

INSPECTION REPORT

HAYMOOR MIDDLE SCHOOL

Poole

LEA area: Poole

Unique reference number: 113744

Headteacher: Mr Peter Schouten

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 23rd – 27th September 2002

Inspection number: 250818

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary

School category: Community

Age range of pupils: 8 - 12

Gender of pupils: Mixed

School address: Ashdown Close
Poole

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Alan Benham

Date of previous inspection: 9 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23196	Sue Chesters	Registered inspector	English as an additional language Mathematics Geography French	What sort of school is it? How high are standards? Attainment and achievement. How well are pupils taught?
9163	Geoff Humphrey	Lay inspector		How well is the school led and managed? How well does the school care for its pupils? How well does the school work in partnership with parents?
29263	Florence Clarke	Team inspector	Equal opportunities English History	How good are curricular and other opportunities? Provision of learning opportunities and statutory curriculum.
23216	John Earish	Team inspector	Special educational needs Science Information and communication technology Physical education	
30205	Terry Kenna	Team inspector	Art and design Design and technology Music Religious education	How high are standards? Attitudes, behaviour, personal development, relationships & attendance. How good are curricular and other opportunities? How well does the school cultivate pupils' personal development including SMSC?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haymoor Middle School is situated in the Canford Heath district to the north of the Borough of Poole. It educates pupils aged from eight to 12. The school is over-subscribed. There are 366 pupils on roll, (192 boys and 174 girls), which is about the same size as at the time of the last inspection. The school serves a mixed area, with most of the pupils coming from the immediate locality. In recent years, there have been changes in the local catchment area, which have resulted in a significant decline in the overall level of pupils' attainment as they enter the school in Year 4. The percentage of pupils identified as having special educational needs has risen to 26 per cent, which is slightly above the national average. Their needs range from communication and autistic spectrum disorders to severe emotional and behavioural difficulties. Five pupils have statements of special educational need. This is high. Sixteen per cent of pupils receive free school meals, which is broadly average. However, there are no cooked school meals available and it is likely that there are more families eligible to claim free school meals than do so. A very small percentage (0.2) of pupils are from minority ethnic groups and none is at a low stage of English language acquisition. There is no difference in the achievement of these pupils. About ninety-six per cent of pupils come from the first school. They then, start and complete their four years at this school. However, in Years 5 and 6, other children have joined the school. This has altered the composition of the year groups. The school is fully inclusive. It has admitted several pupils to these year groups, who have found it difficult to settle in other schools.

HOW GOOD THE SCHOOL IS

This is an effective school which serves its community very well and of which the community is justifiably proud. The very good quality teaching in all subjects results in very good learning. The school has a very good curriculum and very good leadership and management. This accounts for the rising standards and for the pupils learning very well, although starting from a lower base than has previously been the case. The school gives good value for money.

What the school does well

- It has very high standards in music and design and technology and above average standards in art and design and physical education.
- It has very good quality teaching which results in pupils learning very well.
- It has very good leadership and management. There is a very clear vision for the future development of the school.
- It has a very strong curriculum which is broad, well balanced and very relevant to the needs of the pupils.
- It provides excellent extra-curricular activities.
- It makes very good provision for pupils with special educational needs.

What could be improved

- Standards in some strands of information and communication technology, so that pupils achieve at least average standards in all aspects of the subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 1998 even though it has experienced change in its environment and intake. Standards have recovered from the downward trend caused by the changes in the catchment area. In all subjects, apart from information and communication technology, standards are at least average. Teaching, which was effective before, is now very effective. All of the issues raised in the last inspection report have been well addressed. An art and design co-ordinator has been appointed and staff have undergone training in this subject in order to address the previously low standards. The provision for art and design is now very good and standards have risen from below average to above average. The provision for information and communication technology has improved significantly. This has resulted in rapidly improving standards for all pupils. The curriculum has been overhauled, particularly the arrangements for

teaching design and technology and art, and is now very good. It has many strengths, including a high focus on the arts and excellent extra-curricular activities.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	C	C	C
mathematics	B	D	D	D
science	A	B	C	B

Key

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

**Similar schools are those having up to 35 per cent free school meals.*

The table shows the results in the 2001 national tests for pupils of Year 6, who are now the current Year 7 in school. Standards were average in English and science and below average in mathematics. When compared with similar schools*, the results are average in English, below average in mathematics and above average in science. Indications are that this year's (2002) results show a similar pattern. However, the school was hit by illness during the test period in 2002 and, on average, 14 per cent of the year group did not take the full range of tests. This has, therefore, changed the profile of results.

Inspection findings show that standards in the current Year 6 and Year 7 are average in the core subjects of English, mathematics and science. Standards in history and geography are average. In art and design and physical education, they are above average. In design and technology and music, they are well above average. Standards in information and communication technology are below average because pupils have had insufficient time with the new curriculum and updated equipment to experience all aspects of the subject. Pupils meet the expectations of the locally agreed syllabus in religious education. Standards of the pupils in Year 5, at this early stage in the academic year, are on line to reach or exceed the 2003 targets set for them by the time they leave the school at the end of Year 7. Across the school, all groups of pupils, including the more able and those with special educational needs achieve well. This is because of the very good quality teaching and the very interesting curriculum which challenges pupils of all abilities very effectively.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show appropriate attitudes to their work, to members of staff and to school life.
Behaviour, in and out of classrooms	The vast majority of pupils behave well in and around the school. However, there is a small, but nevertheless significant, minority of troubled and troublesome pupils who find it difficult to conform to the school's behaviour code. This, occasionally, has a negative effect on their own learning but the strategies used by staff ensures that these pupils do not effect the learning of the majority.
Personal development and relationships	Good. Pupils relate well to adults and to each other. Most share ideas profitably and work sensibly together. They enjoy taking responsibility for jobs around the school and are very keen to help with routine tasks. Relationships amongst staff are very good. Staff are well respected

	role models for the pupils.
Attendance	Good. Pupils enjoy coming to school and are punctual.

Most pupils take great interest in their lessons. They work hard and are happy. They understand well the effects of their actions on others and show respect for other people's feelings, values and beliefs. The majority of the older pupils are mature, show good initiative and take personal responsibility well.

TEACHING AND LEARNING

Teaching of pupils in:	Years 4 – 6	Year 7
Quality of teaching	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 during the inspection ranged from satisfactory to excellent. Overall, the quality of teaching and learning were very good. Nine out of ten lessons seen were good or better with two out of every three lessons very good or better. There were no unsatisfactory lessons seen. Teachers enjoy teaching and, consequently, the pupils learn happily. Teaching is skilful and pupils learn rapidly. One of the many strengths in teaching is that teachers use their specialist expertise to teach the subjects in which their subject knowledge is very good. For example, fluent French speaking teachers teach French, highly qualified mathematicians teach numeracy and expert musicians teach music. As a result of this very good use of teachers' expertise the pupils learn very well. Literacy and numeracy are taught very well. Very effective teaching assistants work alongside the teachers. This makes a significant contribution to the standards achieved, particularly by those pupils who have learning difficulties and those who have emotional and behavioural problems. Teachers ensure that the pace of learning in lessons is very good. Thus, pupils are interested in their work and eager to complete tasks that they are given. A major strength of the teaching is the way in which staff have a very good range of strategies to keep pupils motivated and behaving well. They teach the basic skills in all subjects consistently very well and have very high expectations of what their pupils can achieve. As a result, the pupils know exactly what is expected of them and they work very hard. Pupils with special educational needs are taught very well and receive good quality support from the teaching assistants. Hence, pupils make good progress towards the targets in their individual education plans. Pupils of all prior attainments and from all backgrounds are fully included in all lessons and achieve well. The very good teaching that the pupils receive is a major strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very rich and full curriculum for all its pupils. Extra-curricular activities are excellent.
Provision for pupils with special educational needs	The school provides very well for pupils with special educational needs. It is a very caring school where all pupils are very welcome and where staff help them to achieve very well. The school has taken a strong stance on educational inclusion, and pupils with special educational needs have full access to all activities and subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has a very positive learning atmosphere and provides very well for pupils' personal social and health education. It makes good provision for pupils' moral, social and cultural development. Pupils' spiritual development is satisfactory. Most pupils are prepared well for life in a diverse society.
How well the school cares for its pupils	The welfare and care provided for pupils is good. Teachers and support staff know their pupils well and provide good personal support and guidance. The procedures for monitoring behaviour, personal

	development and academic performance are very good. Teachers records of pupils' progress are used well to guide learning.
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The school works hard to develop a good working partnership with parents. The quality of information provided for parents is good and they make a good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school and provides excellent leadership. The support and contribution of the senior management team is very good. Management at all levels is of a high order and the whole staff operates as a motivated and dedicated team.
How well the governors fulfil their responsibilities	The governors use their personal qualities and experiences to provide excellent support to the leadership and management of the school. They have a very good understanding of its strengths and weaknesses and fully support the vision for its future direction. All statutory requirements are fully met.
The school's evaluation of its performance	There are rigorous procedures for improving the quality of teaching, learning and curriculum provision. There is a wide range of information to track pupils' attainment. The deputy headteacher makes very good use of this to draw colleagues and governors attention to relevant data. The process of school self-review is well established.
The strategic use of resources	The governors and headteacher work closely together to ensure that the school utilises its available resources effectively and meets its agreed development priorities. Spending is monitored closely and the school makes sure it gets the best value for the money it spends.

The school makes very good use of the buildings and grounds. Although, overall, the accommodation is very good, the hall, special educational needs facilities and administration areas are all too small. The cramped conditions in these areas are clearly inhibiting necessary development. There are sufficient well-qualified teaching and support staff to meet effectively the needs of the curriculum. Resources are very good and staff use them well to enhance pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects their children to work hard and achieve their best. Children enjoy coming to school. The school is well led and managed. Staff are very approachable. The standard of teaching is good. Very good support is provided for pupils with special educational needs 	<ul style="list-style-type: none"> A few felt that the homework provided did not adequately support learning.

The inspectors agree with the positive views expressed by parents. They also felt that quality and quantity of homework provided is very good and supports learning very well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards in most subjects were average or above average. Since then there have been subtle changes in the catchment area which have resulted in radical changes in the school's community. The attainment levels of the pupils, as they enter the school in Year 4, has dropped significantly. There has been an annual increase in the numbers of pupils with special educational needs. Alongside this, there has also been an increase in the numbers of pupils in school with severe emotional and behavioural needs. The school is fully inclusive and it has admitted several pupils who have found it difficult to settle in other schools. The incidences of migration in and out of school, other than at the normal admission times, has also risen. As a result of all of these changes, attainment has dropped in all subjects. Consequently, there has been a downward trend in results in national tests in Year 6, and for pupils leaving the school in Year 7, since the last inspection. The indications are that this downward trend has slowed and the school has stabilised the situation. By recognising the changes occurring in the intake, the school has been proactive in setting up systems to deal with them. In fact, the evidence shows that standards in all subjects are rising again. When comparing the improvement made in standards since the last inspection, it appears that standards have remained the same or have lowered. However, in reality, standards have dropped, for the above reasons. They have stabilised and are now rising. The school has a strong philosophy that if pupils achieve well in areas of the curriculum such as the arts, physical education or technology, and gain self-assurance in their successes, this will give them confidence to succeed in other areas of the curriculum that they find more challenging. This approach is proving particularly successful in helping some of the more troubled pupils achieve good outcomes.

Years 4 - 6

2. The results achieved by 11-year-olds in national tests in the year 2001 were average in English and science. They were well below average in mathematics. When compared with similar schools, these results were average in English, below average in mathematics and above average in science. The rate of improvement over the past four years in the national tests for 11-year-olds has fluctuated. It has dipped slightly when compared with the national trend. Indications are that the results achieved in 2002 will be about the same as those in 2001. However, there was a large number of pupils with special educational needs in this year group. Their needs ranged from pupils on the autistic spectrum to pupils with severe emotional and behavioural problems. Another significant factor affecting results is that the school was hit by illness during the test period in 2002 and, on average, 14 per cent of the year group did not take the full range of tests. This has therefore changed the profile of results.
3. The overall trend in English was downward until 2000, when results stabilised. There are now clear indications that the trend has turned and standards in school are rising. A similar pattern is emerging in science, where standards are going back up. In mathematics, the downward trend continued through to 2001 but again appears to be stabilising. The factors listed in paragraph 1 account for much of the fluctuation in standards in English, mathematics and science since the last inspection. Then they were above average in English and science and average in mathematics.
4. Inspection evidence shows that in the current Year 6 standards in English, mathematics and science are average. This is a result of the:

- very good quality teaching, by specialist teachers, which allows pupils to learn very effectively;
 - implementation of the national strategies and development of an exciting curriculum;
 - good focus placed on these core subjects by all staff.
 - It also reflects the success of the behaviour management strategies that the school has adopted as a response to the increase in the number of troubled and troublesome pupils it has received. These strategies have enabled teachers to minimise the negative impact that problematic behaviour might have had on learning.
5. Inspection evidence shows that the current Year 5 is on target to achieve above average standards by the time they leave school in Year 7. Standards in this year group are better than in Years 6 and 7. This is partly because there are fewer pupils on the special educational needs register in this year group and also because the revised behaviour code has begun to impact on the pupils with emotional and behavioural problems. This allows the very good quality teaching to have its full effect on pupils' learning.
 6. Standards in information and communication technology are currently below average overall, although some aspects of the subject are average or above. Although the provision for information and communication technology has improved considerably since the last inspection, this has not had long enough to impact on the standards achieved. Year 6 pupils have simply not had enough experience of some aspects of the subject, such as control and data handling, to achieve the expected levels.
 7. Standards in art and design and physical education are above average. In design and technology and music they are well above average. In geography and history standards are average, although there are many strengths in both subjects. Standards in religious education have been maintained and are in line with the expectations of the locally agreed syllabus.

Year 7

8. Year 7 pupils have just begun their Key Stage 3 studies and, at this early stage in the term, standards in English, mathematics and science are average. In French, (Year 7 pupils started the French curriculum three weeks prior to the inspection), standards are average. They are also average in history and geography. In art and design, they are above average. This is a significant improvement since the last inspection, when art was below average and a key issue for the school. Standards in design and technology and music are well above average. There was insufficient evidence to form a secure judgement on the standards of physical education in Year 7. However, there is no reason to suppose other than that pupils continue to achieve the high standards seen in Key Stage 2. Standards in religious education have been maintained and are in line with the expectations of the locally agreed syllabus.

Across the school

9. There is no significant difference between the attainments of boys and girls nor between any groups of pupils. Pupils with special educational needs achieve well. They make good progress towards the targets set for them in individual education plans. This is due to the very good teaching and support they receive. Targets are specific and suitably challenging for their academic and personal development. Careful monitoring of pupils' achievement leads to regular adjustment of the targets, so that good quality learning is sustained.

10. Staff plan very good links between subjects. This enables pupils to take the skills and knowledge learned in one subject and apply them in other subjects. Thus, pupils do not study one subject in isolation and this helps them make sense of their learning, with consequent good achievement. The school's focus on teaching the basic skills, needed for pupils to succeed in the tasks set, ensures that the majority of pupils achieve well. All pupils are on course to reach the predicted targets set for them this year. The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The well-balanced and very relevant curriculum throughout the school ensures that pupils achieve well during their time in school. This, together with the clear learning objectives set by teachers in lessons, has a positive effect on raising standards.

Pupils' attitudes, values and personal development

11. Since the last inspection, positive attitudes towards learning and good relationships continue to prevail throughout the school. Behaviour in lessons and around the school is now satisfactory. This takes into account the changes in the catchment area, the increased number of pupils with special educational needs and the admission into school of a small percentage of troubled and troublesome pupils, particularly in Years 6 and 7.

12. The majority of pupils enjoy coming to school and are enthusiastic about their lessons. Parents agree that their children like school. Both the upward trend in attendance levels and the low levels of lateness, throughout the school, reflect this enjoyment. Pupils immerse themselves in all that the school offers them. This is seen in the very good take up of extra curricular activities, residential visits, and after school clubs. The pupils in the three Year 4 classes settle well into the routine of the school and the majority relate very well to each other. They take turns as they share equipment and resources and show good levels of concentration. The majority of pupils in Years 5 to 7 are eager to learn. Good relationships exist between teachers and pupils. On the whole, pupils are polite and are not afraid to ask pertinent questions. For example, in a music lesson, pupils were not afraid to ask questions to clarify their understanding of rhythm. As a result their enthusiasm enables them to learn very well.

13. Teachers have high expectations of pupils. They set challenging targets which help pupils develop positive attitudes. The good pace of lessons helps most pupils sustain high levels of concentration. Teachers actively encourage pupils to achieve challenging but attainable tasks. They offer words of praise and value the pupils' suggestions. In lessons, in response to the teachers' high expectations and very good management of pupils' behaviour, pupils listen to the teachers carefully and concentrate sensibly on the tasks they are given. Consequently, they make very good progress. There are a number of pupils who find this difficult but they are supported very well by other adults in the classroom and do not encroach on the learning of the majority.

14. The majority of pupils work effectively both independently and collaboratively. They respond well to teachers who encourage pupils to work in groups of different sizes. This encourages pupils to share their thinking when solving problems. Teachers take every opportunity to reinforce these attitudes by giving praise. In most subjects pupils' attitudes to learning are reflected in their achievements.

15. Pupils' behaviour in lessons and around school is satisfactory. However, there is a small but nevertheless significant minority of troubled and troublesome pupils who find it difficult to conform to expected behaviour patterns. This occasionally has a negative impact on their own learning. Pupils with identified behavioural difficulties sometimes adversely affect the pace of lessons, but this is handled quickly and well by teachers and

teaching assistants. They ensure that these pupils do not affect the learning of the majority.

16. Pupils know what is expected of them and most respond well to teachers' high expectations. Through the good provision for their moral development, for example during personal, social and health education lessons, pupils learn right from wrong. This helps pupils to respect the feelings and values of others. Pupils know what to do if bullying should occur and they are happy that they have someone to turn to if they are hurt or upset. Good behaviour in lessons has a very positive impact on attainment. It means that pupils achieve well. Although there is an element of boisterous behaviour during playtimes and around the corridors, behaviour is normally acceptable and pupils play well together. When inappropriate behaviour does occur, staff are quick to respond.
17. Pupils' personal development and their relationships are good. These good relationships are based on mutual trust and respect. Staff are very good role models for pupils to follow. The school council gives pupils the opportunity to involve themselves in decisions about the school environment. Pupils grow in self-esteem and confidence as they move through the school. They willingly accept the responsibilities that they are given, such as school and classroom monitors. During lunchtime, pupils were polite and showed a genuine interest in talking to visitors. Most pupils are considerate to others. The use of Circle Time¹ helps pupils to express their feelings towards each other and highlight areas of concern to them. This leads to good, comfortable relationships between pupils of all ability and cultural backgrounds.
18. Attendance is good. During the last school year, attendance levels were above the national average. Unauthorised absences were below the national average. In the last school year there have been three fixed term exclusions from the school. Pupils enjoy coming to school and arrive on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is very good throughout the school. One of its many strengths is the use of specialist teachers. This results in pupils learning very effectively. During the inspection, 58 lessons, or parts of lessons, were observed. Thirty-six of these were very good or excellent. This is an improvement since the last inspection, when the overall quality of teaching was good. The headteacher, deputy headteacher and subject leaders monitor the quality of teaching and learning carefully and this contributes to the maintenance of the high standards of teaching. All staff work exceptionally well as a team and support each other most efficiently. Relationships between staff are very good and all staff are very good role models for the pupils. Teachers enjoy teaching and this enables the pupils to learn happily. This very good quality teaching results consistently in very good learning by all groups of pupils.
20. The teaching of literacy in English lessons and numeracy in mathematics lessons is of very high quality. The teachers have worked hard to implement both strategies, which they have done very effectively. Interesting texts and a good range of carefully selected books and guided reading texts have ensured that literacy lessons are challenging and relevant to the needs of the pupils, whatever their ability or background. Numeracy lessons encourage pupils successfully to engage and focus on improving their mental agility and facility in using and applying mathematical strategies.

¹ Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

21. The teaching of literacy and numeracy very successfully supports learning in other curriculum areas. For example, in science lessons the pupils have the opportunity to record the results of their experiments and explain what the results show. Teachers promote very good cross-curricular links and, in this way, the pupils see the relevance of their learning and the way it develops. They begin to use information and communication technology more and more effectively as a tool to support all subjects. For example, they use data handling programs to analyse the properties of materials in science or the nutrients in different foods in food technology.
22. Teaching for pupils with special educational needs is very good. Teachers are well aware of the needs of all pupils. Tasks are frequently adapted to suit the needs of individuals and a variety of learning resources is provided. The specialised support that pupils with statements of special educational need receive is well planned to focus on their specific needs. The support given by teaching assistants is very good and this makes a significant contribution to the standards these pupils achieve. Teachers are very aware of the need to ensure that all pupils are included and make every effort to ensure that all are fully involved.
23. Teachers, throughout the school, have very good knowledge and understanding of the subjects they teach. They use their particular expertise to teach their specialist subject to all year groups. They teach the basic skills needed in each subject so that pupils can build on their skills, knowledge and understanding step by step. Using this specialist teaching allows teachers to share their skills with each other and with the pupils, so that very good learning takes place. Pupils receive expert tuition in all curriculum areas. The teachers place a significant level of demand upon individuals, to ensure that all are fully involved. Thus, the more able pupils are challenged well to push their skills, knowledge and understanding forward at a good pace. Pupils listen carefully to the very good instructions that they receive and know exactly what they are expected to do. This means they work at a steady pace and achieve a good amount of work in lessons. The majority of pupils work very hard and learn very well.
24. Teachers' planning is very good. In literacy and numeracy, the teachers plan very closely to the structured frameworks. Year group teams plan together supported by the subject leaders. This shared planning results in very good parity between all of the classes in each year group and in very effective lessons. This is particularly evident in mathematics where the pupils are set according to their prior attainment. All sets achieve well as a result of the structured activities that they undertake. Activities which are closely matched to their level of ability. Teachers plan very carefully and thoroughly and often use a wide range of strategies within one lesson to maintain pupils' interest and involvement. This enables all pupils, including the more able, to work at levels suitable to their ability.
25. All staff have very high expectations that pupils will behave well and work hard. Pupils know the school routines well. They understand what it is that they have to do and know how much they have to complete in a given time. Thus, the pace of lessons and the amount of work produced in them is very good. Teachers consistently and constantly praise and encourage the pupils. They manage the pupils very well and have very good strategies in place to support the troubled and troublesome pupils who occasionally seek to disrupt. These support systems, even though they are not yet fully embedded into the everyday life of the school, are already having a significant impact on teaching and learning. The teaching assistants give very good, careful support to pupils and this enhances considerably all pupils' learning. They are much appreciated by the school as a very valuable resource.

26. The quality of day-to-day assessment is good. There are some very good incidences where this is put to immediate use in planning. Teachers, for instance in mathematics, alter their planning for the next day's lessons as a direct result of the lesson just finished. Similarly, in lessons there is often evidence of teachers constantly adjusting the level of work as a direct response to the information they gather when they question individual pupils. When this is done, the rate of learning increases and pupils, particularly the more able, achieve very well. Teachers mark pupils' work in books in a supportive manner. However, the marking does vary between faculties. Some subjects, for example English, marking is very good and it is clear to pupils from the remarks in their books what they are to do next in order to improve. Other subject teachers do not always make this as clear. Teachers use homework very well to supplement and support work done in class. They allocate regular homework in a variety of subjects, value the work that pupils do, mark it regularly and use it in lessons most effectively.

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

27. From Year 4 to Year 7, the school offers its pupils a very good balanced curriculum which fully meets statutory requirements. It provides a rich and wide range of opportunities to support pupils' academic and personal development. Since the previous inspection the school has improved its provision for art and design and design and technology and has introduced swimming into the physical education curriculum. The school's very good provision in some aspects of the curriculum have been acknowledged by external agencies. For instance by the Arts Mark Award for art and design, music and dance, and Sport England's Activemark Gold Award for physical education. The school also makes good provision for pupils' social, moral and cultural development and satisfactory provision for their spiritual development. This is a similar picture to that of the last inspection, when the overall judgement was good.

28. The school successfully adapts its curriculum by regular review to meet the needs of its changing intake. For example, analysis of pupils' performance in mathematics led the school to put more emphasis on mental mathematics and problem solving. In English there has been an emphasis on writing for different purposes. As a result, pupils' performance is improving in these areas.

29. The school is committed to the principles of inclusion and the curriculum is totally accessible to all pupils. This commitment is also clearly reflected in its very good arrangements for teaching and supporting pupils with special educational needs. The programmes of study, which are in place for all subjects, provide clear guidance to teachers on developing skills and knowledge progressively. Teachers involved in each subject plan together reflectively. This ensures effective teaching and learning for pupils of all abilities. Teachers' planning also carefully incorporates strong links between the various subjects.

30. The provision for pupils with special educational needs is very good. Pupils receive very good support from teachers and teaching assistants. Pupils are organised in a variety of ways including support in the classroom and group or individual teaching. These organisational arrangements are appropriate to promote good learning. Effective checking on the pupils' progress and planning help to ensure that pupils with special educational needs are provided with broad, balanced and relevant learning opportunities. Individual educational plans have targets that are specific, relevant and sufficiently challenging. Pupils with special educational needs, of whatever nature or difficulty, are well integrated into the school. This ensures that they have full access to the whole curriculum.

31. There is a very good emphasis on teaching literacy and numeracy and this is having a positive effect on achievement. Relevant skills are promoted very effectively through other subjects across the curriculum. For instance, in history, pupils scan texts to find out about life in Victorian times and in design and technology, they draw on their knowledge of measurement in their planning.
32. There is a coherent and comprehensive set of plans to develop personal and social education, including citizenship and health education. This takes place mainly through designated lessons, but also through subjects such as religious education and science. Due attention is given to the dangers of the misuse of drugs and to sex education. Pupils are given opportunities to learn the necessary knowledge and skills for making informed decisions about healthy living. The school also makes good use of 'Streetwise', an organisation which provides activities to raise pupils' awareness of dangers in the environment. Such activities make a considerable contribution to this area of the curriculum, as do visitors, such as the school nurse and representatives from the Fire Brigade. The annual residential visits also play an important part in developing pupils' social skills and independence.
33. Teachers give their time generously to provide an excellent range of extra-curricular activities to enhance and extend the work done in the defined school day. In addition to sports activities, such as basketball and athletics, and activities, such as scrabble and computer clubs, there is a wealth of other opportunities on offer. These include a 'Write a Thriller' day' organised by two teachers, supported by teaching assistants, during the Easter holidays. This provides an exciting creative writing experience for pupils. A high proportion of pupils take advantage of these arrangements and benefit greatly.
34. Music plays an important part in the life of the school. Peripatetic teachers give individual instrumental tuition and the school is very much involved with music in the local community, through visits, for instance to the Bournemouth International Centre. The school consciously brings the community together through music. For example, the Christmas Celebration in church when the orchestra and choir support the whole school's performance and which involves the community. Similarly, the bi-annual production in school is an occasion when the local community joins the celebrations in school.
35. Strong links with the community add much to the breadth and relevance of the curriculum. Clergy from local churches are regular visitors to the school and take assemblies. The physical education curriculum is enhanced by connections with the local football club, AFC Bournemouth, and with organisations such as Poole Netball Club and Poole Swimming Club. Pupils benefit from visits to local places such as Corfe Castle and Scaplen's Court, and to places further afield, such as Wimbledon. The school also takes advantage of its location, organising day trips to France to support the French curriculum. In turn, the school effectively supports local community activities, providing accommodation for organisations such as the Brownies. Each year, the school, in conjunction with Ashdown School, hosts and organises a firework's display, which is a popular community event.
36. All pupils benefit from the very effective contacts that the school has established with other educational institutions. Before joining the Middle School in Year 4, pupils spend a day meeting their teacher and experiencing activities to prepare them for their new school. Very strong links with the nearby school which has technology college status and to which a large proportion of pupils transfer, help pupils prepare very well for the next stage of their education. Links are also growing between the school and Poole Grammar in relation to mathematics and information and communication technology. The school also has access to, and makes very good use of some of the facilities and

resources of the neighbouring secondary school. In its turn, the school is an effective provider of training opportunities for students from a variety of courses.

37. The school makes satisfactory arrangements for pupils to develop spiritually. Pupils have opportunities to take part in daily acts of collective worship. In an assembly seen during the inspection, the local vicar led pupils in prayer and reflection. There are also opportunities for pupils to reflect on spiritual matters during some of their lessons. In a personal, social and health education lesson in Year 7, pupils reflected on some of the positive feelings that they had about themselves and others. They discussed the difficulties, both of accepting and of giving compliments. However, this planned experience of spiritual development was not so evident in all subjects, and many potentially spiritual opportunities were lost during the inspection week.
38. Provision for moral education is good. The school insists on good behaviour around the school. All disputes between pupils are dealt with firmly but sensitively. The school is a moral community. All staff provide very good role models for pupils. The school gives pupils clear guidance on what is right or wrong. Pupils are encouraged to recognise that everyone is important and to work harmoniously together. This is particularly evident in the way in which all pupils are fully included in all aspects of school life. Discussions with pupils show that they are confident that teachers and other adults are always there to listen to any problems and concerns. The secure relationships between the staff and their obvious enjoyment of teaching contribute greatly to pupils' understanding of values of justice for all members of society, regardless of their cultural heritage, background or ability.
39. Social relationships in the school are good. In lessons, pupils are expected to work fairly and co-operate with each other. Each class draws up its own class contract to which the whole class agrees its rules. Residential visits provide opportunities for pupils to live together and share equitably. Regular opportunities to socialise are provided in the after school clubs, the extra curricular activities, and the lunchtime common room for older pupils. There is a well-established School Council, where pupils discuss ideas for improving different aspects of school life. Mostly, pupils conduct themselves sensibly as they move around the school. However, there is a small but nevertheless significant minority who find it difficult to conform to expected rules of behaviour. When inappropriate behaviour does occur, staff respond quickly. They use the school's behaviour policy and act on the good advice of the school's behaviour support officer. For example, pupils displaying unco-operative behaviour are given 'time out' with support staff or teachers so that they regain their composure ready to return to their class for further learning.
40. Although the school is in a mainly monocultural area, its provision for pupils' cultural development is good. Teachers give pupils a very strong feeling for the cultural traditions and history of their community. Staff help pupils to appreciate their own cultural traditions through English, music, art and design, design and technology and religious education lessons. Pupils study the customs and traditions of other cultures. For example, they listen to African music, and join in workshops led by a visiting African musician. Many aspects of the work done to promote spiritual, moral and social development make good contributions towards preparing pupils for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The welfare and care provided for pupils is good. Teachers and support staff know their pupils well and provide good personal support and guidance. The school actively

promotes equality of opportunity to ensure that all pupils irrespective of gender, ability or ethnicity receive appropriate personal support, care and guidance. The procedures for keeping track of pupils' personal development and academic performance are very good. The parents who attended the pre-inspection meeting or returned questionnaires, agree that the school provides strong pastoral support and guidance, particularly to those pupils with special educational needs or with personal problems.

42. Health and safety procedures are rigorous. Regular risk assessment is undertaken for school premises, equipment and all school trips. Meticulous health and safety records are maintained. There are regular evacuation drills and fire and electrical equipment are routinely tested. There are good arrangements for the provision of first aid. Child protection procedures are effective. The deputy headteacher is the designated child protection officer. All members of staff are trained and alert to the needs of vulnerable pupils and aware of the guidelines for dealing with sensitive issues. The school maintains close links with social services and other appropriate external agencies.
43. The policies and procedures for promoting and monitoring standards of behaviour are very good and consistently applied throughout the school. Rewards are used effectively to recognise effort and good behaviour and this promotes an achievement-driven culture that is appreciated by the pupils. There are clearly defined strategies for dealing with challenging or unacceptable behaviour such as bullying, aggression or displaying a poor learning attitude in class. These strategies are particularly effective for the group of pupils who have been identified as having behaviour related learning difficulties. The policies and procedures for promoting and monitoring attendance are good.
44. There is very good support and guidance for pupils with special educational needs. Systems that are in place for the early identification and tracking of pupils' performance are effective. Individual education plans, for all pupils requiring them, are used as working documents. Regular monitoring of these ensures that targets set for pupils are both realistic and achievable. A particular strength of the school is the high level of support provided for these pupils by teaching assistants.
45. The assessment and referral procedures for pupils with special educational needs are very good and comply fully with the new Code of Practice. Assessment information is used very well to guide future planning, teaching and learning. Pupils' records are well-kept and individual education plans and statements of special educational needs are reviewed and monitored on a regular basis.
46. The procedures for assessing and monitoring pupils' attainment and progress are very good. There is a rigorous and continuous programme of record keeping to track pupils' progress in reading, writing, spelling and mathematics. This helps the more able pupils particularly well. The programme includes annual testing against standardised attainment targets, supported by verbal and non-verbal reasoning tests. Teacher evaluation for all other subjects checks pupils' progress in relation to National Curriculum levels, showing whether pupils are in line, above or below.
47. Information gathered by the teacher about the pupils' work is used effectively to predict potential National Curriculum levels at the end of Year 6, and to set group and individual targets for all pupils. Pupils have a good understanding of the progress they are making in all subject areas and are made aware of what they need to achieve in order to raise their attainment. The use of assessment to guide curriculum planning for English, mathematics and science is good. Data from the annual standardised attainment target tests is analysed to detect any weaknesses in pupils' knowledge or understanding. The information is used to change curriculum plans to match teaching to learning need. Overall, the procedures for tracking and supporting pupils' academic progress are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have very positive views about the school. Those who attended the pre-inspection meeting or returned questionnaires confirmed that their children enjoy coming to school and make good progress. They felt that the school expects their children to work hard and achieve their best. They consider the school to be well led and managed, the standard of teaching to be good and staff to be very approachable. Those with children who have special educational needs felt that the support provided for them is very good. The inspectors fully agree with the positive views expressed.
49. A small number of parents felt that the homework provided did not adequately support learning. The inspectors disagree with this minority view and judge that the quality and quantity of homework provided is very good and supports learning very well. Overall, the effectiveness of the school's links with parents is very good. Staff work hard to develop a close working partnership with parents. The home-school agreement clearly defines the expectations arising from the relationship between school, parent and pupil. This helps parents effectively to support their children's learning.
50. There is a good induction programme for new parents when their children transfer from first school into Year 4. The quality of information provided by the school is good. A new notice board at the entrance to the school keeps parents well informed about day-to-day activities. The school provides regular and good quality information on the content of the curriculum and runs regular workshops for parents on such aspects of the curriculum as literacy and numeracy. There are consultation meetings each term, when parents have the opportunity to discuss their children's progress and attainment. The amount of information the school gives the parents enables them to feel an active partner in their child's education.
51. The partnership between parents with children with special educational needs and the school is generally very good. Every effort is made to establish good links with parents who have pupils on the register of special educational needs. They are fully involved in review procedures, and are consulted regularly. There is good attendance at annual reviews. Most parents are happy with what the school is trying to achieve, and they welcome the improved provision that is helping to meet pupils' needs. The governor for special needs takes an active role in liaising between parents and the school.
52. The annual progress reports meet statutory requirements and provide information about progress in each subject, with a graded assessment of subject skills and learning attitudes. However, individual targets for development are often very general and not specific enough to enable parents to contribute to their children's future learning, should they want to help. The style and content of the reports has improved since the last, inspection following consultation with parents. Overall, the contribution by parents to their children's learning at home and at school is good.
53. The impact of parents' involvement in the work of the school is satisfactory. A small group of dedicated parents run a parents association, HMS Warbler. Organised events are well supported and successful, enabling the association to provide additional funds for teaching and learning resources and for improvements to the school environment. The association also runs termly discos for the pupils. These are much appreciated and enjoyed. Music, drama and sporting events involving the pupils, are very well supported by parents, as are the special celebrations held in the local Anglican Church. Overall, the partnership between school and parents has been well maintained since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher has a clear vision for the school and provides excellent leadership. He presents a very clear picture to staff of the way in which the organisation of the school can support the most effective teaching and learning by pupils. He is an able communicator who uses this skill to enthuse, inspire and motivate staff, and pupils, to give of their best. He delegates responsibility extremely well at all levels but retains a personal interest and detailed grasp of all school issues.
55. The support and contribution of the senior management team is very good. They have clearly defined roles which they fulfil with dedication. Management at all levels is of a high order with a shared commitment to raise standards through the implementation of clearly identified priorities and initiatives. The whole staff, operating as a motivated and dedicated team, effectively supports this strong leadership and management. The strength of the infrastructure throughout the school ensures that pupils with specific learning and behavioural difficulties, as well as the more able, are supported and fully included in all aspects of school life.
56. The governors use their personal qualities and experience to provide excellent support to the leadership and management of the school. They have a very good understanding of its strengths and weaknesses and fully support the vision for its future direction. There is a strong committee structure, each with an experienced leader. Governors' committees meet regularly to monitor, evaluate, and support all operational aspects of the school, including staffing, curriculum, strategic financial planning, health and safety, buildings and special educational needs. All statutory requirements are fully met.
57. There are rigorous procedures for improving the quality of teaching, learning and curriculum provision. The headteacher and senior staff undertake regular lesson observations using Ofsted Inspection Framework criteria. These observations are recorded and evaluations shared with teachers as part of their annual performance review. Management of the subjects is very good. Each subject has a co-ordinator who is responsible for the curriculum, quality of teaching, record keeping, and the day-to-day management of the subject. There is a wide range of useful information available to track pupils' attainment and progress. This supports the drive for higher standards most effectively. Overall, the process of school self-review is well established.
58. There is a very good match of teachers to the demands of the National Curriculum. There is also a good number of very able and well-qualified support staff who add much to the quality of pupils' learning. The availability of specialist teachers in foundation subjects, such as art and design, music and design technology, has had a significant impact on standards in recent years.
59. The management of the school places a high level priority on providing for the continuous professional development of all members of staff. The school is working towards accreditation as an Investor in People and already complies with the majority of the accreditation criteria.
60. Teaching assistants, administrative staff and lunchtime supervisors are all included in whole school training programmes. There are excellent induction programmes to support teachers new to the school and for mentoring newly qualified teachers. The school provides teacher training places as part of the 'School Centred Initial Teacher Training Programme (SCITT), which has the added advantage of providing class teachers in the school with leadership and management experience.

61. Special needs provision is very effectively led and managed by a full time coordinator. Statutory requirements for pupils with special educational needs are fully met. Funding for special educational needs is used appropriately to help ensure that pupils receive the provision that they need.
62. Overall, the standard of accommodation is good and supports the full delivery of the National Curriculum. Regular monitoring and effective deployments of resources, along with the work of the very good site manager and his team, ensures that the school buildings are maintained and cleaned to a very high standard. Displays are effectively used to celebrate pupils' work and promote extra curricular activities. The school library and adjacent information and communication technology suite are particularly effective areas, well placed to support investigative learning and research projects. There are specialist-teaching areas for science, food and design technology, fabrics, resistant materials, music and art and design.
63. There are a number of weaknesses in the accommodation that can have an adverse impact on the teaching and learning of some pupils. The special educational needs room is also used for teaching pupils with identified learning needs. The school has developed very good systems to support pupils with behavioural problems, including a withdrawal for 'time out' procedure. Currently, this provision has no discreet base to accommodate this work and it shares the special educational needs base. This is far from ideal because it can disrupt the learning of those most in need of additional teaching support. Teaching assistants also use the special educational needs room as their base when not in class. One classroom is smaller than average and has limited access to outside light. This detracts from its effectiveness as a stimulating place to learn when compared with the rest of the school. The hall, which is used for indoor physical education, as a dining area, for whole school assemblies and school music and drama productions is inadequate in size for the number of pupils currently on role. As the staff has grown in number over the past four years, the administration block, including the staff room and staff toilets have become inadequate.
64. The school grounds are extensive and provide grassed and hard surface areas for a wide range of sports and leisure activities. The school also has access to an all weather running track and a hockey pitch. The grounds are attractively landscaped and very well maintained. The provision of learning resources is very good, fully supporting the delivery of the National Curriculum. There is, however, a need for more CD Rom drives for information and communication technology.
65. The governors and headteacher work closely together to ensure that the school utilises its available resources effectively and meets its agreed development priorities. The quality of strategic financial planning is exceptional and has not only enabled the school to match resources to educational priorities to date but provides a clear and fully costed projection for future developments and improvements in its facilities and resources. Spending is monitored closely and the principles of checking that the school obtains good value for the money it spends are effectively applied.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise standards even further and improve the quality of education for its pupils the headteacher, staff and governors should focus on the less developed strands of information and communication technology to bring all parts in line with or above the expected levels by:

- increasing its use as a tool in all other subjects, identifying opportunities to use information and communication technology in the schemes of work for all subjects;
- developing the procedures for assessing pupils' attainment and tracking their progress;
- increasing still further teachers' subject knowledge through training.

(paragraphs 6, 21, 93, 103, 114, 115, 116, 117, 118, 121)

All these are identified in the school's improvement plan.

67. In addition the governing body may wish to include the following in its action plan:

- reviewing the marking policy to gain parity across the curriculum, by seeking out the very good practice in existence and sharing it across all departments
(paragraphs 26, 83, 91)
- developing the religious education curriculum, so that it pervades all areas of school life and contributes to raising spiritual awareness in school;
(paragraphs 37, 98, 136, 146)
- identifying the gifted and talented pupils more overtly to facilitate and formalise the development of their enrichment programmes
(paragraphs 83, 91)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

58

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

36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	32	17	5			
Percentage	7	55	29	9			

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y4 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	366
Number of full-time pupils known to be eligible for free school meals	N/A	60

FTE means full-time equivalent.

Special educational needs

	Nursery	Y4 – Y7
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	95

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	6
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.6
National comparative data	6.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	43	47	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	28	43
	Girls	42	30	46
	Total	71	58	89
Percentage of pupils at NC level 4 or above	School	79 (79)	64 (70)	99 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	33
	Girls	42	36	42
	Total	71	65	75
Percentage of pupils at NC level 4 or above	School	79 (82)	72 (73)	83 (88)
	National	72 (70)	74 (72)	82 (79)

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	332	2	
White – Irish	0		
White – any other White background	2		
Mixed – White and Black Caribbean	0		
Mixed – White and Black African	0		
Mixed – White and Asian	0		
Mixed – any other mixed background	2		
Asian or Asian British - Indian	1		
Asian or Asian British - Pakistani	0		
Asian or Asian British – Bangladeshi	0		
Asian or Asian British – any other Asian background	0		
Black or Black British – Caribbean	2		
Black or Black British – African	3		
Black or Black British – any other Black background	0		
Chinese	2		
Any other ethnic group	0		
No ethnic group recorded	22		

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: Y4 – Y7

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: Y4 – Y7

Total number of education support staff	17
Total aggregate hours worked per week	372.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	857391
Total expenditure	831797
Expenditure per pupil	2207
Balance brought forward from previous year	49834
Balance carried forward to next year	75428

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	366
Number of questionnaires returned	176

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	52	4	1	3
My child is making good progress in school.	40	46	4	0	10
Behaviour in the school is good.	32	57	3	1	7
My child gets the right amount of work to do at home.	18	51	21	4	6
The teaching is good.	44	47	1	1	7
I am kept well informed about how my child is getting on.	34	48	10	1	7
I would feel comfortable about approaching the school with questions or a problem.	51	41	4	2	2
The school expects my child to work hard and achieve his or her best.	60	38	1	0	1
The school works closely with parents.	33	55	6	2	4
The school is well led and managed.	56	37	2	1	4
The school is helping my child become mature and responsible.	43	49	3	1	4
The school provides an interesting range of activities outside lessons.	54	39	3	1	3

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

ENGLISH

68. Standards of the present Year 6 and Year 7 are average. Taking into account their performance in the national tests when they were seven years old and the high number of pupils with special educational needs, the current standard of work reflects good achievement for most pupils.
69. In the 2001 national tests at the end of Year 6, the results were average. Results have declined over recent years and since the time of the last inspection when standards were judged to be good. However, contributory factors to this decline have been the increased number of pupils in the school with learning and behavioural difficulties, as well as a period of increased mobility in the school population. This situation has been carefully monitored and evaluated by the school which has responded well to the challenge. Measures to improve the provision include extra time being allocated to literacy, an emphasis on writing, developing the role of the special needs co-ordinator and introducing substantial teacher assistant support. These measures, together with the consistently very good teaching of the subject throughout the school, are proving to be effective and inspection findings indicate that standards are now improving.
70. The school puts great emphasis on discussion and collaboration and, consequently, good progress is made in speaking and listening. In Year 6 and Year 7, pupils are confident when asking and answering questions. They listen attentively and respect the opinions of other pupils. Most are articulate and use well-expressed lively language. In a lesson on creating a dilemma, Year 6 pupils readily contributed a variety of adjectives and 'powerful verbs' to change a simple sentence into an imaginative one. Teachers successfully promote discussion in other subjects. Year 5 pupils, each taking the role of a character in Victorian times, such as a factory owner or a worker, sensibly debated whether poor Victorian children should work. Members of the School Council, drawn from each class in the school, confidently questioned an inspector about his opinions on facilities in the school!
71. Overall standards in reading are in line with expectations. However, average and high attaining pupils exceed the level expected and read well for their age. Most pupils enjoy reading a wide range of popular children's fiction such as J K Rowling's Harry Potter stories and books by Roald Dahl. Some higher attaining pupils in Year 6 and Year 7 read more complex texts such as Tolkien's "Lord of the Rings". Most pupils from Year 5 upwards use their reading skills to support learning in other subjects and are confident using non-fiction books to locate information, for instance in historical investigations. In literacy lessons great emphasis is put on text analysis. This has enabled some high attaining pupils to identify and appreciate some effective aspects of writing such as 'scariness', character portrayal and the creation of striking incidents. Lower attaining pupils in Year 6 and in Year 7 read texts hesitantly but they have mastered the basic skills of reading. They use these effectively to decipher new words and to extract meaning from the text although there is a small minority who can only do this with adult support.
72. Pupils learn to write in a variety of styles and for a range of purposes. These skills are developed well in English and in most subjects. Higher attaining Year 7 pupils use expressive language well as they write instructions on how to send a text message or write discursively about the advantages and disadvantages of using mobile phones. They use language such as "if this is true, it could substantially attack the reputation of

mobile phones". They wrote to the headteacher asking him to install a drinks machine and even teleporter pads in the school using appropriately formal and very persuasive language, such as "Over several years this would soon pay off, providing extra funds for sports equipment". Higher attaining Year 6 pupils explore figurative and poetic use of language and develop colourful comparisons and contrasts, through active verbs, metaphors and personification. Drafting and planning has been very well taught throughout the school and by the time they are in Year 6 and Year 7, most pupils are able to initiate, organise and revise their work. Information and communication technology is now being used to develop these skills, as is the use of demonstration of good writing techniques by the teacher. Handwriting is good with most pupils having a neat, legible, joined up style.

73. Pupils' literacy skills are promoted in other subjects and have a positive effect on standards. For example, in geography in Year 4, pupils record the similarities observed in pairs of photographs. Reading skills are used well in Year 5, when pupils research different aspects of Victorian life, using books and the Internet. At the time of the last inspection, information and communication technology was not used in English lessons. There has been some effort made lately to improve this situation and the school, aware that this is an aspect of the subject which needs developing, has appointed a teacher with particular responsibility in this area. Developments include pupils in Year 7 learning to use the Micro Librarian system to track down specific books to assist their learning and teachers being trained in the use of a smart board.
74. Teaching and learning throughout the school is very good. A key feature of all lessons is the very good management skills that enable pupils to learn in an orderly atmosphere. Relationships are very good and pupils feel secure and confidently participate in lessons, knowing that their contributions will be valued. Lessons are well organised and the use of resources, such as pupils' whiteboards and overhead projectors, ensure that pupils are involved in the learning experiences presented. Teachers have very good subject knowledge and lesson objectives are shared with pupils and used as the basis of the plenary session so that learning is reinforced. Teachers plan together and have developed an innovative approach to developing pupils' writing skills, which is proving to be very successful in raising standards. Throughout the school, thoughtful and imaginative teaching sees children and teachers exploring together the narrative and stylistic features of appropriate texts presented for analysis and discussion in a clear visual display. Having explored the features concerned, the teacher either shows the pupils or works with the class on the composition of an example of a similar kind of writing. The third stage is for the pupils to compose their own piece of writing in their draft exercise books, preliminary to the production of a finished piece of work. The combination of a carefully chosen text, clear analysis and discussion leading to a worked example and the concluding opportunity for the pupils' own considered writing, led to some excellent work. This approach enabled Year 6 pupils to create narrative dilemmas, Year 5 pupils to write in the style of Ted Hughes and Year 4 to practise formal writing through the composition of instructional texts.
75. Pupils with special educational needs are carefully supported in lessons by teachers and teaching assistants and through specialist teaching in the Special Needs Unit. As a result, these pupils make good and often very good progress. In a very good Year 7 lesson, pupils made very good progress in their ability to 'read between the lines' in order to predict what might happen next in the story and to empathise with the characters because the text used was appropriate to their ability level and relevant to their interests. With great diplomacy, the teacher managed a group of potentially 'difficult' pupils establishing a calm atmosphere and treating them with patience and respect. During the lesson pupils spent some time successfully working on individual computer programs designed to develop basic literacy skills.

76. Management of the subject is very good and, as stated in the previous inspection report, instrumental in helping to raise standards. There is provision for regular staff development for all of those involved in the teaching of English. Information from the analysis of test results and the checking of pupils' work is used effectively to adjust the curriculum when a weakness is identified. All pupils have attainment targets which are regularly referred to in English, and in other subjects such as history and science. Aspects of the subject such as planning, teaching and pupils' work are carefully tracked and evaluated. Marking is good and indicates what pupils can do to improve their work. The library is attractive and is used for reading sessions as well as research. The library is staffed by a librarian who is now engaged in a programme to develop pupils' library skills further.

MATHEMATICS

77. Throughout the school, standards of attainment in mathematics are average. Although this appears to be a similar picture to that at the time of the last inspection, standards have, in reality, dipped over time and are now rising again. The downward trend in standards coincided with a change in the catchment area, when pupils' levels of attainment at entry to the school also showed a downward trend. The school stabilised this trend and standards are rising again. Standards for the current Year 6 and Year 7 are average. Both of these year groups have a high number of pupils on the special educational needs register. However, standards in Year 5 are better. Pupils are likely to exceed average expectations, particularly in using and applying mathematics, by the end of this academic year. All pupils, including those with special educational needs, make good progress in all classes. The school has taken a strong stance on educational inclusion and has clearly put its principles into practice: all pupils have equal access to all areas of mathematics.

78. Pupils are set into ability groups throughout the school. Thus, they receive good challenge in all lessons and achieve well. Teachers ensure that the pupils understand what they are doing by giving very clear explanations. They use questioning techniques very successfully to assess what pupils know and understand. They intervene at most appropriate moments to challenge pupils with questions which extend their knowledge and understanding very well and move their learning forward rapidly.

79. Pupils' work shows that mathematics lessons are well planned. The breadth of the mathematical curriculum is secure, apart from data handling which is less evident than other aspects of the subject. Particularly well represented is the way in which teachers encourage pupils to use and apply strategies when solving mathematical problems. Very good homework activities are regularly set to reinforce class work. Teachers value the work pupils do at home and use it very well to support work in lessons.

80. By the end of Year 6, pupils calculate confidently using the processes of addition, subtraction, simple multiplication and division. They recognise the properties of common two-dimensional and three-dimensional shapes, such as triangles and hexagons, and use standard measures, such as litres, metres and kilos accurately.

81. By the end of Year 7, pupils use a variety of strategies to solve problems. They explain their methods of working out clearly and use the correct mathematical vocabulary such as, 'partitioning' and 'exchanging' accurately.

82. Pupils respond to mathematics positively. They enjoy their tasks and rise willingly to the challenges that their teachers pose. Most pupils are very keen and enthusiastic, and confidently contribute to lessons, providing clear explanations of how they have reached

their answers. They work well together in pairs or groups. For example, in one excellent lesson, Year 6 pupils worked very hard in pairs, discussing whether they could solve a series of problems using mental, written or calculator methods. They covered a good amount of work in the time given and were very well motivated throughout the session. Behaviour in lessons is good. When pupils are appropriately challenged and engrossed, their behaviour is very good.

83. Throughout the school, the quality of teaching is very high and ranges from very good to excellent. When teaching is very good or excellent it is characterised by a brisk pace, dynamic delivery and high expectations. Lessons have a strong sense of purpose and objectives are made very clear at the outset. Not a moment is wasted. Teachers give the more able pupils additional or more challenging activities to ensure that their progress is accelerated. Although, occasionally opportunities are missed to extend the highest attaining pupils. All teachers and their assistants work very hard during lessons, visiting all pupils to provide encouragement and support. They take these opportunities to conduct on-going checks of how well their pupils are doing. However, the scrutiny of work indicates that teachers' marking is inconsistent and generally does not indicate to pupils clearly enough how they can improve their work.
84. The co-ordinator is knowledgeable and enthusiastic. She is determined to raise standards still further and has a very clear vision for future developments in the subject. She keeps a careful check on teaching and learning very thoroughly through planning and lesson observations and gives very good support and guidance to her colleagues. Resources are very good and used very well.

SCIENCE

85. Results of the 2001 national tests for pupils in Year 6 showed that the proportion of pupils attaining the national target of level 4 was well above average and the proportion at the higher level 5 was below average. In comparison with those of similar schools, overall standards in science were above average. When test results over the past three years are considered, standards have declined year on year. The result for 2002, for which there are, as yet, no national comparisons, show that the numbers achieving level 4 or above have declined, whilst the numbers achieving the higher level 5 have increased. This particular cohort contained a higher level of pupils with special educational needs. Thus the number of pupils achieving the average level declined. However, the challenging target set for the higher attainers, to achieve the higher level 5, was met and exceeded.
86. Inspection findings indicate that attainment at Year 6, and when pupils leave the school at the end of Year 7, is average. This represents a decline since the last inspection report, when it was judged to be above average. Data supplied by the school show that the composition of the intake over the last four years has changed considerably. Therefore, within this context, pupils achieve well overall. These are likely explanations for the apparent decline in attainment since the last inspection.
87. Pupils' response is good overall. They are usually well behaved because teachers manage them well. Pupils listen carefully to what their teachers have to say, and have a good understanding of what they have to achieve by the end of a lesson. Pupils respond positively to challenges, answer questions enthusiastically and concentrate well on their tasks. Collaborative working in pairs, or small groups, is a positive feature of teaching and learning, and make a good contribution to pupils' social development. Standards of presentation of work are satisfactory.

88. Pupils have a good understanding of topics across the breadth of the science curriculum. They separate different kinds of mixtures, and know the basic properties of solids, liquids, and gases. Pupils know the structure of plants, the functions of the organs in the circulatory system, and understand that different forces affect motion. Pupils' standards in scientific enquiry are rapidly improving. This is the result of a review of the science curriculum for Years 4 and 7. The new coordinator has rewritten the plans for the science curriculum, and the scrutiny of work shows an improvement in both the quality and range of experimental work. Teachers are also making good use of their pupils' records to plan pupils' next steps of learning.
89. By the end of Year 6, pupils understand the important principles of fair testing, use tables to record their findings, and can interpret the experimental data. Older pupils continue to build well on these skills, design experiments to identify solids, liquids and gases and explain why some materials are difficult to classify. They systematically record the data using boxes and grids. The average and most able make sensible predications and draw sensible conclusions based on their observations. Some of the higher attaining pupils make generalisations, and explain why a change of state can be reversible or irreversible.
90. Overall, the quality of teaching is good. Six lessons were observed; two of these were very good, three were good, and the other was satisfactory. Teachers plan their work carefully, and are good at using what has previously been taught, as a starting point for new learning. They know their pupils very well and are good at managing pupils' behaviour. The impact of teaching on pupils' learning is seen in the good standards of behaviour in lessons and the way in which pupils were generally attentive and interested in their work. Good practice in sharing learning objectives with pupils helps them to concentrate on the task in hand. Plenary sessions are used well to review learning. Teachers take the opportunity to refer back to the learning objectives and to challenge pupils to reflect on their own progress.
91. Weaknesses in teaching lie in the way in which pupils' work is marked. A close analysis of pupils' work showed that marking celebrates achievement but rarely contains any useful comments to help pupils improve their work. There is little evidence of pupils improving their work as a result of previous marking. However, the pupil assessment sheets, noting individual targets for improvement, do inform teachers' planning and thus support pupils' progress. In the best lessons, higher attaining pupils are given opportunities to design their own experiments and to make choices. However, sometimes, pupils are over directed and higher-attaining pupils produce work of the same quality as pupils of average attainment.
92. All pupils have equal access to the curriculum. Pupils with special educational needs are well supported by classroom assistants, and achieve well in relation to their previous attainment. The presence of a teaching assistant in most lessons also allows the teachers to efficiently challenge pupils of all abilities, including the more able. The emphasis on practical work in all year groups considerably enhances the pupils' learning. This practical work is supported very well by the effective deployment of good resources and by the hard work of the very good laboratory technician. The school's discreet science laboratory successfully strengthens the effectiveness of the provision.
93. Overall, the curriculum provides good opportunities for pupils to practise and develop their skills in literacy and numeracy, but there are not as many planned opportunities for the use of information and communication technology in science. Good use is made of the local environment. The school has a strong programme on environmental scientific matters. It uses the neighbouring lowland heath very well to promote scientific learning.

Pupils are encouraged to manage the school's own reserve and pond, thus inculcating an understanding and appreciation of the needs of different environments.

ART AND DESIGN

94. Pupils' attainments at the ends of Years 6 and 7, are above those found in most schools. All pupils achieve well and some very well as a result of very good teaching and learning. Pupils experience the use of many differing materials and techniques. They have opportunities to work with many kinds of artists, both in school and on visits to museums and galleries. This helps them to develop their designs, and, where appropriate, to create them using different media. Since the last inspection, all aspects of the art and design curriculum have greatly improved. Standards are now good, and provision for the subject is very good. The school has recently been awarded the Silver Arts Mark.
95. Pupils in Years 4 and 5 develop their skills well. They keep sketchbooks, which show an improvement in skills over time. In a good lesson observed in Year 5, pupils explored the notion of the use of nature in design. They used sketches that they had made of plants in the school grounds, to develop a design for wallpaper in the style of William Morris. They used very effectively what they had learned in mathematics about symmetry to extend their design. As their sketching skills develop, so does their choice of media for presenting their work. In a very good lesson in Year 6, linked with a history project, pupils very successfully sketched designs for Aztec headdresses using textures found in animals and birds. All pupils experience work in different media. Year 4 used wax batik techniques to produce their ideas of mythical animals. Year 5 designed, made and decorated pottery tiles and then arranged them to form a composition. Year 6 designed and made 3D sculptures depicting movement, using a wide variety of techniques and materials. All with very differing, good quality results.
96. In Year 7, pupils continue to develop their very wide skills base. In a very good lesson, pupils developed their skills in the use of oil pastels. They used them to increase the effect of 'mood' in the sketch of an arch. They based their style of working on the technique of Piper. Pupils also study the work of famous artists such as Giacomette, Pevsner and Biccioni, and apply their techniques in their own work.
97. Teaching and learning are very good overall. Teaching is clearly planned to give pupils as wide an experience as possible of the variety, range and use of materials available. Teachers organise visits with local artists who work with the pupils, supporting them in their designing. Pupils have access to computer programs to strengthen their skills in the subject. Good use is made of art and design in other subjects. Year 6 pupils designed Aztec headdresses as part of a history project, while Year 7 pupils sketched arches as part of a project based on Corfe castle. Teachers plan well for pupils who have special educational needs as well as for the more able. Consequently, pupils of all abilities achieve well.
98. The subject leader has a very clear vision for the further development of the subject. There are well thought out strategies for improvement, based on current trends and needs. At present there is an after school art club which pupils thoroughly enjoy. The school has a very well equipped art studio, which is much appreciated by staff and pupils and considerably enhances learning because pupils concentrate totally on art during their lessons there. Teachers keep regular checks of pupils' achievements in sketchbooks, through photographic evidence and on computer disk. Thus, teachers track pupils' attainment and progress. Art and design makes a strong impact on pupils' spiritual, moral, social and cultural development. This is as a result of teachers giving pupils opportunities to express how art makes them feel. Pupils develop their social and moral skills when they work collaboratively in lessons. Their knowledge of different

cultures is widened when they study design and techniques both from the past and from other cultures.

DESIGN AND TECHNOLOGY

99. Pupils' attainments in Years 6 and 7 are well above those found in most schools. Pupils achieve very well. They experience using many differing materials, tools and techniques. The subject is covered through the three key areas of food, textiles and resistant materials. Since the last inspection, standards of work have shown good improvement, and provision for the subject is now very good.
100. Pupils' in Years 4 to 6 develop their skills very well. They keep work folders, which show an improvement in skills over time. Two lessons were seen in Year 4, the first was a good food technology lesson where pupils were tasting and recording their preferences for different types of milk. They then designed their own milk shakes. The second was a very good textile lesson. In this, pupils designed their patterns for tablemats, using sewing techniques. Both the teacher and teaching assistant gave very good support to pupils with special educational needs and ensured that they were fully included in the lesson. In Year 5, pupils design recipes for pizzas and begin to study healthy choices. When studying resistant materials, they investigate cogs and wheels, and they design and make 'buggies'. In Year 6, pupils design and make African masks to a very high standard. In their studies of textiles, Year 5 design and make pomanders, while Year 6 design, adapt and make containers suitable for holding money.
101. Standards of achievement in Year 7 are also very good. Pupils study breadmaking and investigate the effect that yeast has on the dough. In their textile studies, they design and made 'bandannas' using a variety of printing techniques, and also demonstrating very good sewing skills. In a very good lesson observed in Year 7, pupils were looking at different kinds of photo frames in preparation for designing and making their own. They discussed what they were made of, how they were constructed, and, in their opinions, what criteria were needed to determine who would use them.
102. Teaching and learning in the lessons seen was very good overall. Teachers plan to give pupils as wide an experience as possible of the variety, range and use of materials available in design. They place strong emphasis on what criteria are used for designs and this gives pupils a clearer understanding of design techniques. Wherever possible, links are made to other subjects. For example, when designing torches, pupils construct electrical circuits using knowledge learned in science. Mathematical processes are reinforced when pupils draw plans to scale. Lessons are well planned to meet the needs of all pupils including those with special educational needs and the more able.
103. The subject co-ordinator is very enthusiastic and knowledgeable, and offers excellent support to other teachers in her team. She has very good ideas for the further development of the subject, particularly in the use of information and communication technology. She is also part of a very strong group of teachers who are supporting the development of the creative arts throughout the school. Resources are very good; the school has three discrete, very well equipped rooms available to them for each of the three areas of study. There is a system, throughout the school, for checking and recording how well the pupils progress in their acquisition of skills. Design and technology makes a strong impact on pupils' spiritual, moral, social and cultural development. Opportunities for spiritual development are given; for example when pupils thought about and discussed what they thought about different types of milk.

GEOGRAPHY

104. This is an exciting part of the curriculum. The planned activities for all year groups show originality and offer pupils an insight into how geography can be used as a tool in other subjects. For example, using the computerised weather station not only supports the information and communication technology curriculum, it also involves scientific analysis of the effects weather has on our lives.
105. Standards are currently average for Years 6 and 7. However, it is very early in the school year and many of the topics planned do not occur until later in the year. The indications are that Year 5 pupils are on target to reach standards above average by the time they leave the school in Year 7. Taking into consideration the fluctuations in standards over the past four years, this shows an improvement in the subject since the last inspection. This is due to the very good quality of teaching which ensures the pupils learn very well. Pupils enjoy their lessons and work enthusiastically to make good progress and achieve well.
106. Teachers encourage pupils to work together in pairs or groups. This effectively builds up their social skills. They learn to share ideas and discuss their work sensibly together. For example, in a Year 4 lesson pupils worked in pairs arranging photographs of the local area and giving reasons why they linked certain photographs together. The teacher planned the lesson very effectively to enable pupils to develop an enquiring approach to their work. Pupils quickly realised that there were no wrong or right reasons for the choices that they made but all answers were valid, providing that they were supported by good reasoning. Activities such as this also contribute well to the pupils' cultural development because pupils learn about their own locality and background. This leads to work on other cultures and distant environments.
107. Samples of pupils' work show good mapping skills and an increasing awareness of how to present scale and direction. They build on their previous learning and use increasingly accurate and more complicated geographical terminology to explain their work. Pupils learn how and why we recycle materials. They relate this to their own environment, discussing and suggesting ways of managing the environment in a sustainable way. Samples of this work showed that pupils of all abilities represent their ideas at a suitable level of difficulty.
108. The very enthusiastic curriculum leader manages the subject very well. He has a clear vision for future developments, such as links with other schools at home and abroad, and supports and guides colleagues very effectively. Resources are very good. The school uses fieldwork, both local and distant, to promote learning very well. Visitors are welcomed into school to share their experiences with pupils. Consequently, geography is a vibrant and lively subject, which has a high focus in school life.

HISTORY

109. Standards have been maintained since the time of the previous inspection when they were in line with national expectations. Teachers are careful to plan activities in such a way as to promote the full involvement of pupils with special educational needs and so all pupils achieve well.
110. Year 7 pupils identify source materials in terms of their primary and secondary base. They know secondary sources may provide facts but also could be opinions or biased. They develop their enquiry skills finding out about life in medieval times. Year 6 pupils are developing their understanding of aspects of the Aztec Civilisation and volunteer reasons as to why the Aztecs settled in Tenochtitlan. Year 5 pupils talk animatedly

about life in Victorian Britain. Through research in books and on the Internet they have found out about aspects such as life in the workhouse or life as a rich Victorian couple. Imaginative activities reinforce their knowledge and understanding. In one lesson pupils, taking on the roles of different Victorian characters, took part in a debate as to whether poor Victorian children should go to work. Very pertinent questioning ensured that pupils empathised with their character and made sensible, well thought out comments.

111. The quality of teaching and learning is good overall. Teachers question effectively to involve everyone in discussions and to probe pupils' understanding. Teaching motivates the pupils who work hard and show a great interest in their work. As a result they learn well. This is extended further through good visits out of school. Pupils are looking forward to their visit to Scaplen's Court, a resource centre where they will dress up as Victorian children. They will also have opportunities to handle Victorian artefacts and experience aspects of Victorian life such as a wash house and a classroom, to give them a flavour of what life was like at that time. Pupils also visit local museums and Corfe Castle which contributes well to their understanding of how people lived in the past.
112. In the lessons seen, good links were made to literacy as pupils used their speaking and listening skills effectively to enhance their learning. Analysis of work shows that history makes a good contribution to writing skills, as pupils express their learning and ideas in their own words. For example, Year 7 pupils, taking the part of peasants, wrote to King Richard II to complain about the way in which they are treated. Literacy targets are pasted into the history exercise books and teachers refer to them. There are good links with geography. For instance, Year 6 pupils identify specific areas in Mexico which the Aztecs occupied.
113. The subject is successfully managed and resources are very good. There is a clear programme of work that meets National Curriculum requirements and clearly outlines the topics to be covered in each year.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. By the end of Year 6, pupils achieve overall standards which are below those expected nationally of Year 6 pupils. Pupils in Year 7 are also below the standards expected for pupils of that age. This is a similar picture to the time of the last inspection. National requirements have increased significantly in recent years and the school has worked hard to keep pace with these rapid changes.
115. The school is very aware that there are still deficiencies in information and communication technology but is taking effective action to redress the situation. All of the under-developed elements are being addressed well, including staff training and curriculum development. The school has already purchased new computers and additional hardware for the new technology suite. Teachers now use these resources well, and subject coordinators identify opportunities for information and communication technology within their subject planning. This was a key issue at the time of the last inspection and is now much improved.
116. Previously the lack of sufficient computers of good quality reduced the opportunities for the pupils to practise their skills regularly, which reduced the rate at which pupils were able to learn. However, the quality of teaching and learning seen during the inspection was very good overall, and pupils now achieve very well during lessons. The teachers' good subject knowledge enables them to lead the activities with confidence, giving clear instructions to the class and skilfully ensuring that all pupils are involved. The pupils respond very well to the teachers' high expectations of their work and behaviour. They respond very positively to challenges, answer questions enthusiastically and concentrate

well on the tasks. However, many have gained their knowledge from working at home on personal computers. The teaching methods used are effective and are considerably enhanced by the use of a projector and interactive white board to introduce a new range of software and computer skills.

117. Pupils have not previously been given sufficient opportunities to use spreadsheets and to monitor and collect data, or use sensors. Progress in the use of information and communication technology to capture, store, retrieve, analyse and present information, has been inhibited. This is because, previously, it was not securely integrated within the planning of other subjects, such as English, mathematics and science. However, this is rapidly improving, and teachers are now identifying more opportunities within their planning. A good set of plans has recently been introduced. As this is accompanied by very good supporting materials they enable the teachers to plan their lessons effectively. This is supported by satisfactory procedures for checking pupils' progress. Teachers keep careful record of what pupils can do, and are using this information to support pupils' learning and plan subsequent work for them. However, these initiatives are very recent and have yet to make a significant impact on standards. The school has started compiling a portfolio of work to ensure the accuracy and consistency of teachers' record keeping.
118. The school is rapidly broadening the range of activities that are offered to all pupils. For example, there were good examples of the use of computers to compose musical scores, to create multimedia presentations using images and sounds, and to use the Internet for research. Older pupils have been able to use the facilities of the partner upper school to design bookmarks, and use computer controlled lathes to produce them. This is currently an after school activity but teachers are planning to include this opportunity as part of the school's curriculum.
119. In English, pupils use word processing skills to present their writing. Pupils know how to change the size of fonts and alter the quality of text by selecting bold. Older pupils can check text for accuracy, redraft their work, and merge graphics to illustrate their writing. In mathematics, pupils have used spreadsheets to manage the financial information associated with the planning of a school disco.
120. Pupils with special educational needs are very well supported. They are making very good use of commercial programs to improve their achievement in reading, spelling and mathematics, and are achieving well in relation to their previous attainment.
121. Leadership and management of the subject are good, and the need to improve standards is clearly understood. The priorities for development outlined in the school improvement plan are detailed and appropriate. The school is taking reasonable steps to ensure that their pupils are protected from offensive materials on the Internet, and from undesirable external contacts, for example through e-mail.

MODERN FOREIGN LANGUAGES

FRENCH

122. Pupils begin to learn French in Year 7. At the time of the inspection, all Year 7 pupils had only had five lessons. Standards are average for this early stage of the academic year. This is similar to the picture at the time of the last inspection. The quality of teaching is very good. This ensures very good learning. French is a valuable part of the very good curriculum and adds much to the pupils' social and cultural development. All pupils start from the same point and, thus, all pupils, whatever their ability or background, achieve equally and very well.

123. Teachers encourage pupils to listen carefully to the spoken work and to discriminate between sounds. They help them respond with accurate pronunciation and intonation. They use situations familiar to the pupils to introduce them to French vocabulary and grammar. In lessons seen pupils learned what was in a pencil case and considered whether each item was masculine or feminine, singular or plural. By the end of the lesson they all described something 'dans la trousse'. They used simple but accurate sentences such as, 'j'ai une calculette' or 'dans ma trousse j'ai des ciseaux'.
124. Pupils enjoy their lessons and are eager to join in. They answer questions confidently, demonstrating that they understand what is said. For example, they reply confidently 'je m'appelle' when asked their name. They recite the French alphabet, paying due regard to the sound and pronunciation of each letter.
125. Teachers plan interesting activities which keep the lessons moving along at a very good pace. They play word games and keep the pupils motivated by repetition games; for example, throwing a ball to a pupil whilst saying a word such as 'un compas'. The pupil then throws the ball back and repeats the word. The ball is thrown randomly resulting in all of the pupils listening and concentrating on the French, in case it is their turn next. Most of the sessions are oral but pupils do record some of the vocabulary learned.
126. Teachers ensure that work is in context by discussing French lifestyles. They use videos and pictures to reinforce the pupils' knowledge and understanding. As a result, the pupils begin to understand not just the language but the customs of France.
127. The subject leader is knowledgeable and enthusiastic. She has a clear vision of how she wants the subject to develop and leads the subject very effectively. Resources are good. The curriculum provides good opportunities for pupils to practise and develop their speaking and listening skills and their experience of French is greatly enhanced by a visit to Cherbourg.

MUSIC

128. The quality of the school's provision is very good; this is reflected in the very good standards achieved by the end of Years 6 and 7. Music permeates the life of the school, resulting in pupils having motivation to achieve very well. Individual pupils realise their ambition to learn to play an instrument. The school enjoys a good reputation for its work in this subject area. Since the last inspection, standards and provision throughout the school have improved. They are both now very good.
129. In Year 4, attainment is similar to that found in most schools, however, standards by the end of Year 6 are very good. In an excellent lesson seen in Year 4, the teacher used very good teaching strategies, in the form of question and answer songs and whole body movement, to develop in the pupils a very strong sense of pulse. She built upon this knowledge so that by the end of the lesson the majority of pupils could beat a pulse while a rhythm was being played. Their achievement was very good for pupils of this age. By Year 6, most pupils read simple patterns from traditional notation. They are familiar with various conventions of notation and know the time value of notes. In one excellent lesson, linked with a topic on the sea, pupils performed very well, singing a round, and some pupils sang as a lead soloist. They then went on to perform a new rhythmic notation, using it as an ostinati. The pupils understood the need for, and followed the lead of, a conductor. As a result, they produced an effective performance as a whole class. This was the result of the excellent teaching. The teacher's expertise enabled the pupils to improve on their performance.

130. In Year 7, pupils continue to develop their musical skills. In one very good lesson observed, pupils were investigating the history of written music as part of a history topic on Medieval times. They then related this to the musical notation we use today. They were able to perform "Gaudeamus hodie" in two parts very well, followed by "Jubilato Deo" accompanied by some pupils performing an instrumental interlude. During this lesson very good learning took place.
131. Teaching and learning are excellent overall and never less than very good. When lessons are excellent, they are full of exciting activities allowing pupils to learn outstandingly well and with great enjoyment. Good use is made of information and communication technology to support the subject. The "compose" program is used to support melody making in Year 5, as part of their "weather" project. Years 6 and 7 compose, perform and manipulate sounds, using the keyboards and synthesizer.
132. There is a large number of pupils throughout the school learning to play recorders, string, brass, woodwind, and keyboard instruments. Their interest and enthusiasm contribute positively to the quality of learning. There is a very strong school orchestra and flute choir, who regularly play in assemblies, for concerts and in the local community. Very committed peripatetic teachers provide string, brass, and woodwind tuition. The pupils pay for this provision and provide their own instruments.
133. Throughout the school singing is of a very high standard. There is a very strong choir which is open to all pupils. They regularly perform both in school and in the local community. They also lead the school when learning new songs in the "singing assembly". The choirs and orchestra are well attended and the teaching in these sessions is very good. Staff give up their own time to extend these activities outside the normal school day and this work contributes significantly to the standards achieved. Pupils take part in local music festivals, to enrich and enliven the experience of playing and responding to music. They also perform in the local church for the annual carol service. All join together for a bi-annual school production. Visitors to the school, such as the recent visit of the Medieval Music Group and the African musician make a very positive contribution to the curriculum. They provide pupils with opportunities to learn how music can inspire their imagination in other areas of the curriculum.
134. The subject leader promotes the subject with captivating enthusiasm. This ensures that music permeates, enriches and extends the curriculum. She belongs to a team of teachers who are extremely active in supporting the development of the creative arts throughout the school. The school is successful in spreading good practise in music teaching throughout the staff. The music co-ordinator is a music specialist, whose work is of an exceptionally high quality. She is fortunate in being able to work with a colleague whose expertise in teaching music is also of exceptional quality. Together they provide inspiration for both pupils and colleagues. One teacher has recently begun learning to play an instrument, and joins the orchestra. The subject is well planned. It is based on the government guidelines and is effectively linked with topics being studied in other subjects.
135. The subject leader has very clear views about the development of music throughout the school. Pupils' learning is regularly checked against National Curriculum levels. Resources are very good and they are of excellent quality. The co-ordinator regularly looks at all aspects of the subject with a view to their continual development and improvement. Her immediate plans are to build up a supply of instruments which individual pupils may borrow. This will enable pupils, who wish to learn to play an instrument and whose parents are unable to provide one, to do so.

136. The subject leader recognises the important role that the subject plays in promoting the spiritual, personal, social and cultural development of the pupils. In every lesson seen, pupils were given time to listen and reflect for a short time on the emotions they felt when listening to a set piece of music. The self discipline when learning to play an instrument, the need to work co-operatively when playing and singing in the orchestra and choir, and the rich diversity of their own and other musical cultures, all make very good contributions to pupils' spiritual, social and personal development

PHYSICAL EDUCATION

137. Standards are above average by the end of Year 6, and broadly similar to those reported at the time of the last inspection. The viewing of curriculum plans and discussions with the co-ordinator indicates that the school offers a full range of activities. It was only possible to observe gymnastics and games, and no lessons were observed in Year 7, so no judgments are made for this year group.

138. Pupils attain standards in gymnastics and games above those expected for their year group, and achieve well. All pupils change into physical education kit, and good attention is paid to health and safety. Pupils usually listen well during gymnastics, and show good levels of control when devising a sequence of movements. They work well together and make useful suggestions when evaluating each other's performance. All pupils use the correct terminology when describing movements that they had learned, such as 'forward roll' and 'sequence'. In games, pupils demonstrate good ball control skills, and work successfully in small groups to improve their performance.

139. The quality of teaching and learning is good overall. It ranges from very good to satisfactory. This has a positive effect on standards and on pupils' attitudes, learning and behaviour. Lessons are well planned and structured, and the lessons aims are clearly identified and shared with the class. This helps to ensure that pupils know what they are to learn. Teachers' instructions are clear, and pupils follow them with enthusiasm. In gymnastics, good opportunities are provided for pupils to work in pairs or small groups. This promotes collaborative working and good relationships. Pupils are also given opportunities to evaluate their own and others' work. They do this in a supportive and constructive way, and this also helps to develop speaking and listening skills. Teachers set high expectations in terms of pupils' learning and behaviour. Pupils and activities are well organised and managed.

140. The leadership and management of the subject are very good. There is a very good set of plans that incorporates an effective record keeping procedure, which helps teachers plan lessons and accurately report pupils' progress. This is a significant improvement on the findings of the last inspection report, when the provision for non-swimmers was unsatisfactory. This is no longer the case, and data supplied by the school shows that pupils achieve good standards in swimming, by the end of end of Year 6.

141. A particularly important feature is the excellent opportunities for all pupils to take part in extra curricular sporting activities. These range from football and athletics to volleyball and taekwondo. The results of a recent survey show that about half of the pupils join a sports club outside school hours, and a third belong to more than one club. Another very good feature is the use of expertise from outside the school to help develop pupils' skills in specific areas of the subject. For example, there are very good links with local sporting clubs and societies.

142. All pupils have equal access to the curriculum and extra curricula activities. Pupils with special educational needs take part in all activities and are well support by teaching

assistants during these lessons. There is a very good range of physical education equipment, which is in very good condition and is regularly maintained. This ensures that teachers can plan for a wide and varied range of activities.

RELIGIOUS EDUCATION

143. There is satisfactory provision for religious education. Pupils, in all year groups, reach the expectations set in the locally agreed syllabus. They achieve well because of the good quality teaching that they receive which helps them to learn effectively. The subject is well managed by the subject leader, who teaches religious education throughout the school. The major religions of Christianity, Hinduism, Islam and Judaism are studied. Religious education helps pupils understand the religious beliefs of their own cultures, and those of others. They learn how religion can enrich peoples' spiritual, moral and cultural lives. Since the last inspection, standards and provision have remained the same.
144. In Year 4, pupils learn about the Christian and Islamic faiths. No lessons were observed, however, work in pupils' books show that they widen their knowledge of different faiths and deepen their understanding of Christian values. By year 6, pupils make satisfactory progress and meet the expectations of the locally agreed syllabus. Pupils study several different religions, their beliefs and traditions. They know that all religions have different rituals of celebration. In one lesson observed, pupils studied the Hajj. They investigated the rules and rituals involved in the pilgrimage. This resulted in them gaining a greater depth of understanding of Islamic traditions. Pupils in Year 7 continue to develop their knowledge of different religions. They deepen their understanding of the application of religious values and moral issues. For example, pupils investigated the need for rules to secure the survival of a group of people marooned on an island. They were careful to ensure that all were treated equally.
145. Pupils are interested in the subject, and take particular interest in the beliefs of other cultures, when studying celebrations in other religions. Throughout the school, pupils of all abilities are fully included in all lessons and are given tasks to do that are appropriate to their ability. The impact of religious education on pupils' moral development is strong. The subject is appropriately planned, based on the guidelines produced by the government, and those of the locally agreed syllabus. Pupils make regular visits to local churches and local clergy frequently visit the school. Religious and spiritual themes are also used in assemblies and Circle Time².
146. The subject leader has a clear view of the development of religious education through the school and the Local Education Authority. Pupils' learning is regularly checked and the information collected is used well to inform planning. The co-ordinator recognises the important part that this subject plays in promoting the spiritual, moral, social and cultural development of the pupils. This is encouraged through contemplation and reflection, considering moral dilemmas and comparing religious traditions found here with those found in other cultures. However, this area could be further developed in order that opportunities, particularly for spiritual development are not overlooked. The resources for religious education are good. The co-ordinator regularly looks at all aspects of the subject, with a view to their continual development and improvement.

² Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

