

INSPECTION REPORT

**ST. CLEMENT'S AND ST. JOHN'S CE VA INFANT
SCHOOL**

Bournemouth

LEA area: Bournemouth

Unique reference number: 113839

Headteacher: Mrs V. Powis

Lead inspector: Mr D. J. Curtis

Dates of inspection: 24th – 27th May 2004

Inspection number: 257623

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	249
School address:	St. Clement's Road Boscombe Bournemouth
Postcode:	BH1 4DZ
Telephone number:	01202 393570
Fax number:	01202 309287
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E. Spreadbury
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the Boscombe district within the Borough of Bournemouth. The school is in an area of social deprivation where 60 per cent of children live in poverty. The school has 249 pupils on roll, including children in the reception classes. All children attend full time. Currently, 19 per cent of pupils are identified with special educational needs which, as a proportion, is slightly above the national average. A significant number of these pupils have extreme social, emotional and behavioural needs. Two pupils are designated as Travellers or Refugees. Twenty per cent of pupils come from minority ethnic families. Eight pupils are designated as having English as an additional language, of whom one is at the early stage of language acquisition. The number of pupils who join or leave the school at times other than of normal admission is high, with an increasing proportion of pupils who join school coming in with significant social, emotional and behavioural needs.

The school has achieved the following awards - Artsmark, Basic Skills Quality Mark, Healthy Schools, Investors in People, ASE Primary Science Teacher of the Year and Bournemouth Quality Standards Accreditation.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D. J. Curtis	Lead inspector	English, science and information and communication technology
9052	Mrs H. Barter	Lay inspector	
20671	Mr J. Palethorpe	Team inspector	Mathematics, geography, history and physical education
16038	Mrs J. Bavin	Team inspector	Art and design, design and technology, music, special educational needs and the Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which gives good value for money. The high number of pupils joining or leaving the school at times other than of normal admission is a barrier to achievement.

The school's main strengths and weaknesses are:

- The achievement of all pupils is good.
- Teaching is good, especially in the teaching of key skills.
- Leadership and management by the headteacher, senior staff and governors are very good.
- The school provides its pupils with a good curriculum which is enriched by a very good range of other activities.
- Teachers' expectations of pupils' behaviour are not consistently high enough.
- There are insufficient teaching assistants in the afternoons and the open plan nature of Year 1 is a barrier to learning.
- Attendance is unsatisfactory.

Improvement since the previous inspection has been good. Standards have been maintained despite a significant drop in the standards children achieve on entry to the school since 1998. Provision for information and communication technology (ICT) has improved and pupils' achievement is now good in the subject. Attendance has improved, but still remains below the national average.

STANDARDS ACHIEVED

Children start school with standards which are well below expectations for four-year-olds, especially in the early development of language skills. In the reception classes their **achievement is good**. However, taking into consideration the low starting point, few are likely to achieve the goals they would be expected to reach by the end of reception in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. The majority meet the goals in physical development.

The standards achieved in Years 1 and 2 are **good**. In Year 2, standards are average in reading, writing and mathematics. In writing and mathematics, more-able pupils achieve above average standards. Standards in science are above average. The achievement of pupils with special educational needs is good, as is that of pupils with English as an additional language. Standards in ICT exceed national expectations.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly on the basis of entitlement to free school meals*

The results of the national tests in 2003 showed a significant improvement over the previous two years, with results against similar schools being well above average.

Pupils' personal development is **satisfactory**. Behaviour is satisfactory, although an increasing number of pupils show challenging behaviour which teachers are not dealing with consistently. The provision for pupils' spiritual, social, moral and cultural development is **satisfactory**. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good**, with strengths in the teaching of key skills. Teaching of reading is good and has contributed to the improvement in standards. There are strengths in the support given by teaching assistants. In the Foundation Stage, teachers, nursery nurses and teaching assistants have a strong understanding of the learning needs of young children and provide them with a high-quality curriculum, including outdoor play.

The curriculum is good, with significant strengths in the extra-curricular activities and the range of visits and visitors. There is very good provision for pupils with special educational needs. The provision for personal, social and health education is good. Accommodation and resources are satisfactory. However, there are insufficient teaching assistants to support pupils' learning in the afternoons. The open plan design of Year 1 is a barrier to learning, especially in the development of pupils' speaking and listening skills.

Pupils receive good care and support, especially those with special educational needs. The school has good links with parents because it works hard to involve them. Links with other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides very good leadership, especially in her absolute determination to raise standards and to provide the very best for her pupils and parents. Governance is very good, with strengths in the support given to the headteacher in the drive to raise standards. The chair of governors is very hard working and very supportive of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and particularly appreciate the fact that the headteacher and her colleagues are so approachable. They say that there is much more information provided for them now, such as details of what their children will be learning and how they can help them at home.

Pupils say that they like school and their teachers. They enjoy meeting visitors and going on visits. Pupils feel that they are expected to work hard and are certain that teachers help them to learn well.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- improve consistency in teachers' expectations of pupils' behaviour;
- increase the number of teaching assistants in the afternoons;
- improve the accommodation in Year 1;
- improve pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved by the end of Year 2 are average and pupils' achievement is good.

Main strengths and weaknesses

- Standards in science are above average.
- Standards in ICT exceed expectations for seven-year-olds.
- The achievement of children in the Foundation Stage is good.
- The achievement of pupils with special educational needs is good.
- In writing, too few pupils achieve the levels 2b and 2a in the national tests at the end of Year 2.

Commentary

1. Children start school with standards which are well below average and an increasing proportion have complex emotional, social and behaviour problems. As the result of good teaching, the achievement of children in reception is good. Although they make good progress in their learning, many are unlikely to meet the goals they are expected to meet in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They are on course to meet the goals in physical development.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.3 (14.5)	15.7 (15.8)
writing	15.4 (13.4)	14.6 (14.4)
mathematics	16.5 (15.8)	16.3 (16.5)

There were 81 pupils in the year group. Figures in brackets are for the previous year

2. Results of national tests in 2003 for pupils in Year 2 were average in reading and mathematics, but above average in writing. In comparison with those in similar schools nationally, results were well above average in all three subjects. These results reversed the downward trend of the previous two years and reflect the school's commitment to improving standards. The school is doing well to achieve these standards in the light of the decline in standards on entry and the significant number of pupils joining the school at times other than of normal admission who have complex special educational needs.
3. In the current Year 2, standards in reading and writing are average. In writing, the proportion of pupils achieving above average standards is good. However, in writing too many pupils, particularly those of average and below-average ability, are underachieving because work is not matched closely enough to their learning needs. As a result, overall standards are not as good as last year. In mathematics, standards are average, although a good proportion of pupils achieve above average standards. In science, standards are above average, with strengths in pupils' skills in investigations and experiments.
4. In ICT, standards exceed expectations for seven-year-olds and achievement is good. There are strengths in pupils' key skills and in their successful use and application in other subjects. Too few lessons were seen in other subjects for judgements to be made on standards.
5. Pupils with special educational needs achieve well overall because of the determination of teachers and teaching assistants to provide focused support to meet their needs. When pupils

work individually or in small groups on specific language or literacy needs, they pay close attention and persevere well. This is a key factor in their good achievement. There are examples of individual pupils who achieve very well in bringing their own inappropriate behaviour under control. However, there is a significant minority of pupils with complex needs who are not sustaining a good level of improvement in their behaviour because the strategies being used are no longer working.

6. Pupils with English as an additional language achieve well and make good progress in their learning. They receive effective support from teachers and a specialist teaching assistant who works closely to support their learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are **satisfactory**. Their spiritual, moral, social and cultural development is **satisfactory**. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes when they are interested in their work but not all are able to concentrate for long periods.
- Although the school is caring, expectations for all pupils' behaviour are not always high enough and some pupils behave inappropriately towards others.
- Pupils' spiritual and cultural development is good.
- Attendance is below the national average.

Commentary

7. Pupils' views of the school are satisfactory. Most like coming to school and participating in lessons and activities. They say that they enjoy 'fun things' like art and craft and physical education. They feel that they are expected to work hard and are certain that teachers help them to learn well. Children in the reception classes have consistently good attitudes and behaviour. In Years 1 and 2, when work is interesting, pupils sometimes display very good attitudes and behaviour. However, many pupils find it difficult to sustain concentration for any length of time and either 'switch off' or misbehave. This distracts the teacher and disrupts other pupils' learning.
8. While the majority of pupils behave well, some are easily misled and copy the inappropriate behaviour of those who have significant individual problems. Staff are very caring of all pupils and accept that many have significant behaviour difficulties. However, this acceptance means that expectations of behaviour for all pupils are not always high enough, for example, in assemblies when there is constant disturbance. Praise is used freely but sanctions are not applied consistently enough by staff. Pupils and parents both report incidences of bullying. While most feel that these are dealt with well, some pupils still say that they find playtimes worrying because there is some name-calling and unkindness from others.
9. Pupils' personal development is satisfactory overall. Their spiritual development is good because teachers plan opportunities in the curriculum for them to experience a sense of wonder and excitement in their learning, for example, when looking at the natural beauty of fruit and seeds in science. Pupils' cultural understanding is developed well through work in, for example, music and art and they have a good knowledge of cultures other than their own. Pupils' social and moral development is satisfactory. They have good relationships with adults and try to co-operate with them and to work with others. They are helped to understand the difference between right and wrong, even though some have difficulty with their behaviour and do not understand how this may upset others.

Attendance

10. Attendance remains below the national average, as reported at the last inspection. In spite of good and much improved procedures by the school to monitor absences carefully, levels of authorised absence are still higher than expected in a primary school. An increasing tendency for term-time holidays and some parents' inclination to keep their children off school for minor reasons mostly account for this. Recent work by the educational welfare service and the school's Pupil and Family Supporter is beginning to have some impact on improving attendance, although there is still a small number of pupils whose absence is giving cause for concern.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

11. There were no exclusions in the previous year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**.

Teaching and learning

Teaching and learning are **good** and have a positive impact on the good achievement of pupils. Assessment is **good**.

Main strengths and weaknesses

- Teaching of key skills in literacy is good.
- Teaching assistants play an important role in supporting pupils, especially those with special educational needs.
- Teachers make good use of assessment to support and plan for pupils' future learning.
- Teachers do not have high enough expectations of pupils' behaviour.
- Teachers do not set high enough expectations as to what pupils should achieve in group work.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	10	9	2	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 where 30 or more lessons are seen.

12. A significant feature in pupils' good achievement in literacy is the highly effective teaching of key skills in reading and writing. In Years 1 and 2, teachers build successfully on the good teaching in reception. There is a strong emphasis on the teaching of letters, sounds and blends (phonics). In guided-reading sessions, teachers develop more advanced reading skills, such as using pictures and reading ahead to understand meaning. These guided-reading sessions are particularly successful when pupils work with a teacher or trained teaching assistant. Pupils concentrate and enjoy reading and as a result make good progress. Teaching of key skills in

writing is good, especially spelling. Teaching spelling in Year 2 by splitting the three classes into four ability groups is having a beneficial effect. There is a strong emphasis on teaching punctuation. However, the overuse of worksheets does not develop pupils' use of vocabulary and imagination, with the result that pupils of average and below-average ability underachieve in their writing.

13. The school has a team of dedicated and experienced teaching assistants who play an invaluable role in supporting teachers and pupils. In particular, they provide very effective support for pupils with special educational needs, which contributes to the good achievement of these pupils. In lessons, teaching assistants provide quiet and calm support and encourage pupils to play a full part in whole-class sessions, including questions and answers. In group work, they provide good support because they have been well briefed and prepared by class teachers. In those lessons where the teaching assistants share the objective for the group work with pupils, pupils make particularly good progress. In many lessons, they play a significant role in supporting pupils with complex behaviour needs and do this successfully. However, in a few lessons, they spend a disproportionate amount of time on this to the neglect of other pupils in the class. Spending time encouraging pupils to come out from under tables or retrieving them from the playground, means that other pupils do not receive the support to which they are entitled and do not make sufficient progress in lessons.
14. There are strengths in the way in which teachers assess pupils. In particular, the 'once a month' assessments of work which are matched to the levels required by the National Curriculum give teachers an on-going picture of how their pupils are progressing. These assessments are placed into folders for each pupil so that for teachers, pupils and parents a clear picture of progress over time can be seen. The results of these assessments are used most effectively to identify gaps in previous learning and to plan future learning so that weaknesses are addressed. The effective use of assessment contributes to pupils' good achievement.
15. The school has an increasing number of pupils who show very challenging behaviour, both boys and girls. At the moment, teachers are inconsistent in the way in which they manage this behaviour. Their expectations are not always high enough, with the result that in lessons or parts of lessons, the time spend on dealing with these pupils is excessive and it has a negative impact on the learning of the majority of the class.
16. The quality of teachers' planning for lessons is mainly good. Lessons have a clear objective which is usually shared with pupils which helps them to understand what they will be learning. However, when pupils start group work, it is not always made clear to the pupils what is expected of them, especially in relation to the amount of work to be done. As a result, concentration waivers and pupils do not achieve as much as they could. In a Year 1 science lesson where pupils understood what they had to do in group work, they made very good progress in understanding which materials float and which sink.

The curriculum

The curriculum is **good**. It meets all statutory requirements. Everyone is included and the provision is enriched by a **very good** range of additional activities. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum enables all pupils to achieve well in all subjects and is regularly reviewed.
- Subjects are linked well by teaching through topics.
- There is good provision for personal, social and health education.
- There is very good provision for pupils with special educational needs.
- Very good use is made of out-of-school activities to enhance learning.
- The open plan classrooms in Year 1 create a significant barrier to pupils' learning.

- Teaching assistants contribute well to pupils' learning, whilst the absence of teaching assistants negatively impacts on learning.
- Lessons, especially in the mornings, are often too long.

Commentary

17. The curriculum is broad and balanced and meets all the requirements of the National Curriculum. It is regularly reviewed to take account of new initiatives and developments. There are strengths in the high-quality curriculum in the Foundation Stage. Planning across year groups provides equality of access and opportunity for all pupils. Teaching through a series of topics provides pupils with a range of connected experiences and a relevance to their learning. The current topics of 'Transport' and 'Islands' facilitate this well. For example, 'Islands' lends itself naturally to geography, but there is writing in English. Mathematics and ICT are included when pupils give commands for boats to go around an island. The organisation of the school day does mean that some lessons are too long for young pupils. This is particularly the case in the mornings when 25 minutes of guided reading is followed by a literacy lesson. In such lessons, pupils tend to lose concentration and start to misbehave before the end. As a result, they do not make as much progress as they might.
18. Personal, social and health education are covered effectively in a variety of ways, including 'Circle Time'¹, religious education lessons and assemblies. There is a well-planned programme of activities and these are augmented by dealing with any issues that arise. For example, after one lunchtime when a pupil had behaved badly, the teacher took time to discuss this with the class and explain what behaviour should be like. Outside agencies, such as the 'Life Education Van', school nurse and local police, are used as and when necessary. The recently appointed Pupil and Family Supporter is already contributing significantly to improving pupils' personal and social education.
19. Those pupils who have complex special educational needs and additional vulnerabilities benefit enormously from the 'nurture group' that they join for four afternoons each week. The important features of such provision have been carefully researched, so pupils work in a suitably attractive and comfortable room and a very high emphasis is placed upon enhancing their self-esteem. The school has determined suitable criteria for entry to this group and for leaving it gradually and successfully. However, the teacher in charge rightly recognises that procedures for a more individual approach to pupils re-joining their classes in the afternoons need further consideration and development.
20. The school has a very good programme of enrichment activities that extend pupils' experiences. There is a breakfast club, lunchtime activities and after-school clubs, so that pupils can be gainfully active from eight o'clock in the morning to late afternoon. There is a full programme of visits to augment the curriculum, which link well to the topics being studied. Particularly valuable and impressive are the 'Arts Week' and 'International Week'. In these, a range of activities is planned which include a number of visitors, many from foreign countries, to talk about their homelands. There are visits from an African dance and story teller, drama specialists, and musicians from the Bournemouth Symphony Orchestra.
21. There are sufficient teachers who have an appropriate range of skills and experience. The teaching assistants provide valuable support for pupils, particularly those with special educational needs or English as an additional language. However, there are times when the lack of sufficient teaching assistants, especially in the afternoons, is detrimental to pupils' learning because they receive insufficient support. Overall, accommodation is satisfactory. There is good provision for the Foundation Stage and some outside areas are well constructed and used. The open plan areas in Year 1 do cause disruption to pupils' learning, particularly for speaking and listening activities.

¹ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. Pupils are provided with **good** support, advice and guidance. The way in which the school seeks, values and acts on pupils' views is **satisfactory**.

Main strengths and weaknesses

- The school places strong emphasis on the care and nurture of all pupils.
- Pupils are supported well because staff have good relationships with them and know them well.
- The school council is not as effective as it could be in enabling all pupils to discuss matters which concern them.
- Induction arrangements for children new to the school are very good.

Commentary

22. All staff in the school place high priority on caring for pupils, whatever their backgrounds or difficulties. This is demonstrated in the school's commitment to daily 'wrap round care', providing pupils with a well-run breakfast club at the start of the day and the opportunity to attend an after-school club. The school recognises that many families suffer from stress which affects their children's learning and attendance and has recently appointed a Pupil and Family Supporter who is already developing good links between school, home and outside support agencies. Child protection procedures are very well understood and managed. There are good arrangements for health and safety, including regular risk assessments.
23. Pupils receive good support and guidance which helps them to learn and to achieve well. Staff know them well and understand their individual difficulties and special educational needs. Assessment of their work and progress is used effectively to set work which is well matched to their level of ability. Pupils have good and trusting relationships with adults. They say that teachers are very helpful to them when they 'get stuck' and that they can ask any adult for help and guidance and they will receive it.
24. Because pupils get on well with staff, they are able to discuss their individual concerns easily with them. The school council is a satisfactory forum for the older pupils in the school to discuss with staff how they will take responsibility for play activities in the playground. They do this well and make sensible suggestions about the organisation of equipment and rotas for its use. Other pupils in the school, however, are less positive about the role of the council in helping them to discuss whole-school matters of concern, such as bullying.
25. The school knows that many children find settling into school life difficult and does all it can to make sure that the induction processes are focused on helping them to have a positive start to their education. Home visits by staff, gradual introductions to the classroom and good information for parents on how to help their children are a key part of this very good feature of the school. Parents are very positive about the arrangements for helping their children to settle in, whether in the reception classes or when moving from another school.

Partnership with parents, other schools and the community

The school's links with parents are **good**. Links with the community are **very good**. Links with other schools are **good**.

Main strengths and weaknesses

- Parents have good views of the school and are kept well informed about their children's progress.
- Some parents have concerns about pupils' behaviour and how well it is dealt with.
- Very good links with the community are used to make pupils' learning more interesting.
- There are good and developing links with the local junior school.

Commentary

26. Parents are pleased with the education provided for their children. Most are happy to approach the school to discuss their children's work and any worries that they might have. They particularly appreciate the dedicated and friendly staff who promote a sense of 'family' amongst the school community. They say that there is much more information provided for them now, such as details of what their children will be learning and how they can help them at home. Inspectors agree with parents' positive views of the school. It makes good arrangements to keep parents well informed about pupils' progress through regular consultation meetings and annual reports which are clearly written and easy for parents to understand.
27. Although most parents feel that pupils' behaviour is good, a significant minority are concerned that there is more bullying and anti-social behaviour than there should be. While most parents feel that incidents are dealt with well, letters from others indicate their concerns about problems between pupils at playtimes which make their children feel anxious. Inspectors agree that, while most pupils behave well, there are some who behave inappropriately and who cause worry to others, particularly in the playground.
28. The school makes very good use of its community links to broaden pupils' learning outside the classroom. Visits to museums and Bournemouth pier, visiting authors, actors and sports coaches, Christmas performances for senior citizens and work with the Bournemouth Symphony Orchestra are just a few examples of the wide range of experiences available. The school has strong links with the church which enables pupils to participate in Christian events throughout the year. The church community also support events well, such as the flourishing activities of the Parents, Friends and Teachers Association.
29. The school has good links with the junior school and is developing good curriculum links and joint working practice with staff there, as well as continuing well-established transition arrangements for pupils. Links and relationships with other schools locally are good and enable pupils to participate with others in, for example, physical education activities.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **very good**.

Main strengths and weaknesses

- The headteacher provides strong leadership with clear vision and leads her team united in a strong sense of purpose.
- Governors have a very clear understanding of the strengths and weaknesses of the school and contribute significantly to its robust Christian ethos.
- Subject co-ordinators have a very good understanding of teaching and learning in their subjects.
- The leadership and management of provision for pupils with special educational needs are good.
- Professional development is very good.

Commentary

30. The headteacher leads the school by living her Christian beliefs and principles, setting an exemplary example in her relationships and inspiring her whole staff to 'sing from the same hymn sheet'. One of the most noteworthy consequences of this is an unusually high level of determination and resilience among all staff to do their best for every child. This has been tested to the limit over recent years as increasing numbers of pupils join the school with extremely complex needs. However, the determination has remained and as a result, pupils achieve well. The level of pupil achievement is impressive in the face of considerable barriers to learning, in the high rate of pupil absence and pupils joining the school in Years 1 and 2 with acute emotional and educational needs.
31. The headteacher is very ably and astutely supported by both the deputy headteacher and by the chair of governors. Together, they form a formidable team fighting for the right to sustain the

school's vision of a totally inclusive school playing a hugely important part in its local community. The governors have a very clear understanding of the school's strengths and weaknesses and use their shared Christian vision to both support and productively challenge the school's work. Unsurprisingly, in this environment subject co-ordinators have a high level of commitment to developing their areas of responsibility. They have a very good understanding of the subjects' strengths and weaknesses and a determination to address the latter. This makes a major contribution to the initiatives that enrich the curriculum so successfully.

32. Leadership and management of provision for pupils with special educational needs are good. The co-ordinator is very experienced, very supportive of colleagues and highly regarded by them. She leads developments in the school well but is inevitably hampered by having very little time out of the classroom to allocate to her special educational needs co-ordinator role. Paperwork is well organised, but under her leadership the school rightly prioritises practice in the classroom, where teaching assistants provide an inestimably valuable contribution to pupils' learning.
33. The high quality of professional development for all staff reflects the school's commitment to valuing, nurturing and developing everyone's skills. It is of direct benefit to pupils, for example, by a teaching assistant studying for a qualification in supporting dyslexic pupils. This is a school that actively seeks professional development with the best interests of pupils always in mind.
34. The school has a budget surplus to ensure the continuation of the school's 'nurture group' and to sustain staffing levels while the school federates with the junior school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	662,554
Total expenditure	672,854
Expenditure per pupil	2,607

Balances (£)	
Balance from previous year	69,088
Balance carried forward to the next	58,788

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **good**.

35. Improvement since the previous inspection is good. Since then, the proportion of children joining the reception classes with complex emotional and behavioural needs and/or poor language skills has increased. However, in spite of the increasing demands this makes of staff, teaching has improved from satisfactory to good overall. This means that where children made satisfactory progress in the past they now achieve well. There has also been improvement in the variety of stimulating and relevant activities planned for children. The curriculum is now very good. The previous strengths in accommodation and resources have been maintained and assessment is now very good. In spite of the considerable strengths in the provision which enables children to achieve well, standards overall are below expected levels by the end of the year. Most children only reach expected levels of skill in physical development. This is because of the level of their speech and communication difficulties when they start school, which affects all aspects of the curriculum. The leadership and management of the Foundation Stage are very good and have had a positive impact upon improving provision and children's good achievement in the face of catering for more children with increased needs.

Personal, social and emotional development

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

Main strengths and weaknesses

- Staff are very aware of the need for children to feel secure in order to learn.
- Children have plenty of very well planned opportunities to make choices.
- Teachers plan specifically to extend children's social experiences.

Commentary

36. Teaching in this area of learning is very good and so children achieve very well, although many do not meet the Early Learning Goals. This is because all adults have an acute understanding of the importance of children feeling safe and secure in order to learn. Adults are unfailingly patient and set a very good example to children of how to behave. This means that children make enormous gains in developing social skills, such as sharing equipment and adult attention. However, there are occasions when individual children do not receive the clear 'boundaries' they need. During the afternoons, teachers plan a 'carousel' of interesting activities. These give the children very good opportunities to exercise choice and to work with adults and children from classes other than their own. During these sessions, children behave remarkably well. They concentrate and persevere at their chosen activity commendably. In this situation, they demonstrate their growing awareness of the needs of others. For example, one child comments about a child who has hurt her hand, 'I can be her friend'. However, their language difficulties limit the extent to which they negotiate with each other and most do not fully reach the expected levels of social skills.

Communication, language and literacy

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

Main strengths and weaknesses

- The direct teaching of key skills is very good.
- Adults successfully stimulate children's interest in reading and writing.
- Opportunities to extend children's individual speaking skills are sometimes missed.

Commentary

37. Teaching is good overall and so children achieve well, but many do not meet the Early Learning Goals. Teachers are very successful in developing the important key skills of reading and writing. As a result, children make very good progress in learning letter sounds and use these with pride to attempt independent writing, such as speech bubbles for caterpillars. Teachers and support staff are very encouraging of children who are, therefore, willing to 'have a go' which is a key factor in their good achievement. Staff promote children's interest in stories, books and writing very successfully because they communicate their own enthusiasm and select very appealing books. Nevertheless, the majority of children neither recognise words nor begin to write simple sentences with the confidence expected for their age. This is because of the extent of their difficulties when they join the reception classes. A significant minority of children are still working on the important skill of using pictures to understand the idea of a sequence of events. Because of very good assessment systems, teachers match resources to the children's different early reading skills very well. In spite of this, when children are working in small groups, opportunities to address very different language needs are missed because they are not specifically planned for.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teaching of number skills is very good.
- Teachers make using number and measurement very relevant for children in a variety of activities.
- Learning is sometimes slowed down by the behaviour of children with extreme and complex needs.

Commentary

38. Teaching is good. Teachers are very skilled at developing children's interest in and knowledge of numbers. They use interesting materials, such as boxes of play fruit, that successfully encourage children to use counting to make simple additions. However, while the most confident children cheerfully include number in comments such as, 'I had three thousand pieces of toast', most do not add and take away with the level of assurance expected for their age. Because most children have language difficulties, their use of mathematical language is limited. All adults are very aware of this and provide very good examples of using the language of number, size and shape throughout the day. Particularly interesting activities, such as measuring the length of a caterpillar in coins, stimulate a high level of interest and contribute significantly to children's good achievement. However, periodically learning slows down when the teacher is working with the whole class but also struggling to contain the behaviour of a child with extreme behaviour difficulties. Despite good achievement, many children do not meet the Early Learning Goals.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Adults make very good links between this area of learning and all the others.
- When children work in small groups opportunities to extend children's thinking are sometimes missed.

Commentary

39. During the inspection children and adults in the reception classes were 'living and breathing' caterpillars. For example, this central topic provided the focus for:

- designing butterflies on computers;
- making stick puppet caterpillars;
- comparing the lengths of caterpillars and leaves;
- observing the development of real caterpillars in a 'butterfly house'.

Rich experiences such as these play an important part in stimulating children's curiosity so they achieve well in this wide area of learning. However, much of this work takes place without direct adult intervention. While children benefit enormously from working independently and with peers, opportunities for adults to question and converse with children according to their different needs are sometimes missed. Teaching is good and contributes to good achievement, although many children do not meet the Early Learning Goals.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- There is a good range of equipment for children to use in a wide variety of interesting activities.
- There are good opportunities for children to use climbing equipment and outside space.

Commentary

40. The rich curriculum with its variety of interesting and stimulating activities means that children use tools such as scissors, brushes, crayons and construction equipment with increasing precision and strength. Through plenty of practice, they reach expected levels of control. These skills help them to use a pencil confidently for writing. Because of good opportunities to use the outside space and to use apparatus in the hall, most children develop expected skills in climbing and throwing a ball. However, a significant minority do not show the level of confidence in these situations that is expected for their age. Teaching is good and children meet the Early Learning Goals.

Creative development

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

Main strengths and weaknesses

- Teachers have a very good understanding of children's creative needs and plan very well to meet them.

Commentary

41. Teachers have a very good understanding of the value of children learning through their imaginations and their need to express themselves as fully as possible. They plan very carefully to ensure that children broaden their experience. Consequently, children eagerly participate in all that is on offer and they achieve very well in those activities that are not dependent on language. However, in spite of very good teaching, children do not 'catch up' completely because of their level of difficulty at the beginning of the year. Many do not meet the Early Learning Goals.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The achievement of more-able pupils is good.
- The teaching of key skills is good.
- Pupils of average and below average ability underachieve in writing.
- Standards in handwriting are not good enough.

Commentary

42. The results of the 2003 national tests for pupils in Year 2 were average in reading and above average in writing. In both aspects of English, results reversed the previous downward trend. The proportion of pupils achieving the higher Level 3 was above average in reading and well above average in writing. In the current Year 2, standards are average in reading and writing, although more-able pupils reach above average standards. Pupils' achievement is good overall. Standards in writing are not as high as last year because pupils of average and below average ability are not challenged sufficiently. Standards have been maintained since the previous inspection.
43. Standards in speaking and listening are average. Pupils are much better at listening in group work than they are in whole-class discussions. In Year 1, the 'open plan' design of classrooms means that noise levels are often a major distraction in whole class discussions and this impedes pupils' progress. Pupils speak confidently, especially in group work and in discussions on a one-to-one level. In whole-class sessions, they try hard but too many pupils do not listen to or value what the speaker is saying.
44. Achievement in reading is good and pupils make good progress to achieve average standards. Pupils show good skills in using their knowledge of letter sounds and blends in order to read new and unfamiliar words. They use picture clues with confidence. Many are fluent readers, with more-able pupils using good expression. Pupils benefit from guided reading sessions when they have adult support and they concentrate hard on their reading. They are less successful in reading independently when their concentration waivers all too easily.
45. More-able pupils make especially good progress in writing. Standards of spelling, grammar and punctuation are particularly good and pupils write successfully for a range of purposes, including stories, poems and factual accounts. Pupils of average and below-average ability do not achieve as well. There is an overuse of worksheets which are not matched closely enough to pupils' needs. They receive insufficient guidance and support in developing their use of imaginative vocabulary in particular. Teachers do not always model examples of writing and there are missed opportunities for teachers to act as scribes so that pupils can concentrate on their ideas.
46. Standards of handwriting are below average. Few pupils produce a neat, legible and joined-up style. The major weakness is that pupils spend time on handwriting exercises and practice, but teachers do not consistently expect pupils to use the skills they practice when they write in literacy lessons or indeed when writing in other subjects.
47. Teaching is good and has a positive impact on pupils' achievement. There are significant strengths in the teaching of key skills in reading and writing, especially spelling. Teachers have a good understanding of the National Literacy Strategy and have adapted it successfully to support the learning of key skills. Teachers make very effective use of teaching assistants to support pupils in lessons, especially those with special educational needs, and this contributes to good achievement. Time is not always used to best effect, particularly when the literacy

lesson follows guided reading. This can mean that pupils are spending 90 minutes on reading and literacy, which for many is too long. This does lead to a loss of concentration and underachievement amongst average and below-average ability pupils in writing.

48. Leadership and management are good and make a strong contribution to pupils' achievement. The subject leader is aware of strengths and weaknesses in the subject and knows that standards in handwriting must be improved. Assessment is good, with strengths in monthly assessments of pupils' work which are matched to the levels required by the National Curriculum.

Language and literacy across the curriculum

49. Pupils' use and application of skills are satisfactory. Pupils are confident in writing instructions, for example, how to make a circuit in science and how to make a pizza in food technology. However, pupils do not have sufficient opportunities to write in all subjects and this is a factor in the underachievement of average and below-average ability pupils in writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- In the national tests last year, standards were well above average when compared with similar schools.
- Pupils' achievement is good.
- Planning is thorough and shows that all National Curriculum requirements are met and that test results are analysed well and used to assist planning.
- The use of ICT to support learning in mathematics is developing well.
- Teaching is good.
- There are good strategies in place to continue with improvement in teaching.

Commentary

50. Standards at the end of Year 2 are average. However, as pupils start school with a very low level of mathematical ability, this shows that they have achieved well. Compared with schools nationally, standards were average in last year's tests, but when compared with similar schools, standards were very good. They look to be very similar this year. Pupils with special educational needs are well supported and they too achieve well. More-able pupils are often suitably challenged and there are a good number of pupils reaching the higher levels of attainment.
51. There is a good scheme of work that is used well by teachers when planning. Teachers plan together in year groups, which ensures equality of opportunity for all pupils. Work is usually planned to meet the needs of all pupils in the class, with more challenge for the more able and more support for those with special educational needs, particularly by teaching assistants. When there are no teaching assistants in the class, it has a noticeable negative impact on learning. ICT is being used more and more to support pupils' learning in mathematics and suitable programs are identified at the planning stage.
52. Teaching in mathematics is good. There are many strengths that lead to good learning by the pupils. They include:
- thorough planning with clear learning objectives made known to pupils;
 - good relationships and good pupil management;
 - work well matched to different pupils' abilities;
 - good use of correct mathematical language;
 - good use of technology, such as interactive whiteboards.

53. These aspects of teaching ensure that pupils are well motivated, clearly taught and make good progress. On occasions, even in satisfactory lessons, there are areas for improvement, for they impact negatively on learning. They include:
- insufficient pace and involvement of pupils in the start to the lesson;
 - insufficient challenge for the more-able pupils;
 - inadequate use of behaviour management strategies, allowing a small minority of pupils to hinder the learning of themselves and others;
 - too rigid use of worksheets, denying pupils the opportunity to think for themselves in deciding on strategies to use or how to present their results.
54. Leadership and management are satisfactory. The co-ordinator is fairly new to the post, but has made a good start. He monitors plans, looks at work samples and observes student teachers. He does not monitor other teachers, which limits his understanding of what is happening throughout the school, particularly in the Foundation Stage. Good work has been initiated in developing teachers' confidence in teaching problem solving skills through a local education authority consultant and staff meetings. This has had a positive impact on teaching and learning in this area.

Mathematics across the curriculum

55. Mathematics is used well in other areas of the curriculum. For example, pupils use data handling skills in geography and in ICT when they produce graphs to show the results of weather observations. They use their knowledge of symmetry in some of their pictures and use number skills for their time line in history. They measure and weigh accurately in design and technology and food technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a strong emphasis on investigative work.
- Teachers have very good subject knowledge.
- The subject is expertly led and managed.

Commentary

56. By the end of Year 2, standards are above average and pupils' achievement is good. Standards have improved since the previous inspection because of strengths in the leadership and management of the subject. Pupils' skills in investigative and experimental work are good and they show a strong knowledge of key scientific vocabulary. Pupils are encouraged to ask questions and to solve problems and this contributes to their good achievement. Pupils have a good understanding of life processes and living things, especially the life cycles of plants and animals. Science makes a very strong contribution to pupils' spiritual development.
57. Teaching is good and makes a significant contribution to the high standards achieved. Teachers' subject knowledge is good and they work hard to plan interesting and exciting lessons. There are particular strengths in the management of group work so that in lessons pupils spend 20 minutes on each of three activities. As a result, they maintain interest and concentration. In addition, they benefit from adults supporting each group which means that pupils can be challenged through effective and challenging questions. Concentration levels are good and pupils show interest and enjoyment in the subject which contributes to the standards achieved.
58. Leadership and management of the subject are very good and have a significant impact on pupils' achievement. The subject co-ordinator is currently a 'science teacher of the year' and her own teaching serves as a high-quality role model to her colleagues. Her infectious enthusiasm for an emphasis on investigative work is very evident and is reflected in pupils'

work and the quality of teaching by her colleagues. She is currently trialling an impressive system for monitoring teaching and learning in the subject, aimed at raising standards even further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The ICT Suite is used effectively to support learning.
- Pupils benefit from the expertise of a teaching assistant dedicated to supporting ICT.
- Teachers make good use of classroom-based computers to support pupils' learning in lessons.

Commentary

59. By the end of Year 2, standards exceed expectations for seven-year-olds and pupils' achievement is good. There has been significant improvement since the previous inspection when the raising of standards in the subject was a key issue for the school to address. Pupils are confident in the key skills of loading, saving and printing their work. Keyboard skills are satisfactory. Pupils are confident in using the mouse, especially to 'click and drag'. Word-processing skills are good and pupils know how to import pictures to add to their text. Good skills are evident in the use of graphics programs, especially in the use of 'tools' to change colours.
60. Teaching is good and makes a strong contribution to the much improved standards. Very effective use is made of the ICT suite through imaginative planning. Lessons are planned so that groups of usually 10 pupils are taught at any one time. This means that each pupil has a computer to him or herself and this maximises concentration and learning. In addition, much of the teaching is by a highly skilled teaching assistant who has a very secure command of the subject and the requirements of the National Curriculum. As a result, pupils make good progress in their key skills. In lessons in the classrooms, teachers make good use of computers and their lesson planning includes regular opportunities for pupils to work at them. This allows pupils to use and apply skills taught in the ICT suite to their learning in other subjects, including literacy and numeracy.
61. Leadership and management are good and have a positive impact on the good standards. The subject is jointly led by a member of the teaching staff and the specialist teaching assistant. There are strengths in record keeping and the on-going assessment of pupils' work. Samples of pupils' work are kept and are matched to the requirements of the National Curriculum. This means that teachers have a very clear understanding of pupils' progress. Teachers are making effective use of the interactive whiteboards to support pupils' learning.

Information and communication technology across the curriculum

62. Pupils make good use of their skills in other subjects. In work linked to religious education, pupils design and make cards for Easter and Mothering Sunday in which they show good use of fonts, layout and merging text and pictures. In numeracy, they successfully use a data handling program to create graphs. In geography, they produce good word-processed accounts on 'Being at an Airport'.

HUMANITIES

63. Religious education was inspected by the diocese at the request of the governing body. Insufficient lessons were seen in **geography and history** to make secure judgements on provision. Plans show appropriate coverage of the National Curriculum. Year groups plan successfully together and equality of opportunity is ensured. Termly topics are used well to link subjects of the curriculum. For example, this term, the Year 1 topic is 'Transport' and the Year 2 topic is 'Islands'. These lend themselves very well for coverage of history and

geography. There are particular strengths in the use of visitors and visits to the local environment to enrich the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection did not focus on art and design, design and technology, music and physical education as insufficient lessons were observed to make judgements on provision.

64. The standards of the **art work and design and technology** work seen in displays around the school were good. Pupils in Year 1 had produced good quality pencil sketches and paintings of bicycles with a good eye for detail. In Year 2 there were examples of designs in the style of William Morris that demonstrated good use of colour and shape. These designs were transferred onto tiles and printed as a repeating pattern, indicating good expectations from staff, combined with pupils having enough time to develop their ideas. The school plans an annual 'Arts' week, which makes a valuable contribution to the enrichment of the curriculum. It provides very good opportunities for pupils to work on sculptures, including large and collaborative projects.
65. The wheeled models and models of tables that had been made by pupils in Year 2 were to a good standard. These few examples that were seen suggest that pupils benefit from the subject co-ordinator's expertise which raises expectations in the subject. The displayed models indicate a good level of skill in joining materials and making axles. Discussions with the subject co-ordinator indicate that she provides training materials for colleagues and students outside the school and is in a very good position to ensure the subject has a high profile in school.
66. Pupils benefit from **music** being led by a subject specialist who ensures that the subject plays a significant part in enriching the curriculum. The subject enhances special events weeks such as the 'Arts' week and the 'International' week. In this way it makes a good contribution to pupils' cultural development. They have a chance to sing in a choir and perform with the Bournemouth Symphony Orchestra and to work with visiting musicians of African heritage.
67. Only one short **physical education** lesson and one practice for sports day were observed, so it is not possible to judge standards. Good use is made of outside agencies to augment opportunities for pupils' physical development, including local sports clubs and the 'PE in Schools' project. There are good opportunities provided for physical activity after school and at lunchtimes, the latter through a trained midday supervisory assistant. The co-ordinator monitors the subject well, including lesson observations, and in-service training is provided as and where necessary. From the evidence seen, it is evident that more attention needs to be given to health and safety issues, such as wearing the correct clothing, removing items of jewellery and tying back long hair. These are stated in the policy, but are not consistently implemented.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Year 2 enjoy the responsibilities of serving on the school council.
- The school has achieved the 'Healthy Schools Award'.
- 'International Week' is part of the many good quality multicultural opportunities offered.
- There is a well planned PSHE programme.

Commentary

68. The school council meets regularly during lunchtime and is elected by the pupils' peers. They are given various responsibilities, such as choosing the physical education equipment to use at

lunchtime, and they have written to the chair of governors. Whilst a valuable introduction to the working of democracy, the fact that pupils are eating at the same time as meeting does inhibit the contribution they make.

69. The school recognises that pupils can only do their best when they are healthy and happy and at ease in all areas of their life. Much work has been done to accomplish this, including equipping pupils with the skills and attitudes to make informed decisions about their health.
70. In 'International Week', students from foreign countries come into school to talk about their home lands. Multicultural opportunities are planned for the whole school year and range from multicultural dolls for the youngest pupils to musical instruments from different countries for older pupils.
71. PSHE is taught successfully to pupils through 'Circle Time', religious education lessons and assemblies. There is a well planned programme of topics to be covered and this is augmented by addressing issues as they arise.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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).