

INSPECTION REPORT

Muscliff Primary School

Bournemouth

LEA area: Bournemouth

Unique reference number: 131548

Acting Headteacher: Mrs Maggie Wyatt

Lead inspector: Keith Sadler

Dates of inspection: 8–10 March 2004

Inspection number: 256984

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4–11
Gender of pupils:	Mixed
Number on roll:	358
School address:	Broadway Lane Throop Bournemouth
Postcode:	BH8 OAB
Telephone number:	01202 548654
Fax number:	01202 548966
Appropriate authority:	Governing Body
Name of chair of governors:	Revd. K Batt
Date of previous inspection:	1 June, 1998.

CHARACTERISTICS OF THE SCHOOL

The school was opened as a new one-form entry school in September 1997 with one class of Reception aged children. In the school year 1998-99, the school admitted a further class of 30 Reception aged children. After this, the school was extended and became a two form entry school with 60 places in each year group. In the current year, there are about 60 children in each year group up to and including Year 4 and one class of 30 pupils in Years 5 and 6. There are currently 358 pupils on roll. This year is the first year that pupils in the school will be taking the national tests for eleven-year-olds. The school will be complete from September 2005.

The school is housed in attractive two storey buildings. There are 14 classrooms, hall, ICT suite, drama and music studio, library and administrative wing. The school is set in its own grounds and has extensive hard court play space. Until 2000, pupils were drawn from a wide variety of areas. However, since this time, because the school is heavily oversubscribed, almost all pupils live very close to the school. The school serves a community of newer houses which are mainly owner-occupied. Almost all parents are in full-time employment and their socio-economic circumstances are broadly average. The very large majority of pupils are of white British heritage and almost all have English as their first language. The few pupils that have English as an additional language are not at an early stage of English language acquisition. The number of pupils joining and leaving the school at times other than those expected is few. The attainment of children on entry to school is above that expected nationally in personal, social and emotional development and communication, language and literacy. It is about average in other areas of learning. The proportion of pupils identified as having special educational needs (10 per cent) is below the national average. There are four pupils with Statements of Special Educational Needs. The school has gone through a period of rapid growth and constant change, with ten teachers being appointed to the school in the last three years. The headteacher, who opened the school in 1997, has been away from the school on long-term sickness leave for most of the last year. There is an acting headteacher, the substantive deputy head, and an acting deputy headteacher.

The school was re-accredited with the *Investors in People* standard in 2003, has a *Healthy Schools Award*, an *FA Charter Mark* and a Bournemouth LEA *Green School* award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16405	Keith Sadler	Lead inspector	Science Information and communication technology Music
10329	Brian Sampson	Lay inspector	
23004	Chris Taylor	Team inspector	Foundation Stage Physical education Art and design
10611	Martin James	Team inspector	Mathematics Design and technology Religious education
22948	Mary Vallis	Team inspector	English Special Educational Needs History Geography

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge

CB1 2RS

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is very good and it provides very good value for money. The quality of the provision is very good in most areas. Good teaching and learning ensure that pupils achieve well in relation to their ability. Standards are currently above national expectations in Year 2 and well above in Year 6. The very good leadership of the acting headteacher has been a key factor in the school's continuing improvement. The school's ethos for learning is very good and inspectors agree with the parents' view that their children love coming to school, are happy and have very positive attitudes to learning.

The school's main strengths and weaknesses are:

- Leadership and management by the head, senior staff, subject co-ordinators and governors are very good.
- There is a very strong and supportive ethos for learning, in which pupils thrive, achieve well and attain well above average standards by the time that they reach Year 6.
- The care, guidance and support of pupils are very good.
- The quality of teaching and learning is good in Years 1-6 and very good in Reception classes.
- The arrangements for Teachers' Assessments are very good.
- Parents are very happy with the school and the school's partnerships with parents, other schools and the local community are very good.
- The accommodation is excellent and is very well used to provide a stimulating and positive learning environment.
- The school is very inclusive and ensures that pupils of all abilities make good progress in their learning.

The last inspection was carried out when the school had been open for two terms and had one class of 30 Reception children on roll. Since that time the school has grown by 60 pupils each year and is therefore very different from that of June 1998. However, the school has made very significant improvements. The quality of teachers' short term plans is now very good and there is an excellent teaching and learning policy. A policy for assessing, recording and reporting pupils' progress is in place and all these aspects are now very good. The governing body is very effective in its monitoring and evaluative role and the long term development plan is of high quality.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	A	D	E
writing	C	B	D	E
mathematics	B	A	C	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils achieve well throughout the school. Children enter the school with above expected levels in the personal, social and emotional and the communication, language and literacy areas of learning. In other areas their attainment on entry is about average. Due to very good teaching, they achieve well and most reach or exceed the required learning goals on entry to Year 1. Pupils progress well in their learning in Years 1 and 2 and although standards in tests for seven-year-olds in 2003 were generally below average, this was exceptional, with standards being generally above or well above average in the past four years. Currently, Year 2 pupils are attaining above average standards in reading, writing, mathematics and science. Pupils continue to achieve well in the junior years and by

the time they reach Year 6, pupils are on course to attain well above average standards in the national tests for English, mathematics and science. The most able pupils in Year 6 are already working at the higher expected levels for pupils at the end of the school year. Pupils with special educational needs achieve well and make good progress towards their targets. This is because of the very good support that they receive from both their teachers and learning support staff. Standards in most subjects at Key Stage 1 are above average and are well above average at Key Stage 2.

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development are all very good. Pupils have very positive attitudes to learning and their behaviour is very good. The rate of attendance is above the national average and pupils' punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching and learning is good and is very good in the Foundation Stage. Pupils learn well because teachers ensure that the activities provided are well-matched to their needs and are interesting and challenging. Teachers' Assessments are very good. Teaching assistants make a very positive contribution to the quality of teaching and learning.

The quality of the curriculum is good in Years 1 to 6 and is very good in the Foundation Stage. The provision for personal, social and health education is very good and teachers ensure that there is very good equality of access to the curriculum for all pupils. Extra-curricular opportunities are good, as are opportunities for enrichment. The care, guidance and support for pupils are very good. Partnerships with parents, other schools and the community are all very good. All these areas make a very good contribution to the pupils' achievement and the high standards.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The acting headteacher has successfully built on the very good structures, systems and ethos developed by the substantive headteacher. The acting head has the vision, determination and skill to build on the current good provision. Senior staff are effective, as are subject leaders. Governors are very effective and play an important role in both supporting and challenging the school to improve further. They have a very good understanding of the school's strengths and they ensure that all statutory requirements are met. Management is very good. There are very good monitoring and evaluation processes in place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very positive views. They are highly satisfied with the school and have confidence in the headteacher and staff. They are kept very well informed through formal meetings and informal contact. They are regularly consulted about any improvements needed. Pupils love coming to school. There are very good links with other schools and the community.

IMPROVEMENTS NEEDED

There are no areas of significant weakness that require additional focused attention. The school has moved forward very well in the absence of the substantive headteacher and is well placed to build on its successes and develop pupils' learning further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school, pupils achieve well. Children in the Reception Year achieve well and are on course to reach or exceed the expected goals as they enter Year 1.

Main strengths and weaknesses

- Standards in Year 6 are well above average in English, mathematics, science and ICT.
- Pupils achieve well because their individual progress is monitored effectively and the provision in most subjects is good.
- Pupils with special educational needs achieve well and make good progress in their learning towards their individual targets.

Commentary

1. Standards attained at the end of Key Stage 1 in 2003 showed below average attainment in reading and writing and average attainment in Mathematics in comparison with students in all schools nationally. In comparison with those of similar schools, standards were well below average in reading, writing and mathematics. However, this does not tell the full story. In each of the previous four years, standards have been generally above average or well above average in reading, writing and mathematics. Inspection findings are that the current Year 2 pupils are attaining above average standards in reading, writing, mathematics and science.
2. Because the school has not had Year 6 pupils until the current school year, no comparisons with national standards can be made. However, pupils in Year 6 are currently working at above average levels in English, mathematics and science and there is a large proportion of pupils already achieving the higher levels expected at the end of the school year in each subject.
3. Children enter the school in the Reception classes with attainment that is generally above the national average in communication, language and literacy and personal, social and emotional development. In other areas, their attainment on entry is about average. The pupils achieve well and most pupils are in line to achieve or exceed the learning goals in all areas of learning by the time they enter Year 1.
4. In Years 1 and 2, pupils progress well in their learning and achieve well. By the end of Year 2, standards are above average in reading, writing, speaking and listening, mathematics, science, history and religious education. Standards are well above average in ICT and are average in physical education. These above average standards are the result of good provision and in particular the good quality teaching, learning and curriculum.
5. Pupils also progress well in their learning in Years 3 to 6, and by the time that they leave school, standards are generally well above the national expectation. Standards are well above average in English, mathematics, science and ICT. In each of these subjects the more able pupils are currently attaining very high standards, particularly in science, where a significant minority of pupils are already attaining the higher level expected at the end of the school year. Standards in history and religious education are above expectations. In physical education, standards are in line with expectations. In art and design, design and technology and geography, evidence collected from the lessons seen, samples of work and discussion with pupils suggests that standards are generally above average, although there are indications that attainment is in line with expectations in music.

6. Pupils with special educational needs achieve well and make good progress towards their individual targets. This is because the school recognises difficulties at an increasingly early stage and is doing something about them. This includes providing very good support in class to help pupils finish work set at their level or extra teaching in small groups to improve spelling.

Standards in national tests at the end of Year 2 – average point scores in 2003 – no table available for Year 6 pupils.

Standards in:	School results	National results
Reading	15.4 (17.7)	15.7 (15.8)
Writing	14.2(15.2)	14.6 (14.4)
Mathematics	16.1 (18.2)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good whilst the pupils' attitudes and behaviour, and their spiritual, moral, social and cultural development, are very good. All such aspects contribute very significantly towards the success of the pupils' learning.

Main strengths and weaknesses

- The pupils' attitudes and their behaviour are a strength of the school.
- The spiritual, moral, social and cultural development of the pupils are all very good.
- The school's action to promote good attendance are very good.

Commentary

7. The school has very good procedures to promote pupils' attendance, which is above the national average. Most parents make good efforts to ensure that their children are very punctual and most lessons commence promptly. The pupils are very interested in school life and the wide range of activities that it offers so much so, that after the summer holidays and on the first day of term, they were nearly all queuing up at 0840, at the gate, waiting to be let in.
8. Most pupils are very enterprising and love taking responsibility. The large School's Council meets once a month and has influenced several decisions ranging from how to paint internal walls to reorganising the pond area. Other pupils act as class monitors, collecting and organising lunch bags and organising assemblies.
9. The pupils have very good relationships with each other and the adults in the school and from pupil questionnaires and talking to staff and parents it is very clear that bullying and harassment are very minimal. Through the school's very good personal and social education, circle time and assemblies all pupils are given confidence to report incidents to an adult.
10. The school has a very good ethos which stimulates a strong desire to learn. It also instils very good self-confidence. Both aspects were self-evident when inspectors talk to the School Council, selected from all classes. Their maturity, aplomb and democratic principles were stimulating.
11. The school is proud of its procedures, whereby it expects very good conduct, and behaviour overall is very good within and outside the school. Pupils are very proud of their school. They open doors ahead of you and ask if you've had a good day. During the whole of the inspection no evidence of litter, graffiti or vandalism was witnessed. There have been no exclusions within the twelve months prior to the inspection.

12. Within personal prayers and reflection at assemblies and in class the pupils are very well aware of their own being and a spiritual awareness. Innocence, awe and wonder were evident in several lessons, from fascination of optical illusion cards in a Year 1 science lesson to the amazement at, woodlice having mysteriously disappeared overnight from a tightly sealed container that was being used as part of an insect life experiment. Social and moral development is also very good, as discussed above. The pupils clearly know right from wrong and what their obligations to others are. They are also aware of local culture through country dancing, visits from the Junior Bournemouth Symphony Orchestra and being part of the Muscliff Project. Different cultures permeate the whole school. It has a teacher from Japan and another from Spain, and is being involved, through a European Union funded development project, with schools in Ireland, Poland and Portugal. The school also gives recognition to the faiths of Judaism, Hinduism and Islam through the religious education locally agreed syllabus.

Attendance in the latest complete reporting year – 2002-2003 (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good.

Teaching and learning

Main strengths and weaknesses

- Teaching and learning are good overall and very good in the Foundation Stage.
- Teachers' expectations of what pupils can achieve are high and they provide challenging activities.
- Behaviour management is very good and encourages very good learning.
- Teachers ensure that pupils of all abilities are provided with activities that extend their learning.
- Teaching assistants make a very good contribution to pupils' learning and good achievement.
- Teachers' Assessments of the pupils are very good throughout the school.

Commentary

Summary of teaching observed during the inspection in 61 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	23 (37%)	30 (49%)	5 (8%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

13. The quality of teaching and learning is good. Teaching is very good in the Foundation Stage. The parents' evaluation of teaching being a strength of the school is appropriate.
14. Teachers plan their work well to ensure that all pupils are provided with a wide variety of high quality activities that meet their various learning needs. In every lesson, the teachers are clear about what they want the pupils, to learn and what the expected outcomes of each lesson are. These are invariably shared with the pupils which helps their learning because they know how the current work builds on previous work. This helps them to become active learners and to

take responsibility for their own learning. Teachers ensure that many opportunities are provided for the pupils to work together, and there are good structures in place – through learning partners, computer buddies and learning groups. Another strength is the high quality of teachers' assessments. Teachers are thorough in their assessments, listening carefully to the pupils' responses and then making adjustments to ensure that progress in learning is maintained. Teachers make good use of targets for pupils, particularly in English, and this too helps the pupils to become involved and take responsibility for their learning because they are shown exactly what they need to do next in order to progress.

15. Over nine out of ten of the 61 lessons seen during the inspection were either good or better, there being no unsatisfactory teaching and a very high proportion – 42 per cent – being either very good or excellent. This high quality teaching leads to very effective learning and the good achievement that is evident in most subjects. In almost every class, the behaviour management of the teachers is at least very good. They are adept at developing the pupils' very strong attitudes to learning. The parents reported that many pupils cheer when the school gates are opened and their children are most keen to come to school, disliking school holidays. This is evident in most classes, where the quality of the teaching instils in almost all pupils a love of learning.
16. Teaching is very good in the Foundation Stage. Here the teachers have a very good understanding of how children learn; they are very inclusive in their approach to teaching and learning ensuring that all the children are provided with very good activities to engage and motivate them in whatever area of learning is being taught. There is a very good balance between teacher directed and pupil-initiated activities and this too has a positive impact because from an early age, the children are given responsibility for making decisions about their own learning. This quickens learning, helps to develop very positive attitudes and boosts achievement.
17. The teaching and learning of pupils with special educational needs are good. The school made the decision that there would be no withdrawal groups for pupils with special educational needs and all their teaching and learning is carried out in the classroom with other pupils. This is most unusual and is successful. Teachers understand the pupils' learning needs very well and so they are able to plan work that is well matched to individual abilities. This means that all pupils feel included and enables them to make equally good progress in their learning. Support staff are very effective in motivating pupils with special educational needs. They keep pupils on task, explain work patiently and teach skills well such as spelling to small groups. All staff provide excellent role models to the small number of pupils with behavioural difficulties and this, combined with very good pupil management, allows them to maintain self-control on almost all occasions. The target setting arrangements are a further strong aspect of the teaching and learning of pupils with special educational needs. Targets in Individual Education Plans are very good and contribute well to enabling secure assessment of progress in learning. Targets are specific and measurable, reviewed regularly and well linked to pupils' needs but to be even more effective, they should be used as working documents within lessons to identify exactly when targets have been met.

The curriculum

The curriculum for children in the Foundation Stage is very good, and the provision for pupils in Years 1 to 6 is good. Extra-curricular provision is good, and the overall quality of the accommodation and learning resources is very good. Very significant improvements have been made to the Foundation Stage since the previous inspection.

Main strengths and weaknesses

- The overall provision for children in the Reception classes is very good.
- The school makes particularly good provision for the core subjects of English, mathematics and science.

- Good use is made of literacy and numeracy in other subjects.
- The provision made for pupils with special educational needs is good.
- The enrichment produced through extra-curricular activities and educational visits is good.
- The teamwork between teachers and support staff is very good and they work very well together in providing for the pupils.
- The accommodation provided for both staff and pupils is excellent.

Commentary

18. The curriculum for children in the Reception classes is very good. There is a rich variety of activities across each of the areas of learning, which makes a very positive contribution to the good achievement and standards of the children. Planning is very good, appropriately based on the required Foundation Stage curriculum and very well adapted to meet the needs of the children in the school.
19. All subjects of the curriculum in Years 1 to 6 are carefully planned, and all statutory requirements are met. The school makes very good provision for pupils to develop their skills in English, mathematics and science, and this is reflected in the high standards that are achieved. Good use is also made of literacy, numeracy and ICT in other subjects of the curriculum, and this allows pupils further opportunities to develop their skills. The school shows a willingness to add interest and variety to the curriculum, and the provision of French for pupils in Years 5 and 6 and the introduction of the 'Creative Friday' are clear examples of this. The school makes every effort to involve pupils in the full range of school work, making suitable allowance for the needs of different pupils. As a result, the school makes very good provision for the equality of opportunity for all pupils and enables them to achieve as well as they can.
20. The curriculum provision for pupils with special educational needs is good. Work is matched well to individual abilities and support is sufficient and effective. Pupils have regular opportunities to work in small groups on particular skills such as handwriting or reading. Very good links with outside agencies, such as the learning and sensory support services, provide the school with the knowledge needed to deal with specific needs. Modified curriculum resources, accessible accommodation, open minds and sensitive support help to ensure very good provision for the small number of pupils with physical disabilities. This means that they are included fully in all activities including residential visits.
21. The school provides a good range of extra-curricular activities, including country dance, gymnastics, football and ocarina. The school welcomes many visitors, including writers, artists, police, local clergy and members of other faiths, as well as drama and music groups. A wide range of educational visits is arranged to places such as Montacute House, Scaplens Court, Brownsea Island and Moors Valley. A residential visit is arranged for Year 6 pupils to the Isle of Wight. The school also makes good use of the local area for this purpose. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum subjects.
22. The school's accommodation is excellent, and supports the quality of provision. There are dedicated ICT and music/drama suite, very spacious grounds, which are in the process of being further developed and very good library and class spaces.
23. The school is very well staffed by a dedicated and well-informed group of teachers and support staff. They all work hard, and they complement each other very well in providing a varied and interesting curriculum for their pupils, and supporting them well in class.

Care, guidance and support

Pupils' care, welfare, health and safety, the provision of support, advice and guidance based on monitoring, and the involvement of pupils through the school seeking, valuing and acting on their views, are all very good. This very good provision contributes very significantly towards the success of pupils' learning.

Main strengths and weaknesses

- These aspects are all strengths of the school.

Commentary

24. The school has good procedures for child protection. All staff are appropriately trained and there is good liaison with the local social services. Documentation is efficiently and effectively managed.
25. The headteacher is the named health and safety person and, with the relevant governor, she has undertaken risk assessments for all eventualities and has also created an up-to-date written policy. The full range of health and safety checks is administered effectively. Accident and medicine procedures are caring and efficient with several, trained, first aid personnel. The school makes very good use of outside professional help such as the police and school nurse. Lunches are eaten in hygienic conditions and the school has an in date Internet Policy that has been approved by the parents.
26. The pupils confirm whole-heartedly that they always have someone to whom they can turn for advice or a comforting word. They also receive very constructive comments when teachers mark their work. The annual reports to parents are of high quality. Teaching assistants observe pupils and make assessment notes, which are fed back to teachers and pupils at regular intervals. This makes a particular contribution to the quality of teaching and learning.
27. The school clearly appreciates the views of its pupils and, where feasible, acts upon them. Through the School Council, written questionnaires, suggestions at assemblies and circle time, many ideas have been put into operation. Recent ideas have included the siting of benches and flowers in the old pond area and an access tube from the main gate to the pond area.
28. There are very good and caring induction arrangements. In the term prior to entry, the headteacher and foundation staff arrange a series of introductory meetings for children and parents. They are shown the whole school, discuss behaviour, health and safety, a typical day and homework and meet the staff.
29. Pupils with special educational needs are very well supported. Their individual needs are well known to staff, who work hard to boost their learning. Pupils are involved as far as age or ability allows, in setting and reviewing targets on their Individual Education Plans. The pupils with Statements of Special Educational Needs are fully involved in their annual reviews.

Partnership with parents, other schools and the community

The school has very good links with parents, other schools and colleges and its community. These links contribute considerably towards the success of the pupils' learning.

Main strengths and weaknesses

- These aspects are a strength of the school.

Commentary

30. Almost all parents believe this to be a very good school and the inspection findings verify this.
31. The school provides its parents with very good information. They all receive an up-dated prospectus and governors' report and both documents conform to all statutory requirements. Academic reports are easy to understand, say what a child can do, set realistic targets and advise parents how they can help their child achieve these targets. There are three parent evenings a year and curriculum evenings are also held regularly. The school has an open door policy and very good procedures to ensure satisfaction and deal with any concerns or complaints, though these are very rare.
32. The school very actively seeks and values the views of parents through consultations, questionnaires, surveys and working parties. Recently, parents have closely influenced the organisation of the car park and traffic calming outside the school. They have also been consulted on the current behaviour policy.
33. The contribution that parents make to the pupils' learning is very good. During the inspection several mothers were helping in school with reading, art and science lessons. Parents also readily volunteer to help with trips out and school performances and events. Parents receive a copy of the homework policy and are pleased to sign the home/school books. Many help with projects and topics. The school's very energetic "Friends of Muscliff" raises considerable funds to help school resources.
34. The school works effectively alongside parents of children with special educational needs to help to support their achievement. This includes parents and staff sharing knowledge, anxieties and successes and planning a common home/school approach. A small number of parents expressed concern that their child's difficulties were not identified early enough, but this is not the case.
35. The school's very good links with other schools and colleges are considerable. As part of a local group, the school shares professional knowledge with other similar schools. As the current school year is the first in which there have been Year 6 pupils, the school has no experience of transferring pupils to secondary education. However, the mechanisms have been carefully thought through and are fully in place. Regular places are offered to trainee Nursery nurses, those on child-care courses, studying for national vocational qualifications and secondary education work experience students.
36. Links with the community are also very good. The local church is extensively used for religious education and history and the vicar, who is also a governor, attends school regularly and takes assemblies. The pupils are also learning about christening and wedding ceremonies. Many local firms and shops supply prizes for fayres, and sponsor the football team. The pupils regularly support various charities and a local animal group and at Christmas, the choir sings at an old people's home. The school is often used by the community for holiday time, 'Boredom Busters', scouts and local football teams.

LEADERSHIP AND MANAGEMENT

Leadership and management throughout the school are of high quality and play a pivotal role in the very good effectiveness of the school. Governance is very good.

Main strengths and weaknesses

- The acting headteacher provides very good leadership and she has a very clear vision for the continued development of the school.
- The role played by the governors is very good, and their understanding of the school's particular strengths is especially clear.

- Co-ordinators provide very good leadership.

Commentary

37. The quality of leadership and management by the acting headteacher is very good. She leads and manages the school both efficiently and effectively, and her strong leadership gives the school a very clear educational direction. It is evident that the leadership of the substantive headteacher, who opened the school in 1997, has been a very important factor in the effectiveness of the school. She established the very good systems for the leadership and management of the rapidly growing organisation. This has been successfully built on by the acting headteacher, who has achieved much in the past year since the substantive head has been away from the school. For example, the school's self-evaluation of its own performance has been carried out most effectively. Performance data has been used very well to track the performance of pupils in particular, and has helped the school to produce, and maintain, high standards. The acting headteacher is very well supported by the acting deputy head and a very strong and enthusiastic senior management group. There continues to be a significant degree of commitment amongst all the staff to continue to make improvements wherever possible, and the school development and improvement plan shows clearly where staff think this is possible. The very valid aims of the school are well reflected in the work of the school, and there is a most positive ethos founded on very good personal relationships.
38. The overall leadership and management of other members of staff, in their particular areas of responsibility, are also very good. The co-ordinators play a particularly strong role in monitoring pupils' work, on occasions observing lessons, identifying areas for improvement in their subjects and drawing up action plans. This has helped lead to the high standards now evident. The coordinators relate well to their colleagues, provide advice and support when necessary, and complement each other very well in the overall curricular and teaching provision.
39. Governors successfully fulfil their statutory duties in helping to shape the direction of the school and their involvement in the running of the school is very good. The chairman is keenly involved in school life. He provides important support for the headteacher and staff. Governors are active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the school development and improvement plan. They are also frequent visitors. Governors are committed to carrying out their monitoring roles, both in the particular class that is allocated to them and any area of responsibility they may have. This involvement has led to their very good understanding of the school's many strengths.
40. The leadership and management of special educational needs are good. The special educational needs co-ordinator has put good systems in place to ensure early identification of concerns and procedures to support these pupils. She has maintained very good links with supporting agencies and ensured that teachers monitor and assess these pupils effectively. She would now benefit from formal training to broaden her knowledge of special educational needs issues.
41. Financial management of the school is very good, and it is efficiently monitored by the governing body. This management is well supported by a most detailed school development and improvement plan, which fully addresses appropriate areas for development. All funds are carefully matched to the priorities that have been established in the plan. There are clearly defined routines, which enable the acting headteacher and governors to monitor the deployment of resources. Best value principles are used well when measuring improvements in the quality of teaching and standards achieved and when purchasing resources. Day-to-day financial management and administration are also very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrative staff give very good support to both teachers and pupils. Good use is made of information technology systems to maintain financial control and accountability, and this administration effectively

supports the smooth running of the school. The school has rather larger than normal reserves

because the school was originally funded for 80 pupils and had 30 on roll. As the school becomes more complete as the roll moves to its maximum in 2005, the current surpluses will be reduced.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	663,104
Total expenditure	680,879
Expenditure per pupil	1,494

Balances (£)	
Balance from previous year	99,720
Balance carried forward to the next	81,945

42. Taking into account the use of available resources, the quality of teaching and learning, the standards being achieved by pupils, the improvement since the last inspection and the income that is received, the school gives very good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for young children of Reception age is **very good** and is a strength of the school.

43. There are two Reception classes, which are staffed by a teacher and two full-time teaching assistants. When children join the school, there is a wide range of abilities. Overall, however, children's attainment on entry is better than expected for their age, especially in personal and social development and in speaking and communication skills. The quality of teaching is very good and the broad curriculum is very well planned to help children learn effectively. Teachers and teaching assistants have a very good understanding of how young children learn. They plan and work together very effectively, providing a wide range of interesting activities. Staff make notes on children's progress regularly. They ensure that all children, including those with special educational needs and those from ethnic minorities, are fully included in all activities. Their expectations are very high and children are constantly encouraged to do their best. Occasionally, however, teachers do not check that activities are challenging enough for the most able pupils. The Foundation Stage co-ordinator provides very good leadership and management of both Reception classes. She plays an important role in the good achievement of the pupils through promoting effective practice, developing the curriculum and monitoring and evaluating the work of the staff. Excellent accommodation provides ample space for a wide range of activities, while attractive displays and a very good range of resources stimulate children's imagination well. There has been very good improvement since the previous inspection in 1998. Short-term planning, which was in need of development, is now very good. Teaching and assessment, together with pupils' attitudes and standards of attainment, have improved since the last inspection and are now very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- There are plenty of good opportunities for children to select their own activities and use resources independently.
- Children have very good attitudes to work and have very good relationships with their teachers and other children.

Commentary

44. Children enter the Reception classes with generally above average attainment. Owing to the very good quality of the provision, they make good progress in their learning and achieve well. By the time that they leave Reception, most exceed the expected goals.
45. The quality of teaching is very good. Teachers and teaching assistants help children to develop very good social skills. Children are happy to leave their parents on arrival and eagerly await the start of the morning session. They sit quietly and listen attentively to their teachers. They have learnt to put their hands up when answering questions and to take turns when sharing resources with other children. They go to the toilet on their own and put their coats on sensibly at playtimes. They choose a biscuit or a piece of fruit sensibly and eat their snack quietly and politely. They are encouraged to choose from a wide range of activities and this helps them to become responsible for their own learning. Children concentrate well when working individually and co-operate sensibly when sharing tasks in small groups. They have very good attitudes to work and their behaviour is very good. Children have very good

relationships with each other and with the adults who teach them. As a result, children make very good progress and their level of personal, social and emotional development is much better than expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children develop good speaking and listening skills.
- A daily reading time ensures that all children develop good reading habits.
- Children enjoy looking at books and learn to read simple words and sentences.
- By the end of Reception, most children write their own simple sentences.

Commentary

46. In this area of learning, pupils enter school with above average levels of attainment. They progress and achieve well and by the time that they enter Year 1 children attain the required goals, with most exceeding them.
47. The quality of teaching is very good. Staff constantly talk with children to broaden their vocabulary. They ask many open-ended questions and encourage children to explain what they are doing. Children take part in role-play activities which, develops their speaking skills well. Several children played busily together in the *Moon Café*, for example, preparing and serving 'meals', while others 'sold' fruit from a market stall. Outside, children chatted happily as they put together numbered parts to create a giant image of the *Gingerbread Man*. Children who are more hesitant are given plenty of additional encouragement. Consequently, all children achieve very well, and language development is above national expectations.
48. Children sit and 'read' quietly on their own for fifteen or twenty minutes at the start of each day. Teaching assistants listen to individual children read, while the teacher conducts a shared reading session with a small group. This emphasis on a daily reading time means that children learn to love books and develop good reading habits. Children enjoy listening to stories. In one class, children were keen to answer questions as their teacher made very good references to the bold illustrations in a large print book. In the other class, children were enthralled as the teacher dressed up as *Granny* and told the children her own amusing version of the *Gingerbread Man* story. Children repeated key words and joined enthusiastically in the chorus *Run, run as fast as you can*. Children enjoyed sharing their books with the inspector. One girl read a simple story confidently, while another turned the pages carefully, looked closely at the illustrations, and joined in reading a few words correctly. In one lesson, a group of lower-attaining children followed the text carefully as the teacher read from a large print book about *Monty at the party*, and then discussed the illustrations. Children enjoy learning the sounds made by different letters and often recognise the initial sounds of words. They take reading books home regularly to share with parents and other adults. They consolidate their learning of letters and sounds, and soon recognise a variety of simple words. Many begin to use a range of strategies to identify unknown words and to read simple sentences. Children achieve very well, and most read better than expected for their age.
49. Children are given many opportunities to develop their writing skills. Many can already write their own name when they join the school. They learn to write all the letters of the alphabet correctly and are taught the sounds associated with each letter. They identify words with similar initial sounds and make up their own simple words such as *cat* or *fox* by combining the sounds correctly. During one lesson, children placed pictures from a story in the correct sequence and used printed cards to copy captions such as *The little old woman [baked] a gingerbread man*. Many children can copy simple sentences such as 'I went to Nanny's house' in a legible script, while higher-attaining children use capital letters and full stops accurately to

write their own sentences such as 'A fish lives in the sea'. Children achieve very well and standards in writing are better than those expected nationally.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Very good teamwork ensures that children are taught well in small groups.
- Children achieve well and attain the required goals.
- Teachers do not always ensure that activities are challenging enough for the most able pupils.

Commentary

50. In this area of learning, children enter the school with about average attainment. Owing to the good teaching, they achieve well and reach the expected goals with a significant minority exceeding them. Teachers are skilled in this area, and they help children to enjoy investigating numbers and exploring shape and size. In one lesson, for example, children joined in a rhyme about *Five current buns* to reinforce their knowledge of numbers to five, then used a box of six painted eggs to 'take one away'. In smaller groups, one set of children used a delivery van toy to explore the concept of taking *two* 'buns' away from ten, while other children rolled a dice and assembled the numbered parts of a *Gingerbread Man* puzzle. Very good teamwork ensures that children are taught well in small groups, but teachers do not always check that the most able children are given tasks that are sufficiently challenging. As a result, the achievement of some of the most able children is limited. By the end of the Reception Year, most children add and subtract numbers within ten correctly. They recognise common two-dimensional shapes and place *long, medium and short* objects in the correct order. Higher-attaining pupils create quite complex repeating patterns and use numbers within 20.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children learn effectively from practical activities and their own investigations.
- The use of ICT is integrated well into lessons.

Commentary

51. Children enter school with average attainment in this area. They achieve very well and by the time that they enter Year 1 most children exceed the desired goals. This is because the teaching is very good and involves plenty of opportunities for children to learn through practical investigations. For example, children investigate different materials and explored objects that float or sink. They investigated foods from different countries, mix flour, butter and water and cook *gingerbread men* in the oven. In both these sessions, the children worked very well together, achieved very well and made very good progress in their learning. Children are provided with a wide range of opportunities for independent learning, and this too helps to boost achievement. They cut out shapes from salt dough and learned to use the 'mouse' and the keyboard to give instructions to a computer. They learned how a floor robot operates, and quickly learned to program it to move the correct distance forwards or backwards and to turn left or right.

PHYSICAL DEVELOPMENT

52. No teaching was seen in this area and it was not possible to make a judgement on overall provision.
53. Children have many opportunities to develop their manipulative skills and co-ordination by using the computer 'mouse', pencils, crayons and paintbrushes. Children handle tools and small equipment safely and with increasing control. They pour water into containers, cut shapes out of salt dough, assemble jigsaws and learn to use scissors correctly. Children take part in more energetic activities both indoors and out of doors. Children improve their co-ordination and balance as they play in the sand pit, jump on bouncers, ride tricycles and scooters around the playground and crawl through a polythene tunnel to reach the *picnic area*. Children are well co-ordinated for their age and it looks as if their physical development in this respect is above expectations.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good.
- The musical aspects of the children's creative development are very good and a particular strength.

Commentary

54. Pupils achieve very well in this area and by the time that they leave the Reception Year most exceed the desired goals. This is due to the very good teaching, which ensures that children develop their creative skills well. Practitioners provide a wide variety of paints, paper, card, fabrics and ribbons for children to make colourful collages. Children use their hands to print attractive patterns and learn to control a brush when painting pictures of houses or flowers. Children enjoy singing simple songs from memory and can sing a calypso-style song effectively in two parts.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Standards in Year 6 are well above average and pupils achieve well.
- Teaching and learning are good overall and often very good.
- Language, literacy skills and knowledge are applied very well across the whole curriculum.
- Very good presentation of work reflects pupils' positive attitudes.
- Boys perform less well than girls in Years 1 to 4.

Commentary

55. In the 2003 tests of reading and writing at the end of Year 2, attainment was below average in comparison with that of pupils in all schools nationally, and well below average when compared with that of pupils in similar schools. However, these standards reflect only this cohort of pupils; generally, results have been either above average or well above average in each of the past four years. Inspection findings are that the current Year 2 pupils are on

course to achieve standards that are above the national average, with a large minority of pupils already achieving the end of Year 2 national expectations in both reading and writing. The present Year 6 are on target to achieve standards that are well above the national average because of highly effective teaching of very hard working and able pupils. Pupils with special educational needs make good progress towards their individual reading and writing targets and they achieve well. This is because they receive good quality additional support.

56. The achievement of pupils throughout the whole school is generally good in all areas of English, even though the overall standards attained for boys up to Year 4 is slightly more limited than girls. One of the reasons for good achievement is the very good links that are made with other subjects, which means that pupils can practise their skills regularly. Standards in speaking and listening are above national expectations in Years 1 to 4, and are well above expectations in Years 5 and 6. Pupils listen well and use language creatively. For example, pupils in Year 2 suggested that a beach in Barbados might be *peaceful, calming, enchanting* or *dreamful*. Slightly older pupils negotiated well as they classified books and explained clearly how they had sorted them. By the time pupils reach Years 5 and 6, they are very effective communicators, using a wide vocabulary and swiftly adjusting their language and style according to the situation.
57. Standards of reading are above average in Year 2, and, well above average by the time pupils reach Year 6. The high quality, number and range of reading materials in the school have had a positive impact on reading. Excellent displays offer exceptional encouragement for books to be read. Boys are being motivated by books which are very well chosen to engage their interests so that the gap in standards between them and the girls is narrowing. There is little difference by the time pupils reach Year 5. Pupils in Years 1 and 2 show good knowledge of phonics and use picture clues to help them read new words. Pupils read expressively, displaying an extensive knowledge of authors and a lively interest in what they are reading. Pupils have very good knowledge of differing types of books such as the genres of fiction or differing information books. By the time pupils are in Years 5 and 6 they use their skills of scanning or skimming well to extract and interpret information from a range of sources.
58. Standards of writing are above expectations in Year 2, and, in Year 6, the pupils are on course to attain well above average standards. The sensible decision to teach cursive handwriting as soon as pupils can form individual letters correctly has been a positive factor in the very good presentation of work and this also contributes to good spelling. Pupils are supported well to write for a range of purposes, so that those of lower ability do not give up and those of higher ability can display their talents. Year 2 pupils increasingly write in full sentences. When retelling the story of 'The Three Little Pigs' one pupil wrote persuasively 'Please accept my invitation so I can put a smile back on your face!' Year 4 pupils write and publish well-conceived books that they share with younger pupils. They showed insight in writing thank you letters following a theatre trip: 'It made me think how important we are regardless of colour or culture.' Pupils in Year 6 display a command of the written word that does credit to them and their teacher. Work is structured, well organised, personal and imaginative, for example when exhorting Tony Blair to drop tuition fees.
59. Teaching and learning are good in Years 1 and 2, and very good in Years 3 to 6. Throughout the school, all lessons seen were good or better. Support staff play a significant role in pupils' learning and they are key to the good achievements of lower-attaining pupils. Pupils want to please their teachers and so they work hard and make good, and sometimes very good, progress in their learning. Teachers both plan their lessons and make use of prior assessments very well so that, for example, higher-achieving pupils are extended very well and pupils with special educational needs are also able to make good progress in their learning. The teachers are well aware that, until Year 5, it is girls who are out performing boys in reading and writing and every effort has been made to address this difference. All pupils are monitored closely; they know their targets and their learning is enhanced by the availability of very good resources. This was evident in an outstanding Year 3 lesson where pupils read and followed instructions to make models, decorate biscuits or play new games, including one on

the Internet. Challenge was again evident in a very good Year 5 lesson where pupils used their knowledge of similes to describe a mythological character. The setting of homework is satisfactory.

60. Leadership and management of the subject are very good. The school has adopted and adapted national strategies well and provides a rich and stimulating curriculum. The co-ordinator has a clear grasp of the strengths and weaknesses of the subject and, together with the school management team, has taken decisive action through well thought out improvement strategies. This has included close monitoring of teaching and planning, evaluating pupils' work and giving intensive help to particular groups of pupils, including those just below average. Thorough evaluation of these initiatives is proving successful in raising standards further and in the setting of challenging whole-school targets and individual targets.

Language and literacy across the curriculum

61. The development of language and literacy across the curriculum is a strength. By Year 2, pupils have good overall language and literacy skills and, by Year 6, these are very good. The curriculum is planned particularly well to link and complement skills, including the use of specific subject vocabulary. Opportunities to discuss work in pairs or groups occur in almost all lessons. Pupils report their findings in science, they use role play in drama and present the results of environmental work to the mayor. Research skills are developed in subjects including history. The school's emphasis on writing can be seen throughout the school, for example in design and technology, where Year 2 pupils made a series of books on materials, or in reports written after Year 6 went to the local church.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at Year 2 and well above average at Year 6. Based on their prior attainment, all pupils are achieving well.
- The overall quality of the teaching and learning is good, with teachers making very good use of assessment to provide pupils with suitably challenging work.
- Teachers also make good use of other subjects to enhance pupils' numeracy skills.
- The attitudes and behaviours shown by pupils are very good. They clearly enjoy their work in the subject.
- The role played by the subject co-ordinator is good.

Commentary

62. Inspection findings are that standards are above average in Year 2 and well above average in Year 6, and throughout the school, pupils' achievement is good. Pupils are confident in tackling all aspects of mathematics and they show above and well above the expected levels of understanding and skills. For example, pupils in Year 2 tackle addition and subtraction confidently, and their secure knowledge of the multiplication facts relating to 2, 5 and 10 allows them to successfully undertake a range of multiplication and division exercises. Pupils in Year 6 readily reduce a fraction to its lowest form, and they successfully find fractional and percentage parts of whole numbers. Pupils in Year 2 measure accurately with a range of standard and non-standard measures, and the oldest pupils measure angles to the nearest degree and know the angle sums of triangles and rectangles. Pupils throughout the school effectively tackle suitable and often challenging practical and problem solving activities. Older pupils are now competent at tackling problems that involve more than one step to find the answer.

63. The overall quality of teaching and learning is good. Lessons are suitably planned, resourced and implemented, although teachers do not always fully involve all pupils during the mental sessions at the start of lessons. Teachers have good subject knowledge, they explain clearly different methods and processes and they make very good use of assessment to ensure that all pupils receive work that is suited to their particular needs. Teachers make sure that pupils are kept busy with a range of challenging activities, and suitable help is provided both by themselves and teaching assistants when it is required. As a result, all pupils, including those with learning difficulties, make good gains in their overall mathematical knowledge and understanding. Teachers also make suitable use of homework to give pupils further opportunities to practise their skills. Pupils clearly enjoy the work and they answer questions and offer opinions confidently. They settle to their written and practical tasks with interest and enthusiasm. They work well with other pupils when required and they make good attempts to find answers and provide solutions. They readily seek help when necessary. Most pupils take considerable care with the presentation in their books. Teachers mark pupils' work regularly and they provide helpful, encouraging and sympathetic advice for them, to help them improve their work further.
64. The subject co-ordinator supports his colleagues well when necessary, and he has contributed well towards the high standards being achieved. He regularly monitors the work being produced by pupils, and on occasions he observes lessons to see for himself the standards being achieved in class. His leadership is good.

Mathematics across the curriculum

65. Numeracy is taught very successfully in mathematics lessons, with teachers putting much emphasis on developing pupils' ability in handling numbers. Teachers also make successful allowance for pupils to develop their mathematical skills in other subjects, such as science and design and technology. Some effective use is also made of ICT, especially in relation to data-handling and work on shape.

SCIENCE

Provision in science is **very good**

Main strengths and weaknesses

- Standards are well above average and the pupils achieve well throughout the school.
- The quality of teaching and learning is good.
- The curriculum is very well organised and provides a rich range of good activities.
- The subject is very well led by an enthusiastic and knowledgeable co-ordinator.

Commentary

66. The teachers' assessments of seven-year-olds in the summer of 2003 showed that the school attained average standards in science both in comparison with all schools nationally and with similar schools. However, this was an unusual year for the school, with results being much higher than this in each of the past four years. Inspection findings are that the current Year 2 pupils are already achieving national expectations and by the end of the school year, standards are likely to be above average. Pupils achieve well throughout the school, and by the time they reach Year 6, standards are well above average, with the most able achieving very high standards. Most of the pupils in Year 6 already attain the national expectation for science at the end of the school year and a significant minority attain the higher level. Overall, these pupils are on course to achieve well above average standards.

67. Owing to the good teaching in Years 1 and 2, pupils make good progress in their learning. They are very enthusiastic in their science lessons because the teachers make the work interesting and practical. As a result, they achieve well, particularly in Year 2, and their skills, knowledge and understanding are all above average. Year 2 pupils were studying health and growth at the time of the inspection and in both classes, they were skilled in the task where they had to classify similarities and differences between photographs of animals and their young. Almost all of the pupils could compare the photos and describe and evaluate the similarities and differences between them. They had a good understanding that animals reproduce, and the most able were attaining the higher level.
68. Pupils progress well in their learning through the junior years. They achieve well and, owing to the good and often very good teaching, they remain enthusiastic and keen, enjoy lessons and they collaborate particularly well. In a very good Year 5 lesson, pupils were investigating the properties of materials. Owing to the very good teaching, the pupils had grasped extremely difficult concepts very well. They understood the differences between molecules in solids, liquids and gases, and the role and importance of molecular bonds. The teacher had an excellent knowledge of the subject and this led her to be able to provide very good explanations and to answer questions very well using good scientific language. This was then effectively modelled by the pupils. In this lesson, the standards achieved were well above average. In an excellent Year 6 science lesson, the pupils took the learning to a higher level. In this lesson, almost all the pupils showed knowledge and understanding at the higher expected level for pupils at the end of the school year. They were entranced by the teacher's rapid introduction when he reviewed previous work. They were very confident in giving detailed responses to sophisticated questions relating to changes of state in discussing non-reversible and reversible change in the property of materials. In the very good investigation set for the pupils, many of the pupils were articulate and assured in their explanations when explaining the change of state of mixing milk and vinegar to create a solid from the two liquids.
69. The overall quality of teaching and learning is an important reason why standards are so high. Teaching is always at least good, and there were examples of very good teaching in both the infant and junior stages. Teachers plan lessons well, are confident in their subject knowledge, make the work practical and ensure that the work set matches the learning needs of all the pupils in the class. This leads to good learning because the work is challenging, very well resourced and is well structured.
70. The curriculum for science is very good, and this too plays an important part in the good achievement of the pupils. The curriculum is well designed: it centres well on learning through investigation and provides a rich range of activities that become progressively harder as the pupils become older. As well as meeting fully the requirements of the National Curriculum, the school places a very good emphasis on environmental education. As a result of this, linked to the school's "Green Team" initiative – which is a long-term sustainability project – the pupils gain a very good understanding of the importance of the environment. The work is linked well to science and the humanities subjects.
71. Science is managed very well by an enthusiastic and knowledgeable co-ordinator, who provides very good support for other staff and she carefully evaluates the science work across the whole school to seek improvements.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- ICT is very well developed to support teaching and learning across the whole curriculum.
- Pupils achieve very well and attain well above average standards.

Commentary

72. At the end of both Year 2 and Year 6, the pupils' attainment is well above the national expectation with a significant minority of Year 6 pupils attaining standards that are very high. This is due to the very good provision, including the quality of the teaching and the curriculum and the very effective use that is made of the good range of ICT resources available.
73. Year 2 pupils are confident and dextrous in using the computers. They have a very good understanding of the wide range of applications that are available to them and they talk fluently and with self-assurance about the different programs that they use and their purpose. For example, in a good lesson in which the pupils were building binary trees, pupils were knowledgeable when selecting questions that could be answered by "Yes" or "No" in order to separate different fruits. "Does it grow in England?", "Is it yellow?", were typical good questions raised. The pupils were able to then apply this knowledge to classify and sort the different materials. They could organise, amend, cut and paste their work. In this lesson, the pupils' achievement was good because, when being effectively presented with a new program, their overall confidence enabled them to grasp the program quickly and well. This was helped because the teacher had organised the lesson so that each pupil had a "computer partner" with whom they were able to discuss solutions before trying them out.
74. Throughout the junior year groups, pupils continue to make good progress in their learning and achieve very well. In a very good Year 4 lesson, the teacher was linking the ICT lesson with numeracy and geography and was very effective in introducing a spreadsheet program to generate graphs and charts to enable the pupils to interpret data. Pupils were very keen to learn, they listened very well and, as a result of the very good teaching, they were able to generate a bar graph of how they spend their leisure time. The mathematics taught within the lesson was good, because the teacher, in talking about the X-axis and Y-axis, developed the pupils' learning in mathematics as well as in ICT and geography. By the time that they reach Year 6, most pupils attain standards that are well above national expectations and the most able achieve standards that are very high. In a very good Year 6 lesson, also involving the use of spreadsheets, the teacher's very high expectations and challenge in the tasks set, led to very good learning. In this lesson, the aim was to teach the pupils how to use the formulae function in spreadsheets to "teach the computer" how to calculate the size of a remaining angle on a straight line when there is a given angle of 120 degrees. The pupils quickly learned how to input the formulae and to test it. Not only did they have to apply their knowledge of mathematics – which became particularly complicated when the second task was to work out angles between two intersecting lines – but they were also accomplished in working out a very exacting formulae to "teach the computer". In this lesson, a majority of pupils were attaining exceptionally high standards.
75. Of the five lessons seen, four were very good and one was good. This high quality teaching and learning is key to the well above average standards and high achievement of the pupils. The staff are all confident in using the technology, they present very challenging work for the pupils, and they support them very well in their learning through clear and very good explanations and also by making the ICT work relevant through linking it with other work.
76. The subject is very well managed by an exceptional co-ordinator. She dedicates significant amounts of time to supporting ICT throughout the school. She monitors and evaluates other teachers' ICT work very effectively and provides helpful guidance for teachers to implement the very good curriculum. She has also developed and maintains the school's web site. She has an outstanding vision for the future of ICT in the school, including developing a school-wide intranet which can be used for both learning and administrative purposes. She is keen, enthusiastic and knowledgeable.

Information and communication technology across the curriculum

77. This is a strength in that most of the ICT lessons are made relevant through the clever planning of the ICT curriculum to integrate with other work being studied. As a result, the pupils readily use ICT as a tool to support learning across the whole curriculum. However, this was not well represented during the period of the inspection as too few computers were being used in the classrooms. There is significant evidence of school-wide use of ICT through the pupils' work both on display and in their books.

HUMANITIES

78. No overall judgement can be made about provision in **geography** because too few lessons were being taught at the time of the inspection. However, in the four lessons seen, the pupils learned and achieved well.
79. There are indications that by the end of Year 2 pupils are knowledgeable about both their own area and also about life in several other countries. They know about Ireland because they write to children there; they have knowledge of Poland and Portugal because teachers exchange visits and share their experiences and they follow the journey on a map as "Midge Mouse" travels the world. They compile beautiful books about Africa and study the wild life there. Pupils in Years 3 and 4 display enquiring minds as they identify the purpose of features in their environment and record findings in words or charts. They become town planners and collaborate to make the best use of land. Their skills and enterprise have been recognised beyond the school with the Green Team receiving a number of awards.
80. Teachers are in the enviable position of having intern teachers working full time in the school from a number of countries. Together, they bring geography to life so that pupils learn about food, language, customs and dress of countries such as Japan or Spain through personal experience. Lively teaching, for example when a parcel and letters were delivered from Barnaby Bear inviting pupils to choose his holiday wardrobe, engages the interest of pupils. As a result, they work hard and learn well.
81. Very good leadership and management have contributed to giving teachers the skills, resources and support they need. The co-ordinator has brought vitality to the subject. Monitoring is a strength and assessment is satisfactory and improving.

History

Provision for history is **good**.

Main strengths and weaknesses

- Standards are above expectations in Year 2 and Year 6.
- Boys and girls like history and work hard.
- The very good co-ordinator ensures history has a high profile.

Commentary

82. Achievement is good for both girls and boys, and is due to the good teaching and learning which centres very well on making the work as relevant as possible. For example, parents and grandparents provide a rich source of artefacts and stories such as toys and tales about the Second World War. This helps pupils develop enquiring minds and understand that we learn about history in many ways. In addition, visits out of school also contribute to the above average standards. This was evident, for example, in displays and in the well-researched and beautifully presented books on Ancient Egypt by Year 5 pupils. Year 6 pupils' good knowledge

of the Victorians was brought alive by their visit to Osborne House and they recalled it with enthusiasm.

83. Teaching and learning are good and sometimes very good. Knowledgeable teachers work side-by-side with very good support staff to deliver lively lessons planned successfully to stimulate boys and girls of all abilities. Very good links are made to learning in other subjects. In a Year 2 lesson, pupils followed on a map Florence Nightingale's journey to Scutari. They developed empathy and displayed very good thinking skills as they considered the ethics of women working as nurses with men. Good support for writing enabled all the pupils to record questions to ask Florence. Teaching was very good in Year 6 where pupils' exemplary behaviour and hard work, and the teachers' high expectations, led to very good learning. Pupils' very good communication skills were evident as they considered how Bournemouth had been shaped by what happened in the past. They used previous knowledge of the area and interpreted very good resources including maps and the local census of 1851.
84. Leadership and management of history are very good. The co-ordinator has the drive and knowledge to improve the subject even further. Monitoring of teaching and pupils' work is very good and assessment is currently satisfactory. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards by Year 2 and Year 6 are higher than those expected. Pupils' achievement is good.
- By the end of Year 6, pupils have a good knowledge of a number of world religions.
- The attitudes of pupils towards the subject are very good.
- The quality of teaching and learning is good, with a variety of learning experiences provided for pupils.
- The role played by the co-ordinator is good.

Commentary

85. By Year 2, pupils are familiar with the Christian and Jewish faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Joseph. Pupils explain clearly that religions have different religious buildings and books that are special to them, and they can readily name and describe the Bible and the Torah. Pupils understand that religions have various ceremonies and special occasions, and they describe in great detail why Easter is so important to Christians and Hanukah is important to Jews. Pupils confidently discuss the need for friends and friendship, and they describe in detail what makes a good friend.
86. By Year 6, pupils are well informed about a number of world religions, successfully discussing many aspects of the Christian, Hindu and Islamic faiths. Pupils know that all religions have distinctive traditions and life-styles, and, for example, pupils in Year 5 can identify the importance of the Five Pillars of Wisdom to Moslems, and those in Year 4 recognise the relevance of Diwali to Hindus. Pupils throughout Years 3 to 6 are currently well informed and knowledgeable about the events surrounding Jesus' death and resurrection. Pupils are aware of the need for love and care in their dealings with others and they recognise the importance of their own families. Pupils throughout the school clearly understand the need to be tolerant towards other people's dress, lifestyle and rituals.
87. The quality of teaching and learning is good. Lessons throughout the school are well planned, and interesting ideas and information are presented to pupils. Teachers have good subject knowledge, and, through most suitable activities, pupils, including those with special educational needs, are able to make good gains in their knowledge and understanding. Teachers ensure the pupils' interest by providing a rich variety of learning experiences, such

as asking thought-provoking questions, making good use of religious artefacts and visits to religious buildings and providing drama activities and the opportunity to express their thoughts at length through writing. This helps to support the good learning and, as a result, pupils are most keen to provide a variety of sensitive answers and observations; they enjoyed the range of activities and experiences provided, especially taking part in drama. Pupils take care with the presentation of their work, and it is sympathetically marked by the teachers.

88. The subject coordinator is well qualified, and her leadership and management of the subject are good. Although she has limited opportunity to observe lessons in other classes, she has collected an array of pupils' work to illustrate the work being covered, and has a clear understanding of the standards being achieved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Work in **art and design**, **design and technology** and **music** were sampled and it is not possible to report on overall provision in any of these subjects.
90. Two lessons were observed in **art and design**. Throughout the school, there are interesting examples of well-displayed artwork. In Years 1 and 2, there are indications that standards are above expectations. Pupils mix primary colours and learn new techniques in observational drawing. In a lesson in Year 1, for example, pupils learnt how to use shading and smudging techniques to good effect when drawing a range of fruits. In Year 2, pupils use a wide variety of materials such as fabrics, polystyrene tiles and pipe cleaners. As part of their *Africa* project, they create tie-dyed fabrics using natural dyes made from onion skins, beetroot and turmeric. These fabrics are mounted very effectively in frames made by scratching a pattern on polyprint tiles and printing a repeat pattern. Pupils in Year 2 study the works of famous artists such as Van Gogh and copy some of the techniques they used. They also create very effective sculptures by bending pipe cleaners and standing them in modelling clay.
91. In Years 3 to 6, work displayed suggests standards that are above expected levels. Year 3 pupils, for example, discuss 'hot' and 'cold' colours, then use blues and reds to create compositions describing emotions such as 'angry' and 'alone'. In a very good lesson in Year 3, pupils explored the use of perspective by discussing a sketch of the view from their classroom window. They quickly learnt that objects in the foreground appear larger than similar objects in the background and should be drawn first as they often obscure features further away. Pupils in Year 4 make good progress in developing detailed portraits of their friends and make good use of contrasting colours in their imaginative paintings of *Hogwarts Academy*. In Year 5, pupils make very effective use of tissue paper when producing collages, while pupils in Year 6 use polystyrene tiles to print attractive patterns.
92. The subject is very well led by an enthusiastic co-ordinator, who supports other staff well by providing in-service training and individual advice. Good use of a commercial scheme of work ensures that skills are taught in a logical progression and means that non-specialist teachers are provided with a wealth of resources and ideas to assist in their lesson planning. Assessment of pupils' work is carried out effectively each half term. Good use is made of sketchbooks in Years 1 and 2, and a review of their use by all pupils is a high priority in the current action plan.
93. During the inspection only one lesson was seen in **design and technology**. In this lesson Year 1 pupils successfully examined, cut and tasted a variety of fruit, and then planned a fruit salad, prior to making it. The teaching was good, and pupils learned well showing good attitudes to the subject. They were provided with suitable fruit, and appropriate tools, and they carried out their work carefully and safely, being particularly mindful of hygiene. A study of other plans and samples of work, suggests that the pupils' achievement is good and the curriculum is suitably broad and rich. For example, younger pupils make model playground equipment and 'coats for Joseph', and older pupils make moving monsters, money containers, musical instruments, biscuits and slippers.

94. Two lessons were seen in **music**. Both were satisfactory, with pupils achieving sound standards. Pupils are given a wide range of experiences from a carefully prepared curriculum that is well resourced. In the two lessons seen, pupils learned suitably and they enjoyed their music. The co-ordinator, who until recently taught music throughout the whole school, has a clear vision for the future of the subject and has spent a significant period of time supporting the teaching and learning of staff throughout the school. Over the past four terms, since having pupils in Years 5 and 6, a good start has been made on provision of extra-curricular music activities. Currently, pupils are able to learn flute, clarinet, violin and guitar as well as the ocarina. Resources for the subject are very good, with specialist accommodation being available for lessons. The school is poised to build well on the beginnings of strong musical traditions.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Good teaching ensures that pupils achieve well and make good progress.
- Warm-up and cool-down exercises are sometimes too brief to be effective.
- Pupils perform imaginative dance sequences, but are not always given enough opportunities to develop their evaluation skills.
- A wide range of extra-curricular activities, good use of sports coaches and participation in local competitions help pupils to develop their skills further.
- The well-equipped hall, flat playground, large sports field and good resources contribute towards the effective delivery of the subject.

Commentary

95. Standards in Years 2 and 6 are broadly in line with national expectations. Teaching and learning are good, and lessons are planned well to include a wide range of skills and different activities. Pupils with special educational needs, and those from ethnic minorities, are fully included in all activities. Pupils have good attitudes to the subject and are usually well behaved. They try hard to improve their standards, and, as a result, achievement is good throughout the school. There is a good emphasis on warm-up and cool-down sequences so that pupils understand how to exercise safely. Occasionally, however, these sessions are too brief to be effective, and the chosen activities are not progressive enough when quickening or slowing the heart rate.
96. Pupils cover all areas of the National Curriculum Programmes of Study, though not all aspects were observed during the inspection. In dance, pupils develop a good appreciation of basic principles and begin to combine these effectively into dance sequences. In Year 5, for example, pupils combined *freeze-frame* tableau effects with lively dance routines to develop interesting sequences of *tribal dance*. Effective use of a data projector and recorded music by the teacher enabled pupils to adapt their routines to appropriate visual and aural stimulation. In Year 4, pupils effectively developed flying, soaring and gliding movements to interpret scenes from a *Harry Potter* film. Some pupils showed good imagination in their sequences, but there was insufficient opportunity for pupils to develop their evaluation skills by giving their opinions about other pupils' performances. Pupils are taught a progressive development of skills in a wide range of games. In Year 2, for example, pupils develop basic handling and control skills in short tennis, while those in Year 4 learn tag rugby skills. In Year 6, pupils are taught more advanced skills of passing and pivoting in netball. As a result, they make steady progress in learning.
97. Leadership and management of the subject are good. The co-ordinator ensures that good planning is in place so that pupils build effectively on existing skills. Effective links with the local

secondary school mean that pupils receive specialist sports teaching and coaching. Pupils have an intensive swimming course in Years 3 and 5, and pupils in Year 6 visit an outdoor pursuits centre to experience climbing, canoeing and sailing. The school benefits from a well-equipped hall, good outdoor facilities and ample resources. The wide variety of after-school clubs includes gymnastics, football and country dancing, and pupils benefit from participating in matches against other local schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION

98. Although only one lesson in personal, social and health education was seen, and therefore no overall judgement on provision can be made, there are strong indications that this area is a strength of the school. This is an aspect of learning that permeates all the work of the school. It is apparent in all lessons, and from the pupils' positive relationships, strong personal development and very mature attitudes, that this is a significant strength and of importance to the school. In the one lesson seen in Year 1, the focus was on keeping healthy and, in this very good lesson, the pupils were successful in identifying factors that keep them healthy.
99. The school has a clear ethos of enabling the pupils to want to learn, to live harmoniously and to be tolerant of others and this is evident in every classroom each day. The school provides very well to meet the demands of the wider community and has a strong programme to support pupils' understanding of environmental issues; there is a very good emphasis on sustainability. This has led the school's gaining a Bournemouth LEA "Green" award. The work of the School Council supports knowledge of democracy education from the time that the children enter the school. There is a suitable programme for sex and drugs education. The co-ordinator provides very good leadership and ensures that these aspects maintain a high profile throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).