen were good or better; 74 per cent were very good or excellent. Three percent of lessons were unsatisfactory. The best teaching seen was characterised by excellent knowledge and understanding, thorough planning, very good management of pupils and clear co-operation between teachers and teaching assistants to improve learning opportunities.
16. The quality of teaching and learning in the reception class is very good and all children achieve well. Staff have a very good understanding of how young children learn and the class teacher provides very well organised, stimulating learning activities which are very well matched to the needs of the children. Teachers plan lessons in detail and use the national targets for learning for pupils of this age effectively to plan activities to meet the children's needs. Together with the support

assistants, all staff work very well together as a team. All adults are extremely skilled at targeting their questions effectively to support children's learning. High expectations of presentation of work and the value given to the children's achievement by staff, encourage them to take a pride in their work and this has a positive impact on their learning. Behaviour management is very good and, as a result, children quickly learn what is expected of them. Consequently, they are polite and interested in their activities.

17. Teachers have excellent subject knowledge. This underpins the high quality of literacy and numeracy teaching both in English and mathematics lessons, and across all the subjects of the curriculum. This starts at an early stage; in an excellent lesson to Reception class pupils, the children volunteered words such as *smooth*, *soft*, *cool* to describe the large sheet of parachute silk they had been using to make waves and similar patterns. Questioning is often carefully adapted to enable all pupils, whatever their attainment, to take part. Across the school, work is generally well planned to meet the requirements of the National Curriculum and to develop pupils' knowledge of each subject progressively.
18. Teaching of phonics and other basic skills is excellent. Teachers and classroom assistants have a very good knowledge of phonics and the school takes opportunities to stress its development. In many subjects, teachers use and emphasise key words and work to develop a subject specific vocabulary. The teaching objectives for the National Literacy Strategy and National Numeracy Strategy have been adopted; lessons are well adapted with a good balance between the various elements. Pupils enter the school with above average standards of literacy and numeracy; the quality of teaching enables them to achieve well. Reading and writing in literacy lessons build satisfactorily on skills developed in speaking and listening. The use of ICT in lessons is generally good; ICT is used in most subjects.
19. Lessons are generally very well planned. Because the planning is so thorough, most lessons proceed with little wasted time. Planning usually displays clear learning objectives, which are carefully explained. Teachers invariably return to the objectives in the closing sessions of lessons to consolidate learning and as a method of informal assessment. Usually, lessons have a good variety of activities; these maintain pupils' interest and enthusiasm and maintain their very good rate of learning. The quality of planning means strong pace, focused teaching and a corresponding response from pupils, who are then able to work with good productivity throughout sessions. There are careful arrangements to ensure that work is of the correct degree of challenge for pupils with SEN. All support staff are well prepared for lessons; they are briefed about lesson plans and participate seamlessly in all aspects of lessons, providing effective support for pupils' learning, whatever their specific needs. This means that the school takes very good account of inclusion issues in its teaching.
20. Teachers' expectations are generally very good. Teachers know pupils very well and are sensitive to each individual's needs; hence the behavioural and academic expectations set for individuals are appropriate. Teachers invariably praise pupils warmly, engendering positive attitudes. In a very good Year 2 music lesson, groups of pupils were asked to develop rhythms to reflect animals' movements. Having chosen instruments they then worked very hard to refine their rhythms before presenting them to the whole class as part of a story told by the teacher in the final part of the lesson. They were pleased when the teacher showed appreciation for each performed piece and learnt very well. Because pupils are so well behaved and focused on the lesson, teachers can - on rare occasions - talk for too long before setting pupils off to do their own work and this can slow the pace of learning.

21. Lessons usually start with lively expositions and discussions; pupils generally enjoy this and work hard, joining in conversations. Teaching usually involves a variety of brief stimulating activities, which maintain interest. In an excellent mathematics lesson to Year 6 pupils on how the staff car park could be more effectively utilised, the mental mathematics starter activity was brisk and stimulating with excellent pace and all pupils keen to participate. In their group work, the class all showed considerable interest in their task, helped by careful planning to ensure that each group had the right degree of challenge. Pupils were absorbed in their work and the closing session reinforced the implications of their work for school practice and effectively pointed the way to the next area of study. Naturally, they learnt very well. As in so many lessons seen, attitudes and behaviour were excellent.
22. Teachers' management of pupils is very good, overall. It is excellent in the Foundation Stage. Teachers are calm: they rarely raise their voices and exercise their authority courteously at all times. This develops warm and constructive relationships. As a result, pupils develop good independence and concentration very early on. In the Reception class children were keen to 'have a go' at their various activities and this impacted positively on their learning. These children, like others in the school, support each other very well and know and respond to classroom routines, all of which helps their learning. Pupils usually behave very well and respond well to teachers and other adults. Teachers are successful in engaging pupils of all ages and abilities in lessons by questioning and challenging them. All pupils' contributions are greatly valued by teachers.
23. The pace of lessons is invariably very good. Typically, resources are well deployed because planning and preparation had been so efficient; this enables pupils to 'attack' their tasks with the minimum of delay, thus meeting the teacher's expectations. The way in which the school uses support staff is very good. Support staff are very well trained and have a high status in the school. The support that groups of pupils receive from support assistants is well adapted to their needs. As a result all pupils are able to participate fully in all elements of the lessons. The contributions they make to pupils' learning are a strong contributory element in the quality of teaching in the school.
24. Teachers undertake informal assessment in lessons through perceptive, focused questioning, particularly in the introduction and conclusion to sessions. Marking of books is generally very good: it is thorough, regular and consistent. It provides very helpful comments about pupils' work and develops clear dialogue with pupils or tells them clearly what they should do to improve or what is the next step in their learning. Appropriate homework is set regularly from the children's first days in school and becomes part of their learning routine. Homework is usefully set to reinforce learning, such as spellings for a test or to lead to the next area of study.
25. Teaching of pupils with SEN, through well-planned work supported by high quality teaching assistants, is very good and this enables them to make very good progress during lessons. Pupils' individual education plans contain clear targets, with success criteria, and are planned by the SEN co-ordinator, the class teacher and teaching assistant to ensure that the work is matched to pupils' needs. These plans are reviewed and up-dated termly or when targets are met.
26. The way that pupils learn is very good. They relate very well to one another and their teachers and show a strong work ethic, concentrating well. Teachers and assistants work hard with all groups of pupils to ensure that they make strong efforts in all phases

of lessons. Teachers ensure that pupils have a very good knowledge of their own learning, through clear explanation of learning objectives at the outset of lessons and checking if they have been met in the closing sessions. Pupils enjoy working in small groups and in pairs; they often like the social opportunities that such sessions afford and are genuinely helpful and supportive of one another's efforts in the classroom. Older pupils show excellent independence in their learning.

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

27. The quality and range of learning opportunities are very good. The curriculum has much improved since the previous inspection when there were weaknesses in provision for literacy and ICT. The Reception class curriculum provides well for all the required areas of learning and leads children smoothly into the early stages of the National Curriculum. The school's curriculum fulfils statutory requirements, providing a rich range of learning experiences for the pupils. The teaching time available to each subject is well balanced. A strong commitment to cross-curricular links allows for very effective use of literacy, numeracy and ICT skills in other subjects. The school has also provided a short period each week, called 'flexible teaching time', which it uses to try out new initiatives or to reinforce areas of the main curriculum. Currently, this is being used to systematically raise the standard of singing in the school and to enhance provision in physical and religious education.
28. Subject policies are regularly up-dated and planning is reviewed annually. Planning for literacy and numeracy is firmly based on the required principles but includes flexibility in topic focus, which provides for the particular needs of the school's own pupils. An investigative approach dominates the teaching of science. The building of a new computer suite has significantly improved learning opportunities across the curriculum. The topics chosen for study in other subjects are changed annually in order to achieve a freshness of approach while delivering the key elements indicated in the National Curriculum. National guidelines inform the way in which many of these topics are taught, but teachers also draw on their own professional expertise. Where possible, the school aims to introduce learning challenges in Year 6 which are normally set for pupils in Year 7.
29. The effectiveness of the arrangements for literacy and numeracy is excellent, producing very good results in national tests. Supplementary provision for slower learners in literacy includes early, additional and further learning support programmes. Booster classes in Year 6 and the numeracy programme for younger pupils provide extra support for numeracy. The application of numeracy and literacy skills in support of other subjects is rightly seen as vital to pupils' achievements in English and mathematics. An emphasis on thinking skills has been introduced into Year 5 science and a club has been set up to support experimental work in the subject. Differing levels of challenge are provided in most lessons so that the learning needs of all pupils in each class are met. This includes extra work for the relatively few gifted and talented pupils. The school has an effective personal, social and health education policy and the thorough scheme of work makes a good contribution to pupils' personal development.
30. There is very good curricular provision for pupils with SEN. They are given as many opportunities as other pupils to be involved in all areas of the curriculum, and particularly in developing their skills in English and mathematics. Occasionally this may be in the form of withdrawal, but mainly through very good support by well-briefed and

experienced teaching assistants in the class. Teachers plan very well for these pupils and tasks are matched to targets in their individual education plans. Careful groupings in classes contribute to very good pupil achievement.

31. Innovative aspects of the school's curriculum include special theme weeks such as 'health week', during which each year group studies one aspect in depth, and 'world week,' in which each year group of pupils studies one country. The countries studied remain the same each year so that each pupil will have a substantial knowledge of seven countries by the time they move on to secondary schools. The initiative makes a significant contribution to pupils' multicultural education. An 'arts week' is planned for the coming year. Facilities for outdoor learning by Reception children have been much improved since the last inspection and the school is now set on enhancing the school grounds as a means of curriculum enrichment.
32. Provision for extra-curricular activities is excellent and pupils respond with enthusiasm to the opportunities provided. They consist of a wide range of instrumental music opportunities which include three levels of recorder playing. Also provided are lunchtime French clubs, country dancing from Year 1 onwards, a range of sporting activities, including after school swimming training for local galas, football, netball, rugby, chess, choir, drama, dance, gardening and confirmation classes for Year 6 pupils, many of whom choose to take up the opportunity. Not all these opportunities are available at the same time, because the number of teachers is limited, though most offer more than one activity. In addition there is a popular school council which is achieving real change.
33. Links with the local community are very good. There are strong, on-going links with the local church and the school's governors sometimes assist in the school. Parents make a significant contribution at the Reception class. Recently, the school has assisted parents by providing them with a booklet on basic strategies in mathematics so that they can assist their children more effectively. Football coaches, including fathers and two ex-teachers, provide learning support for the older pupils. The school has a long list of helpers, all of whom have been checked against security criteria. Parents often assist when pupils make their frequent visits to places of interest which enrich their learning in a wide range of subject areas. Experts contribute to the curriculum. A significant example is the regular contribution of "living history" days with a local dramatist. Pupils themselves contribute to local events such as concerts. Business links are not wide ranging at present, though the local bookshop has made significant contributions to literacy provision. There have also been contributions to ICT and the school draws on the business expertise of parents. Links with local educational institutions are also very good. The school is an active member of the local network of primary schools. Joint activities with the local secondary school provide access to expertise and special facilities. Links with local playgroups smooth young children's entry into the Reception class. The school also has links with a local special school which includes participation in their sports day. Arrangements with a local Sixth Form college involve the school's provision of placements for nursery nurses. There are also strong links with a local college which provides specialist training for teaching assistants.
34. The provision for pupils' personal, spiritual, moral, social and cultural development is very good overall and has significantly improved since the last inspection. The planned curriculum, fully incorporating PSHE, recognises the importance of pupils' personal development and teachers are skilled at creating opportunities for this as well as

responding to events as they arise. The school's ethos strongly promotes tolerance and respect for self and others and this is evident in the school's assembly themes.

35. The provision for pupils' spiritual development is very good. A key strength in the development of spirituality is the understanding of the school as a Christian community where pupils have opportunities to develop and comprehend their feelings and the way in which they impact on others. Very strong links with the Priory Church, where the school celebrates Christian festivals and finishes the school year with a leavers' service, provide opportunities for reflection in a religious environment. Pupils benefit from a rich curriculum with extra dimensions such as the Year 6 'pilgrimage' to Winchester cathedral and the school's production of 'A Midsummer Night's Dream' that contribute to pupils' spirituality. Quiet areas around the school provide further daily opportunities for reflection.
36. Very good provision is also made for moral development. The school places great emphasis on the promotion of a very clear moral code through its mission statement, 'respect for others and yourself', which reinforces consistent messages and helps pupils to distinguish right from wrong. The very good role modelling by all adults makes an important contribution to moral development. All demonstrate support for each other, and the ways in which pupils are listened to and valued encourages them to take responsibility for their own activities and think through the consequences of their own and others' actions. Teachers provide an open and safe learning environment in which pupils can express their views and practise moral decision-making as well as recognising and respecting the codes and mores of the different cultures in the wider community.
37. Provision for social development is also very good. There is a strong sense of community, which is fostered by the promotion of common and inclusive values by all who work in the school. Teachers encourage pupils to work co-operatively through paired and group activities. All pupils in Years 5 and 6 enjoy an annual residential trip. The school's health week provided Year 6 pupils with the opportunity to raise social issues though their very clear adverts pointing out the dangers of issues such as smoking and taking drugs. Pupils are also very involved in charity fundraising and this gives them an insight into social and racial differences and the chance to use their own initiative. The school promotes opportunities for pupils to exercise leadership and responsibility through the school council and a range of tasks round the school.
38. Pupils' cultural development is very good, an impressive improvement since the last inspection, when it was unsatisfactory. The school promotes the awareness of cultural diversity and prepares pupils for life in multi-cultural Britain through the curriculum and visits and visitors to the school. For example, pupils study the world's major religions and have visited a synagogue and a mosque as well as benefiting from the school's strong Christian traditions. Each class studies an artist in depth during the year. The curriculum is enriched by the range of visits, such as Year 2 comparative study of Christchurch and Wimborne Minster, Years 3 and 4 visit to the 'Mary Rose' and Year 6 visit to the Isle of Wight.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The quality of care for pupils is very good. The school is a safe and secure place in which to learn. Pupils understand how they are progressing because assessment

procedures are used effectively. Health and safety procedures and compliance to child protection regulations are firmly in place. This provides a secure backcloth against which pupils can learn.

40. The provision for health, safety and welfare of the pupils is very good: the school understands clearly what it has to do to protect children from harm and it does this effectively without becoming over protective. The need for formal child protection training identified in the previous report has been addressed. The child protection co-ordinator has undertaken training to ensure a full understanding of the latest code of practice regarding the disclosure of concerns and this information has been shared with all adults. Safety checks, including risk assessments, are given high priority.
41. The code of conduct to promote high standards of behaviour results in the excellent standards seen. Policies contain the correct balance of rules and guidance. This very positive aspect is made even more secure by the example set by adults. They behave impeccably towards each other and the pupils, consequently the whole school day has purpose and pupils of all abilities enjoy their lessons. These factors combine to ensure the highest levels of support for pupils' personal development. Several parents said that their children's self confidence and awareness of the wider world was preparing them well for adult life.
42. The school has effective procedures for early identification of pupils with SEN, placing them on the SEN register and providing what further help is needed in accordance with the school's policy. The SEN co-ordinator is conscientious in maintaining individual education plans and ensuring that provision outlined in statements of SEN is implemented. She ensures that the school has very good relationships with external special needs support staff and agencies.
43. Although attendance of the majority of the pupils is higher than the national average, the indifferent attendance of a minority is monitored and acted upon. Parents are made aware of the importance of regular attendance and the effect absence has on academic progress. Authorised absences for holidays are accounted for with rigour. The education welfare officer provides appropriate support.
44. The assessment of pupils' attainment and progress is very good, overall. The school has established effective systems for assessing English, mathematics and science. Very good procedures are also in place to assess the attainment and progress of pupils with SEN. In these areas, assessment is now an integral part of planning. Assessment is carefully recorded and pupils' progress is tracked as they move up the school. The results of assessments are used in a variety of ways. School priorities are set as a result of assessments, for example, the school's aim in the school improvement plan to increase of the numbers of pupils who gain the higher than expected Level 5 in science. Priorities within individual subjects are also set as a result of assessment; in English one such priority is to improve the consistency of handwriting teaching. Pupils also receive targets as a result of assessments; these are written in pupils' work-books and regularly reviewed by teachers in the marking of pupils' written work and in their discussions with pupils. In this way assessment is thoroughly used to improve pupils' standards.
45. There is good assessment practice in many subjects. For example, in physical education lessons teaching assistants maintain records of the way in which pupils' skills develop and in history, assessment is undertaken at the end of Year 1 and there are procedures for simple assessment of the work of pupils in Years 5 and 6.

46. Assessment in other subjects has yet to be developed across the school in a consistent way so that pupils' assessment information is recorded using the same format. In music, the way pupils are assessed in lessons is good but this has yet to be developed to cover progress in the longer term. There are no formal assessment procedures in ICT, geography, physical education and design and technology. Co-ordinators recognise this as a concern and the school has already set this as a priority for future development. The school fully complies with arrangements to administer statutory tests at the end of each key stage and in addition uses the national non-statutory tests in Years 3 to 5.
47. Assessment procedures for children in the Foundation Stage are very good. Staff keep comprehensive records of individual children's attainment using the stepping-stones for the Early Learning Goals from which both progress and standards can be measured. They also keep careful notes relating to individual children's progress. Assessment information is recorded in individual assessment profiles and used to support setting targets. A tracking procedure from reception onto the next stage of education is a valuable indicator of pupils' achievement.
48. The use of day-to-day assessment to secure what pupils need to do is very effective, there is strong consistency throughout the school in how teachers convey this to pupils in written comments. Marking is used to tell pupils how well they have done in relation to the learning objective and what they need to do to further improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents have very positive opinions about the school. These were commended at the previous inspection and they have become even more positive. Discussions with them and the supportive comments made to the inspection team, coupled with their willingness to assist in every aspect of school, confirms the quality of this aspect. The school works with parents to both identify and secure improvements and recent initiatives have resulted in significant developments.
50. The information the school provides about the school's activities is comprehensive. Individual teachers regularly send letters to inform parents about the topics their children will be studying. School newsletters explain fully the projects planned including the reasons for management decisions. Encouragement to become involved in school life and children's learning is a constant theme. The school has become adept in making full use of the expertise and skills of its parents.
51. Annual reports parents receive of their child's progress are very good. They contain a complete range of factual information defining what has been learned; they also say if the pupil has made progress as expected and what challenges lie ahead. Consultation arrangements to allow formal and informal discussions are comprehensive, day-to-day access to teachers and assistants to share routine information are also very good. The head teacher is regularly at the school gate at the start and end of the day for informal conversations with parents. The vast majority of parents take up the opportunities they have to keep in touch, consequently they are well informed about the progress their children are making.
52. The work that parents and carers give to social and fund raising-events is excellent. The amount of money raised recently to ensure school improvements (particularly the ICT suite) was possible because the benefits were promoted throughout the community. Determination and commitment were coupled with a high level of expertise

that ensured that the whole community understood how pupils would benefit from the success of the project.

53. The school works actively at involving parents of pupils with SEN to provide appropriate support. Parents of pupils with a statement of SEN are invited to the statutory review of the statement, while parents of pupils with individual education plans are kept fully informed, both formally and informally of their child's progress and needs.
54. Parents and other adults also help in classrooms where their expertise makes a very good contribution to individuals' learning. The pupils are used to mixing with other adults and this enhances their social skills. Parents who accompany their children to school have good opportunities to discuss routine matters with teachers and teaching assistants. Strong relationships and high levels of mutual respect provide relationships that benefit the pupils. Everyone spoken to by the inspectors talked fluently about the work of the school and the efforts made to keep them informed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The overall leadership of this school is excellent and management is very good. This is a very significant improvement since the last inspection. Consequently all the key issues identified during the last inspection have been addressed very well and further targets have been met or exceeded.
56. The headteacher is an excellent leader. He provides a very clear direction to the school and inspires others to share his vision. He has the drive and determination to ensure that pupils aim high and have the confidence to know that they can do very well. Ways to meet the needs of the pupils are the most important focus for the whole school. In order to achieve high standards, the headteacher is innovative and successfully seeks creative ways to meet this aim. For instance, the training of teacher assistants has provided a very good resource for the school. The headteacher communicates very well with all staff, governors and parents and has built a very good team. He greets parents and pupils in the morning and is often noted around the school. He is very well supported by the deputy headteacher.
57. The senior management team has a variety of skills which are used to best effect. The team works very well together and shares the same vision of excellence. Together, their work results in all staff being valued and developed so that they give pupils a sense of the possible. The quality of teaching is improved and very strong teachers are placed strategically so that they help and influence others. Key positions, such as the SEN co-ordinator and year group leaders, have been very carefully considered. Teachers are given sufficient time to fulfil their roles and thus have a positive influence on standards. Thus, the school is a good place to be as learning is fun and pupils are very well cared for. As a result, attendance is good and pupils benefit from all that the school has to offer.
58. Governors are regular visitors to school and have a very good understanding of its strengths and relative weaknesses. They are very effective in fulfilling their responsibilities and work hard to support the school. Individual governors have responsibilities for various aspects of the school's work and submit written reports on their visits. Their expertise is used very well. The governors appraise the work of the head teacher and set targets for improvement. They very effectively fulfil their role in holding the school to account for the quality of education that it provides. They question and undertake training so that they can help to make informed decisions. Generally the

school's provision for performance management for all staff is very good as is the support given to newly qualified teachers.

59. The school improvement plan is a very good document that takes into account the previous report and standards achieved in tests. It demonstrates a clear vision for improvement. It is systematic and priorities for development are appropriate. They are based upon analysis of standards together with the very important aspect of building pupils' self esteem and confidence so that they are keen and willing to try to do their best. Also, subjects which do not have national tests are not forgotten. Every opportunity is used to broaden the curriculum, for instance by giving swimming lessons to all pupils and by giving tennis coaching to the older pupils. Thus the school offers a very good curriculum. Goals are clear and are costed. Specific grants awarded to the school are used appropriately. As all staff and governors are involved in creating this plan, all are aware of what needs to be done and are committed towards improvement. As one teacher stated when discussing the two-year curriculum plan, 'We need to be fresh and not become complacent.'
60. The improvement in provision for SEN since the previous inspection is good, particularly with the introduction of very good quality individual education plans and the implementation of the new code of practice. The co-ordinator provides very good leadership and support for class teachers and liaises very well with support agencies. Some teaching assistants have produced easy to read yet quality booklets on aspects of learning difficulties, which they have shared with teachers in training sessions. The SEN governor is fully involved and holds regular meetings with the co-ordinator to review the progress of all pupils on the register. The governing body receives regular reports on the provision for SEN and is committed to providing a sufficient number of high quality teaching assistants in the classroom.
61. The headteacher has had considerable success in obtaining funds for the school from various areas. For example, funding of the impressive new ICT suite was undertaken thanks to a very successful parental fund-raising campaign. The school spends its money wisely, in accordance with the school development plan and shows good awareness of the principles of best value. It is starting to compare its patterns of expenditure with other, similar schools. The school makes use of new technology wherever possible.
62. The school has sufficient teachers and other staff to meet the needs of the curriculum. They are generally very well qualified and experienced. The school's strategy for performance management has enabled very thorough procedures, which are widely felt to be beneficial. Staff targets are sensibly linked to the school development plan. A programme of in-service training has been provided in accordance with the requirements of the school development plan. There are thorough procedures for the induction of newly qualified teachers, and for other new members of staff.
63. Overall the school's accommodation is good. Classrooms are generally large enough for all activities and other areas such as halls and playgrounds are of good size and quality. The school's site manager and cleaning staff keep the building in good order and their efforts make a good contribution to the quality of the working environment for all who work in the school. The school site is rather small but maximum use is made of all the grounds, although there is insufficient grassed area for large sports pitches.
64. Resources for learning are good overall. Those for ICT are excellent, and those for English are very good. In most other subjects they are good except for design and

technology and physical education where they are satisfactory. The library and ICT suite, which adjoin each other, make a very good resource for pupils' research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The quality of the provision and the standards that pupils reach are very high. As a result, there are no key issues to be addressed. However, as a minor issue, governors may wish to consider:

- developing a consistent method for assessing and recording pupils' standards and achievement in subjects beyond the core ones of English, mathematics and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	11	17	5	4	1	0	0
Percentage	29	45	13	10	3	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	228
Number of full-time pupils known to be eligible for free school meals	8

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	25

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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.0
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	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	16	16	16
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	16	16
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	17	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	17
	Girls	17	16	16
	Total	34	31	33
Percentage of pupils at NC level 4 or above	School	97 (77)	89 (91)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	17	16	17
	Total	33	32	35
Percentage of pupils at NC level 4 or above	School	94 (83)	91 (91)	100 (89)
	National	73 (72)	74 (74)	82 (82)

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

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	186	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	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	5	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 – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	24.8
Average class size	32.6

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	189

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	504,794
Total expenditure	479,081
Expenditure per pupil	2,214
Balance brought forward from previous year	42,728
Balance carried forward to next year	25,713

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	56	43	1	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	40	50	8	0	2
The teaching is good.	67	31	1	0	1
I am kept well informed about how my child is getting on.	49	43	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	60	38	2	0	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	71	28	1	0	0
The school provides an interesting range of activities outside lessons.	62	32	6	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children enter the Reception class at the start of the year in which they become five, most having attended local playgroups. Their standards on entry to the school are generally above those expected of the age group. The school is oversubscribed and when additional children arrive, following successful appeals for entry, the Reception class becomes excessively large. This was a problem at the time of the previous inspection but has been overcome by the employment of extra teacher assistants who make a high quality contribution to children's learning. At that time, the quality of teaching varied between good and unsatisfactory. Now it is generally very good and occasionally excellent. The curriculum is firmly based on the nationally required early learning goals and the planning of learning opportunities is good. Staff have a very good understanding of how young children learn and the class teacher provides very well organised, stimulating learning activities which are very well matched to the needs of the children. They achieve very well and are usually working within the requirements of the early stages of the National Curriculum for slightly older children by the summer term of their year in the Reception class.
67. The school establishes very good relationships with parents, beginning with home visits where possible. Children often meet their peers out of school and have access to the library before starting school, so are usually familiar with it. A mix of formal and informal opportunities for parents and staff to discuss the children's progress are available over the Reception year. Formal meetings include guidance on supporting children's progress in language and mathematics. Recently, a helpful booklet has been provided for parents, offering them step-by-step guidance on how to promote their children's progress in mathematics. Reading skills are promoted through a well-organised home-school reading scheme. A few parents provide help in the classroom and are also often involved in the out of school visits, which enrich children's learning experiences. The achievements of the children are carefully tracked as they move through the Reception year. Each has a folder in which records are held, including their responses to the national, baseline assessments as they move on into Year 1. Though no longer a formal requirement, the school intends to continue to assess children's attainment on entry so that their achievements over the year can be measured and the quality of the school's provision for the age group evaluated.

Personal, social and emotional development

68. Most children enter the school with good levels of social development. They soon learn to mix happily with other children and to cooperate in class activities and outdoor games, taking turns appropriately. This was clearly evident in "parachute play" in which the spread parachute represented a stretch of water. All took part in manipulating it according to the teaching assistant's instructions as individual children demonstrated ways of travelling over and under it. Individual children's imaginative responses were much appreciated by the other children who laughed with delight. They show confidence as they participate in such interesting learning activities and growing awareness of the needs and feelings of other children. They clearly understand what is expected of them as they work individually, in groups or respond in whole class situations. Children develop good learning skills such as concentration, offering responses to questions and contributing relevant remarks and questions, even when not asked to do so. Class rules are respected. The children enjoy learning and use

their time purposefully when not being directly supervised. They are tolerant of the few children with behavioural problems, show respect and liking for their teachers and are at ease with visiting adults. Special treats which foster social development have included a class Christmas party and an Easter bonnet parade. By the end of the Reception year their personal, social and emotional development is clearly above the levels normally seen and they are well prepared for learning in their future years in the school. Children with special difficulties are soon identified by the teacher, who also happens to be the co-ordinator of the school's provision for pupils with SEN. Well-judged help is provided, using outside agencies as needed.

Communication, language and literacy

69. By the end of the Reception year, most children have developed very good speaking and listening skills. They show no hesitation in conversing with other children about their shared activities and are equally skilled when responding to questions in the relaxed but more formal whole class sessions which begin and end each lesson. This quality of response is sensitively fostered by the class teacher who has a well-developed understanding of the age group, enhanced by an excellent rapport with them. This enables the children to ask as well as answer questions and to take time to explain their points of view. Both staff and other children show patience as individuals struggle to find the words and phrases they need to express their ideas. Lesson planning in all areas includes vocabulary extension which gradually enables the children to explain their points of view with clarity. A recent focus of attention has been 'describing words'. Progress in these was very successfully fostered by a range of activities. For instance, children looked for treasure in sand, found and then hid it as they engaged in a guessing game in which others had to find words to describe it.
70. Children's good progress in reading is helped by whole class reading of attractive 'big books' with their repeated phrases and illustrative support. Additionally, there is well organised and systematically recorded support for reading at home. Both factual and story-books are readily to hand in the classroom as are various aids to the recognition of frequently used words. The decoding of new words is successfully reinforced by systematic teaching of letter sounds. By the end of the school year children are generally able to write legibly in more or less even sized letters, which are not yet joined. They move from their names to simple captions under their drawings, through the writing of simple sentences to more extended accounts of their own experiences such as attending a family wedding. The good development of sentence structure takes support from children's very good speaking and listening skills and their experiences of reading. A class folder called "Teddy's Diary" contains legible writing and good sentence structure with use of capital letters and full stops in many cases. Teacher's marking includes appreciation and helpful comments, all written in excellent handwriting, which sets a standard for the children to follow. "I like writing", wrote one child. The quality of children's work indicates that this is a more general attitude.

Mathematical development

71. Children achieve very well in this area of learning and start to master the requirements of the early stages of the National Curriculum by the end of their time in the Reception class. All can count to twelve and most can count on in twos and in tens to a hundred. They understand one to one correspondence when counting items. A few children appreciate the value of 'nought'. These children are given further challenges such as finding missing numbers in sequences. All children learn to write single digits legibly. The teacher uses amusing strategies well to ensure the children's attention and understanding, making deliberate mistakes when using a hand puppet to act as a

counting role model, for instance. Thinking skills are encouraged through well-focused questioning. ICT is used to support the mathematical development of the children who practise number and shape recognition skills and carry out simple mathematical tasks. Familiarity with shapes is encouraged through building with bricks and construction tasks. Various toys, such as jigsaws, support number recognition by slower learners and counting skills are reinforced by pattern making in various contexts. By the end of the year, the children are beginning to understand addition and taking away of numbers of objects and applying notions of size and value to practical tasks. For instance, in one of the very well taught lessons children were developing their number sense as it related to the value of coins to 10p. The vocabulary of mathematics is systematically taught so that children become familiar with observations such as 'more than' and 'less than', 'longer than' and 'shorter than'. A clock poster is used to introduce the children to the telling of time. This complements a wider range of number prompts, which enhance the mathematical aspects of the children's learning environment, preparing them well for formal addition and subtraction in Year 1. The outdoor play area is marked out to promote games which support learning in mathematics.

Knowledge and understanding of the world

72. The children develop a sufficiently wide understanding of the world to add immediate interest to their lives and to prepare them well for further learning when they enter Year 1. Their achievement over the Reception year is very good. Their introduction to scientific topics, for instance, is enhanced by visits such as that to the local park and a sea life centre from which a stream of learning in other areas flowed. They have also participated in a children's health week. A visiting gardener has taught them about planting seeds. Children have learned about light sources and have experienced the magic of blowing bubbles and experimenting with magnets. Findings are formally recorded. Children have also visited a local farm, learning to match animals to the names of their offspring. A 'virtual trip' to Paris has widened their horizons and was followed by writing about it as literacy skills are enhanced through use across their curriculum. Early mapping skills have include the use of a site plan to locate the rides and features of Disneyland. The children have visited London. They show enthusiasm for working on the computer and can use it to enhance their learning in literacy and numeracy, printing out their work when required. However, there is no evidence that they are aware of the use of this technology in the everyday world of shopping and communication. A large, attractive wall-hanging featuring children from differing backgrounds carries the central message that "We are all Special", setting the attitudes appropriate to the appreciation of people from other cultures. Each of these experiences has alerted the children to new ideas, interests and activities, as well as providing subject matter which the teacher uses as a focus for more extended writing and a background of knowledge and understanding which will enrich their learning in the main school.

Physical development

73. Further development of children's above-average physical skills on entry, leads to good quality control and flexibility prior to their move into Year 1. Rapidly improving pencil control supports well above average achievements in handwriting and drawing. Skilful manipulation of scissors, paint-brushes and other small equipment enhances their work in artistic and model making activities. During physical activities, children manage themselves well, showing awareness of space and the needs of others. The children are skilled in their use of large, moveable toys, the shortage of which was noted as a weakness in the provision at the time of the last inspection. They are also good at using small, outside play equipment safely, sharing and cooperating well. Children are

encouraged to make self-assessments of their achievements in skills such as throwing and catching, jumping, hopping, balancing and dressing appropriately for physical activities. The facilities for outdoor play have been improved to include a very attractive courtyard style play area, enhanced by vibrant wall paintings and a black-boarded wall, which invites chalking activities. These facilities combine with easy access to the playing field and are also used for outdoor teaching and learning. Staff management of the various physical development activities is good, showing commitment and alertness to potential dangers, guiding the children as necessary but allowing scope for imaginative responses. A physical education lesson was linked to a story that involved 'giant jumps'. Others focus on ball skills and dancing. Children also participate in the school's sports day.

Creative development

74. Children's achievement in this area is good. By the end of the year, for instance, most children produced skilful and attractive, computer-derived paintings of fish, following the whole class reading of the inspirational 'Rainbow Fish' story about the importance of friendship. This experience was skilfully linked to an excellent music lesson in which the children composed sound effects to support the story, using natural materials such as pebbles, shells and twigs. The children showed imagination as they scraped shells, rustled twigs and rattled pebbles together to produce sea sounds. Another example included the use of the children's pictures as a graphic score for music based on the "Bear Hunt" song. In this case, children chose instruments which produced appropriate *splashy, squelchy* sounds. Such cooperation in creative activities utilises and strengthens the children's social skills as they cooperate and show appreciation of other children's efforts. Each child has an artbook. These indicate good progress in children's skills. The most talented show early awareness of shape, colour and texture as they use crayons to draw sunflowers, for example. Their early computer drawings also indicate good observational skills. Most children achieve well in observational skills as they attempt to represent patterns in different contexts such as cut fruit, leaves and on everyday items. Children are introduced to the work of famous artists. For instance, Matisse's snail painting provided inspiration for paper collages and the work of Kandinsky led to good quality, colourful pattern drawings. Children's achievements are assessed and systematically recorded at the back of their artbooks. Displays around the classroom show the variety of children's creative work, bold poster colour paintings slightly flatter members of staff. Children become 'detectives' as they explore the wonders of colour mixing. An imaginative 'pirate week' led to the making of pirate hats. Creative opportunities also include role-play with dressing up, as children act out stories, and the making of a large boat festival float. Teaching in this area of provision is of especially high quality.
75. In summary, this is a very well-run area of the school. It builds effectively on children's previous achievements and prepares them well for the challenges they will meet in the main school. All members of the reception class staff, and the occasional helpers, make a very good contribution.

ENGLISH

76. When pupils start the National Curriculum in Year 1, their standards are better than expected. In national tests at the end of Year 2 in 2002, standards were well above average in writing and very high, in the top five percent nationally, in reading. There was a slight fall in reading standards in 2003 but writing standards were similar to the previous year. There are no national averages for comparison. Pupils' standards over the previous four years have shown impressive improvements, considerably better

than the rising national standards. Standards in tests at the end of Year 6 in 2002 were well above average. In 2003 many more pupils gained the higher than expected level 5 in the tests, indicating a rise in standards. Over time high standards have been maintained. Pupils' achievement across the school is very good; their learning needs, including those with SEN and those who are gifted and talented, are effectively addressed.

77. Standards in speaking and listening are well above nationally expected levels by the end of both Year 2 and Year 6. Teachers give plentiful opportunities for pupils to speak aloud. Relationships are warm and supportive; in this nurturing environment even the most reserved pupils happily stand in front of the class and talk about their work. Year 6 pupils speak and listen with great confidence, using varied expression and vocabulary. During the literacy hour, they listen to teachers' explanations and instructions and speak and listen well in sessions at the end of lessons. Because pupils invariably listen carefully, they are able to get down to work quickly and rarely need to ask the teacher further questions. This ensures that the good pace of lessons can be maintained.
78. By the end of both Year 2 and Year 6, pupils' reading skills are well above nationally expected levels. Teachers encourage pupils to extend the range of their reading as they grow, through encouraging comments and analytical written reports in the home-school reading books. These are conscientiously maintained by parents and staff, alike. Thorough reading records are kept by the school; this informs how teachers approach individual pupils. Pupils enjoy reading and talk enthusiastically about what they have read recently. Year 2 and Year 6 pupils talk about their favourite authors and appreciate their writing; they can explain why they prefer one well-known author above all others. Pupils in Year 2 can work out how to read new words very well. Year 6 pupils' analysis of what makes an interesting opening page in a story was mature and perceptive. All pupils have opportunities to use the library to extend their reading and independent research skills; they demonstrate good understanding of the cataloguing system.
79. Pupils' standards in writing in Year 2 are well above the national average. Pupils' writing at this age is legible, fluent and usually joined. Pupils are confident in writing at length and express themselves with clarity. Presentation of writing in all their books is very good; this is partly because writing is effectively promoted in all school subjects. Thorough and encouraging marking of books also promotes high standards of writing and presentation. There are also very high standards in writing at the end of Year 6. Pupils write for a wide range of purposes using, for example, narrative and descriptive writing. Their writing is very well organised and the more able demonstrate good use of different forms and an imaginative, lively choice of words. Evidence from analysing pupils' work shows very good development of skills and increasing confidence in writing at length and using a more interesting vocabulary. Spelling and punctuation are generally more accurate than expected and presentation of work is consistent and neat, showing the great pride that is evident. Good support for pupils, including encouraging marking, means that they are aware of what they have to do to improve their work.
80. Speaking, listening, reading and writing skills are very effectively promoted in other subjects. The school's recent and successful emphasis on developing writing skills extends to an appropriate emphasis being given in all other subjects. Every opportunity is taken to, for example, set pieces of extended writing in subjects like history and geography. Pupils regularly write in different forms. For example, Year 4 pupils wrote a letter of protest about a planning issue they had studied in a geography lesson. Key words are displayed in classrooms and emphasised, so that pupils develop vocabularies which are specific to individual subjects.

81. Teaching and learning are very good overall with some excellent elements. Planning of work is excellent. The National Literacy Strategy has been effectively implemented and adapted to the school's needs and there is a balance of whole class, group and individual work. Planning for continuity of learning is excellent; pupils' learning is built on what has been carefully consolidated at the start of each lesson. Teachers have very good subject knowledge and a strong understanding of how to teach English. They ensure pupils know what they are expected to learn and how this links to their previous work. ICT is very well used in teaching English. Teachers question pupils perceptively and this reinforces learning as well as providing opportunities for teachers to check progress. Teachers know their pupils very well and set appropriate targets for individual learning. The marking of pupils' work is very good; constructive comments give suitable guidance to pupils on how to improve their work. Homework is very well used to build and consolidate learning and pupils participate enthusiastically. Regular reading at home is very effectively promoted. Home-school reading books often develop a dialogue with pupils and parents and this ensures that expectations are high and that pupils complete and change their books regularly. Teachers promote good relationships in the classroom. They are courteous and caring of their charges, ensuring similar high standards amongst pupils through effective use of praise and - rarely - criticism. They exercise their authority calmly and usually with a smile.
82. Pupils show very positive attitudes towards English. They participate in discussions enthusiastically and their behaviour is usually very good or better. They help each other with their work as a matter of routine. No misbehaviour was seen.
83. Leadership and management of the subject are excellent. The co-ordinator has a very thorough understanding of the subject. She delivers in-service training related to the school and subject priorities of improving writing. Thorough monitoring and evaluating is undertaken so the school is aware of the strengths and weaknesses in the subject. For example, it is taking very effective action for improvement of pupils' writing, as the 2003 test results indicate. Staff are well supported through the scheme of work and appropriate resources. Procedures for assessing pupils' progress are very good. The test results are thoroughly analysed and information is used to set and review targets for pupils. The quality of books in the library is good. Since the previous inspection teaching has improved markedly. Standards of pupils' work have improved rapidly and achievement for all pupils has gone from unsatisfactory to very good. The scheme of work has been much improved and planning is now thorough and effective. Improvement since the previous inspection has been excellent.

MATHEMATICS

84. Standards of attainment in mathematics are well above average both at the ends of Year 2 and Year 6. Overall, there has been a very significant improvement in standards in mathematics since the last inspection. Standards in national tests have been well above the national average since the year 2000, rising at a faster rate than the average for schools nationally for both Year 2 and Year 6 pupils. The results of national tests in 2002 showed well over half Year 2 pupils achieving above national expectations for their age. None failed to reach the nationally expected standard for their age. Nearly two-thirds of Year 6 pupils exceeded the national expectations for their age in 2002. Altogether, the percentage of pupils who succeeded in reaching the required level of competence was well above the national average. These standards represent very good achievement by pupils at the end of Year 2 and Year 6.

85. Inspection evidence indicates attainment currently by pupils in both Year 2 and Year 6 is also well above average. Lessons seen in other year groups resulted in achievement, which was never less than good. These results flow from the excellent management of the subject and the high quality of teaching which generally leads to similarly very good, even excellent, responses from the pupils, both in their attitudes to learning in mathematics and the learning skills they bring to it. These include interest in mathematics, concentration and intellectual effort, awareness of their levels of success and need for improvement. The stimulating lessons provided ensure that, with extremely few exceptions, pupils of all levels of prior achievement, including those who are gifted and talented and those with SEN, are making the very most of their learning opportunities.
86. Lesson observations support these general conclusions and teaching is very good overall. Lessons follow the general structure of the National Numeracy Strategy. Expectations of the pupils' achievements are high. There is a very strong emphasis on good quality presentation in pupils' work. In a Year 2 lesson on money calculations, the teaching was excellent and the pupils' responses equally so. The lesson was one of a series, which introduced progressively more challenge for the pupils whose learning activities were carefully linked to their prior attainments. A warm-up number activity set the mood for a lesson, which was marked by exceedingly clear explanations and excellent class management. Strengths in the teaching included making it exciting and excellent analysis of pupils' responses. Class assistants provided very good support as pupils matched their money allowance to the purchase of ice creams of differing prices. Higher achievers were required to identify remainders in anticipation of the next level of challenge. The lengthy plenary session emphasised the fun of mathematics as well as reinforcing learning. The teacher aimed to cater for differences in the way individual pupils learn, using oral, diagrammatic, pictorial, movement based and standard numerical layouts of calculations to provide a basis for understanding by all the pupils. The lesson ended with a game which could be repeated on the playground. In a very good Year 4 lesson, pupils learned to apply skills to multi-step problems. Brisk rehearsal of all four mathematical processes, with individual pupils calling out the challenges, set the good pace which characterises numeracy lessons in the school. Lesson objectives were clearly set out. In this case it was reinforcement of the understanding of place value with greater complexity built into the calculations undertaken by higher achieving pupils and more intensive support provided for pupils with SEN. The sequencing of the relevant learning challenges in the lesson was very good. Extra interest was stimulated by the teacher making deliberate mistakes, which the pupils were only too keen to point out. The lesson ended with hand signals through which pupils indicated their assessments of their own progress before a formal, end of unit test on the following day. By Year 6 pupils are able to tackle complex, real world problems, applying their knowledge of number, geometrical shapes and calculations of measurement to the very problematic car-parking dilemma faced by the school. In a lesson, pupils made calculations about compound shapes, calculated the area needed by each car, taking into consideration the need for walkways and bin sites. The handling of numbers was, by now, second nature to most of the pupils who relished the complex challenge provided and made ready use of fractions and decimals. An excellent plenary session at the end of the lesson rehearsed the mathematical strategies and practical issues involved and set out the challenges for the next lesson. The success of the lesson drew heavily on the high quality of mathematics teaching and learning which had preceded it.

87. Leadership and management of mathematics are excellent. The subject is led by a committed teacher with a high level of expertise, imagination and a commitment to the continued development of an already successful subject. She is a county leading mathematics teacher. The scheme of work provides extensive coverage of all the required aspects of the National Curriculum. There is clear evidence of the application of mathematics to subjects such as science, geography and design and technology, as well as the use of ICT for the drawing of graphs, though there is room for more extensive and sophisticated use of the computer in mathematics in the school. Additionally, while extra challenging work is provided for the significant proportion of pupils who are exceeding national expectations for their age, further challenges for the more gifted and talented pupils are desirable. A sequence of supplementary provision is in place for pupils who need a little extra help to succeed. A booklet has been written to help parents to help their children with their regular homework assignments. National test results are thoroughly scrutinised to guide further developments in the subject and in-service support for teachers is provided where any issues arise. The arrangements for the assessment of pupils' progress are very good and the results are well used to inform the school about any areas of provision which require improvement. Since the previous inspection improvement has been excellent.

SCIENCE

88. Results in national tests for pupils at the end of Year 6 in 2002 were above the national average, with a higher than average number of pupils achieving the higher than expected level. Over the last four years above average standards have been maintained. Provisional results for 2003 indicate an improvement in standards but there are no national averages for comparison. These standards represent very good achievement by pupils.
89. Standards in science seen during the inspection in Year 2 are above average, and at the end of Year 6 well above average. Learning in lessons is very good and pupils are achieving very well over time. Pupils with SEN, supported by experienced learning support assistants are fully included and achieve very well. This represents very good improvement since the last inspection where standards at the end of both Year 2 and 6 were average. Pupils record their work very well, by writing and drawing, and they use their numeracy skills to communicate information through tables and block graphs, although the use of ICT is not as well developed.
90. The teaching of science is very good, an improvement since the last inspection. Teachers have good subject knowledge and are well supported by the co-ordinator in their planning and assessment. They set clear learning objectives which are shared with the class, and recognise and use scientific vocabulary and insist on its use by pupils. Teachers manage their pupils very well, make science interesting and maintain a good pace in lessons. This has a clear impact on pupils' learning and their very good progress in lessons. Class organisation allows opportunities for pupils to work together collaboratively, to plan and discuss their work, and this contributes to their social development. Teachers question their pupils very well to assess their understanding and use their teaching assistant very well for this purpose too. In a very good Year 2 lesson, pupils quickly showed what they had learned in the previous lesson, by listing the attributes of living things and they gave clear answers in response to flash cards, showing they understood terms such as, `extinct` and `off-spring`. One pupil added that, `harming a habitat could lead to extinction`. They illustrated with captions, on a paper plate, the life cycle of a frog, butterfly or chicken. The lesson was well paced and challenging. Year 4 pupils showed good skills in measuring, cutting and assembling their working models that showed the movements of the moon and earth around the

sun. They used their literacy skills well to explain their model on an accompanying card. In a Year 5 lesson on seed dispersal, pupils worked very well together to plan and carry out a fair test, after the teacher had modelled very clearly how to write a prediction. Individually, pupils wrote their predictions related to such features as mass and shape of the seed and from these common groups were formed to devise a fair test. From predictions in a previous lesson, Year 6 pupils conducted an experiment to see what affects the speed at which plaster of Paris sets. As their experiments progress, either varying the quantity of plaster or water and the temperature of water, pupils modified their predictions. In a very well managed plenary session, pupils presented well considered evaluations of their experiments and the modification they would make in future.

91. The subject is very well managed by the science co-ordinator. All aspects of science, life and physical processes, and materials and their properties, are well covered. There is a strong emphasis on teaching scientific enquiry and investigative skills, and this has contributed to the higher than average number of pupils achieving the higher level in national tests. All data has been very well analysed and this has clearly informed the school improvement plan. The development of pupils' thinking skills has and continues to be a clear priority in raising standards in scientific enquiry and investigative skills. Assessment procedures are very good, and there is a comprehensive portfolio of pupils' levelled work. However, the subject would benefit from having a coherent policy that included level descriptors for each of the attainment targets that are accessible by pupils as well so that they have a greater knowledge of their own learning. The subject is well resourced and benefits also from the close links with the local secondary school. The overall improvement since the last inspection is very good.

ART AND DESIGN

92. By the end of both Year 2 and Year 6 the standard of pupils' work is very good. Standards have improved since the last inspection. Pupils' work is well displayed which demonstrates the school's very good ethos of celebrating and valuing each pupil's efforts. Teacher assistants make a valuable contribution in making these displays and to the standards achieved.
93. By the end of Year 2 pupils observe their friends closely and use their knowledge of famous artists to make interesting portraits. For instance they know that Klimpt used swirls to represent trees and note that 'arms are really long.' In Year 4, pupils work as teams to produce very good 3-dimensional work in the style of Clarice Cliff. They discuss, mix colours and decorate their papier-mache vases, plates and teapots with designs to match the four seasons. By the end of Year 6 pupils, including those with SEN, observe shells and draw different parts showing very good attention to detail and shape. Their shading skills are used to good effect. They use a variety of pencils and other media very well. Their study of Renoir's still life helps them. This is a very good improvement since the last inspection, when pupils had too little knowledge of famous artists. Overall, all pupils, including those with SEN and those who are gifted and talented, achieve very well over their time at school.
94. The teaching of art is very good overall. It is usually excellent when the specialist part time teacher leads lessons. The enthusiasm and very good subject knowledge help to give pupils both the skills and the confidence to experiment. Class teachers' very good questioning skills and very good relationships with their pupils help them concentrate and improve. Pupils help each other and are sufficiently confident to suggest and accept ideas for improvement. In less good lessons, teachers have no help from the specialist and too little time was given to improve the quality of the product. Very good

links were made with Indian art, but work was rushed and pupils did not achieve their best. The correct tools were not used when working with clay.

95. The art curriculum is now very good and has developed many connections with other subjects. Computers are used to research different artists and photographs are downloaded to help pupils study their work more closely. Literacy skills are used very well to help pupils write about these artists. This also improves pupils' knowledge of history.
96. Leadership of the subject is very good. The co-ordinator is a part-time teacher and works with many classes. As a result, she has a very good knowledge of pupils' skills. Due to very good relationships, she encourages pupils to improve their work in a sensitive way. Pupils know that their work is valued and have the confidence to try different techniques. However, not all classes benefit from this teacher's input and the school is aware that it needs to improve the assessment system so that teachers can build well on the skills that pupils have. Currently the lead teacher in this subject does not visit all classes to assess the quality of teaching. Overall, the standard of pupils' art-work is very good as they are taught very well and benefit from a broad, varied and interesting curriculum. This is a good improvement since the last inspection.

DESIGN AND TECHNOLOGY

97. Overall, the standard of pupils' work meets national expectations at the end of Years 2 and 6. By the end of Year 2, pupils work very well together to solve problems. They are given a tight design brief, for instance, to use wheels and axles to construct a wind-up mechanism to save a stranded animal. They are so interested that they plan together and collect materials from home. By Year 6, pupils use the facilities of the local secondary school to 'press' plastic to form the bodies of their 'micro-sails' for a competition. Their design brief was to get their machines to travel in a straight line. This requires very good measuring skills in order to place wheels in the correct place. Although no lessons were observed in Year 6, work in pupils' books shows that they plan and refine their work successfully. Pupils' knowledge of the full design process is good. Pupils achieve well across the school and pupils celebrate each other's work. For instance, in Year 2 pupils were delighted and amazed when they were shown the models that their friends had made worked.
98. Too few lessons were observed in order to judge the overall quality of teaching. In the one lesson observed the quality of teaching was very good. This was due to the teacher's very good questioning skills and very good use of the teacher assistant who made ongoing notes of pupils' achievements. The topic was very interesting and sufficient time was given for pupils to describe their work and show each other how they have solved problems. The main focus of the lessons was how to improve. A relative weakness is that teachers often have insufficient skills, such as sawing accurately.
99. Leadership of this subject is good. The co-ordinator understands the strengths and weaknesses throughout the school by examining pupils' work and teachers' plans. However, she has little opportunity to observe lessons to note how these plans are executed. There is no consistent method of assessing pupils' developing standards in the subject. The co-ordinator is aware that teachers require further training in specific skills. Whilst resources are satisfactory, they need enhancing, for instance by purchasing control systems which link to pupils' models. A broad curriculum is offered which links very well with other subject areas such as literacy and numeracy. Since the previous inspection a thorough policy and scheme of work for the subject has been

implemented and pupils are challenged to think and creatively work together to solve problems. Improvement since the previous inspection is good.

GEOGRAPHY

100. Due to the nature of the inspection, only one geography lessons was seen. Work seen and analysis of pupils' work and teachers' planning indicate that standards at the end of Year 2 and Year 6 are better than the expected level. Given pupils' above average standards on starting at the school, this represents satisfactory achievement.
101. Pupils at the end of Year 2 show good familiarity with maps. With the numerous trips made, they have good knowledge of the local area and some simple planning issues. Pupils at the end of Year 6 are able to use atlases and maps at various scales competently and can locate places quickly on a world map. They show a good awareness of local issues and understand the effects that new development could have on their home town. They know how modern developments can pollute and spoil areas and the importance of clean drinking water, particularly in less economically developed countries. Pupils learn about contrasting countries around the world in the annual 'world week'. Pupils' presentation of work is very good. This is largely because marking emphasises neat presentation. Pupils use the internet well to research geographical topics.
102. Teaching and learning are very good. Teachers plan well and lessons are integrated with earlier and later work. Work also has links with other subjects: geography lessons effectively promote the development of pupils' literacy, numeracy and ICT skills. Relationships are very good and teachers question pupils perceptively to encourage and check on their rate of learning. There is often an enthusiasm in teaching that communicates infectiously with pupils, who become keen to participate and learn. Marking of books is very good; teachers give clear guidance to pupils on how to improve their work. Homework is well used to promote learning; older pupils develop research skills, especially when they use the internet. Pupils enjoy the subject greatly and join in discussions enthusiastically; their behaviour is very good and they work very well together. The learning of pupils with SEN is very good.
103. The co-ordination of geography is good. Schemes of work are thorough and cover the National Curriculum satisfactorily. The co-ordinator has introduced 'world week' when all lessons are themed on one country so knowledge about the world is built across the curriculum. A wide range of trips promote learning very well. Planning and pupils' books are regularly monitored so the co-ordinator is well informed on the development of the subject across the school. No formal assessment is undertaken but work is sampled by the co-ordinator for inclusion in a portfolio, which is then used to exemplify standards. The co-ordinator spends her finances to meet areas of greatest need and resources for the subject are good. With pupils' higher standards, their improved achievement and better teaching and marking, there have been good improvements since the previous inspection.

HISTORY

104. Due to the nature of the inspection it was only possible to observe one history lesson. At the end of both Year 2 and Year 6, standards in history are generally above expectations. Younger pupils are starting to explain changes over time and know that life at the seaside was very different in Victorian times. Year 3 pupils can construct time lines with dates, both B.C. and A.D.. In Year 6, pupils understand many of the difficulties of living during the Second World War and have a good grasp of the main events of the war, such as the evacuation from Dunkirk and D-Day. There are good

opportunities for pupils to find out information for themselves and to develop their enquiry skills; pupils use the internet in school and at home to find out about historical topics. Very high standards of literacy enable them to write clearly about what they have found. Given that pupils come into the school with above average standards, these levels of attainment represent good achievement.

105. Teaching and learning are very good. Lessons are well planned, with clear objectives and interesting activities to engage pupils in learning. For example, teachers make good use of the wide range of visits made to historical sites, such as Wimborne Minster and a local Roman villa. The effectiveness of lessons is often enhanced because teachers link them with studies in other subjects like art and design, English, drama and mathematics. Marking of pupils' work is good, because it includes diagnostic comments and sets simple targets to help pupils to make good progress. This is a considerable improvement on the previous inspection. Teachers give very close attention to the development of pupils' literacy through history. Opportunities to develop written skills through, for example, extended writing in different styles are regularly taken, for example, when writing about life in the second world war pupils wrote very good descriptions of everyday life in the early 1940's and 'letters' home from evacuees. Attitudes and behaviour are very good overall and very conducive to learning. Relationships among pupils and with their teachers are very good. For example, Year 3 pupils worked well together, showing enthusiasm in putting significant dates in the exploration of space into the correct order, despite a rather dry introduction to the activity from the teacher. In line with their peers, the learning of pupils with SEN is very good.
106. Leadership and management of the subject are good. The co-ordinator is also the SEN co-ordinator so lacks time to monitor the subject fully. However, she looks at teachers' planning regularly to check the delivery of the well-planned scheme of work. Pupils' work has been sampled from classes across the school and a portfolio developed to exemplify standards when compared with National Curriculum levels. However, assessment is inconsistent. In Years 5 and 6, teachers are trying out a tick system to record the development of historical skills but there is too little assessment elsewhere. The subject makes good use of the new ICT suite to encourage pupils' research skills, particularly in using the internet. The co-ordinator has used her finances wisely and resources for the subject are good. Since the previous inspection standards and pupils' achievement have improved. Teaching has improved. Overall improvement has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. By the end of Year 2, pupils achieve standards which are above national expectations. They use word processing skills to make numbered lists and compose their poems directly onto the computer. The last inspection noted that pupils copied handwritten work. Now the computer is used to best effect. Pupils use the computer to enhance the study of all areas of the curriculum. They regularly use the internet to undertake research. They use 'data handling' to produce graphs. They also programme 'roamers' showing them the possibility of control technology.
108. By the end of Year 6 standards of pupils' work are broadly in line with national expectations. Pupils create posters using a variety of skills, such as making borders, using different fonts and colours. They use the internet to download a map of the Isle of Wight, in preparation for their school trip. They use sensors to monitor temperature. All pupils 'log on' and save their work. Pupils' achievement, both at the end of Year 2 and Year 6, is good, including those with SEN and those who are gifted and talented.

109. The quality of teaching and learning is good overall. When teachers' expertise is good their teaching is excellent. For instance, in Year 6 when pupils were taught to make a 'power point' presentation, pupils learnt very well as time was used very effectively. Explanations and demonstrations were very clear and teacher assistants and the technician were used very well to give good examples. Teachers find difficulty when the equipment develops problems, such as the 'interactive whiteboard' not working. In less successful, but satisfactory lessons, teaching does not maintain the pace of the lesson as the main screen is not used by the fastest and most accurate pupil in order to keep others working very well.
110. Leadership of this subject is good. The co-ordinator observes plans but does not monitor the quality of teaching. However, the co-ordinator has a good understanding of the strengths and weaknesses throughout the school. There are plans to remedy weaknesses, including further training of teachers. The curriculum is very good and the co-ordinator has ensured that the curriculum makes a very good contribution to the development of all subjects. The school is aware of the deficiencies in assessment and plans to develop a practical assessment system. At the time of the previous inspection, standards in ICT were below expectations across the school. Now, at the end of Year 2, pupils' standards are above national expectations and by the end of Year 6 they are generally in line with expectations. This is largely due to the very good new computer suite, which is used to the full for both pupils and to develop teacher training. The older pupils have only benefited from this suite for just over a year but the younger pupils have used it for most of their school life. Very good improvement has been made in this area of the curriculum since the last inspection.

MUSIC

111. Pupils' standards in music exceed national expectations at the end of Year 2. There was insufficient evidence available during the inspection to judge standards at the end of Year 6. There were many pointers to good levels of achievement by this stage, but it was not possible to observe the results of lessons after Year 3. There are, however, strong indications that the satisfactory standards achieved at the time of the previous inspection have now been overtaken.
112. Pupils in Year 2 build very successfully on earlier learning to achieve well. In one lesson, for instance, they composed music which reflected the movements and sounds made by zoo animals, including kangaroos, giraffes and elephants. Each group of pupils chose suitable percussion instruments, which echoed the animals movements and combined them with repetition of rhythms indicated in standard notation provided by the teacher. A graphic score of animal picture cards was used very effectively to bring the composition together. The result was very good, with pupils showing appreciation of texture and dynamics. The teacher made excellent use of her own subject knowledge and pupil management was very good. These pupils are also learning to play the recorder as part of their music lessons. All played " Jelly on the Plate" using standard scores. Special attention was given to the repeat sign, the names and pitch of notes and to fingering technique. When all these strands were brought together, the pupils' sense of achievement was very evident and the pupils clapped with enthusiasm.
113. In Year 3, pupils achieve well as they learn to draw inspiration from the music of famous composers. The teacher had set the scene by providing time for listening to an

excerpt from Holst's "Planet Suite". The school's emphasis on cross-curricular links was evident as pupils drew on learning about planets in geography and science. Those with SEN were helped towards good achievements by a very capable class assistant. Pupils research the internet for information about composers and their music and are just starting to use ICT based programs for composing.

114. Teaching is very good overall and there are high expectations of pupils' achievement. The provision of good quality musical opportunities has high priority in the school. The confidence and skills of class teachers have already been strengthened through raised expectations and access to a music support kit. Contrasting types of music are introduced into school assemblies and there are a wide range of opportunities for pupils to learn to play musical instruments. These include advanced and intermediate recorders, flute, cello, violin, brass, guitar and clarinet. Small groups of pupils often collect in the school entrance hall to practise their instruments without direct supervision. They also contribute to school assemblies. The school's choir has already won awards at the Bournemouth Music Festival and performed very effectively in the school's production of "A Midsummer Night's Dream". The headteacher takes singing in the school during "flexible teaching time" which allows for new initiatives. At present, older pupils are moving towards effective two-part singing, with the ultimate aim being four-part singing. They have already contributed to local concerts. Currently, the school is exploring manageable and effective ways of assessing pupils' progress in music, following the writing of an up-to-date policy. The subject makes a very strong contribution to pupils' cultural development. The headteacher now leads developments and the school is showing a very strong commitment to the further development of provision and the raising of standards. With improved standards and opportunities to perform music, there have been good improvements in music since the previous inspection.

PHYSICAL EDUCATION

115. Overall standards of pupils' work are in line with national expectations. Pupils behave very well and generally try their best. By the end of Year 2, pupils work very well together to improve their throwing and catching skills. They use space well and, with very good encouragement, steadily improve their performance. In Year 4 they know that the body reacts to exercise and that they need to lean forward to gain impetus for their running in sprints. They also know that the pace for circuit running is steady with a sprint at the end and many pupils use this skill. By Year 6 almost all pupils gain their 25 metre swimming certificate and all experience tennis training, where the more able are given extra training opportunities. Pupils' achievement, including those with SEN and those who are gifted and talented, is satisfactory.
116. Too few lessons were observed in order to judge the overall quality of teaching. However, in the two lessons seen, the quality of teaching was excellent and very good. In both lessons observed, the lessons were interesting and teaching assistants and parents made a valuable contribution. The pupils were very well cared for in hot weather, wearing hats and having access to water. The teachers gave clear demonstrations and used pupils' good work to help others. Relationships are very good. For instance, pupils are asked to note good work and how this may be improved, and this builds their confidence. By Year 4 pupils sprint, jog and pass the baton for the relay competently.
117. The leadership of this subject is good as the co-ordinator understands the strengths and weaknesses of the subject very well and seeks ways to improve. The curriculum is carefully planned to cover all areas of the National Curriculum and where the school

has insufficient resources, such as a large field for team games, the local secondary school is very helpful. This is due to the good links developed by the co-ordinator. The curriculum is also enhanced by pupils taking part in local and national competitions. The school offers an excellent range of extra curricular activities. The way in which the development of pupils' aptitudes is assessed is inconsistent and does too little to promote achievement further. The skills of teaching staff are used to best effect, for instance, for dance and swimming. Overall, there have been satisfactory improvements in provision for physical education since the previous inspection.