

## **INSPECTION REPORT**

### **WINTON PRIMARY SCHOOL**

Moordown, Bournemouth

LEA area: Bournemouth

Unique reference number: 113746

Acting headteacher: Mrs M Manning

Lead inspector: Mr P Kemble

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> January 2004

Inspection number: 258461

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 years
Gender of pupils:	Mixed
Number on roll:	595
School address:	Oswald Road Moordown Bournemouth Dorset
Postcode:	BH9 2TG
Telephone number:	01202 513988
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Richardson
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Winton Primary School is a larger than average primary school catering for pupils aged 4 to 11 years. There are 595 pupils on roll. Numbers have fallen since the last inspection, but the decline is due to the national requirement for reception, Year 1 and Year 2 classes not to exceed 30 pupils. Ninety-eight children attend full-time in reception. The vast majority of pupils are from White British ethnic backgrounds, with a small percentage of pupils from a wide variety of minority ethnic families. The local area is one of mixed employment. The percentage of pupils eligible for free school meals is below the national average. Levels of attainment of children into reception are typically average. Fifteen per cent of pupils are on the register of pupils with special educational needs, broadly in line with the national average. Since the last inspection, the school buildings have been extended to provide classrooms and other facilities for pupils in Years 5 and 6.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7269	Mr P Kemble	Lead inspector	English as an additional language Science Geography History Religious education
13548	Mrs P Bowen	Lay inspector	
33106	Mr H Gray	Team inspector	English Information and communication technology
25029	Mrs D Butterworth	Team inspector	Areas of learning for children in the Foundation Stage Art and design Design and technology
32943	Mr D Townsend	Team inspector	Special educational needs Mathematics Music Physical education

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**Winton Primary School is a good school** with significant strengths in provision. It provides **good value for money**. The acting headteacher, governors and staff work very well as a team to promote pupils' academic and social development. Pupils benefit from high levels of care, support, guidance and inclusion, and these contribute significantly to pupils' good achievement.

The school's main strengths and weaknesses are:

- Almost all pupils achieve well.
- The management of the school is very good.
- The quality of teaching and learning is good.
- Pupils do not have enough opportunities to take responsibility for their own learning.
- Other subjects are not used as well as they might be to extend pupils' writing skills.
- Provision for special educational needs is very good.
- Pupils' behaviour and attitudes to their work are very good.
- Pupils benefit from a very good programme of extra-curricular activities.
- Parents and pupils are very pleased with the life and work of the school.
- Not all pupils are familiar with personal targets for improvement.

The school was previously inspected in April 1998. Since then, improvement has been good overall, notably in the quality of teaching, the use of assessment information to match work to pupils' differing capabilities, and procedures for monitoring and evaluating the success of the school. Improvements have led to pupils' good progress and achievement, particularly by the end of Year 6. In response to weaknesses identified in the previous report, the quality of financial planning and communication with parents are now good. The promotion of pupils' spiritual development is now good in lessons and assemblies.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	C	C	A	A*
mathematics	A	A	C	A
science	A	A	A	A*

Key: A\* – very high; A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

**Pupils, including those with special educational needs and English as an additional language, achieve well from typically average levels of attainment on entry into reception.**

The table above shows that results in 2003 compared exceptionally well with similar schools. Children in the Foundation Stage make good progress towards the goals children are expected to reach by the end of the reception year and achieve well. By the end of Year 2, standards in speaking, listening, reading, art and design, design and technology, information and communication technology, music and physical education are above average and achievement is good; standards in writing, mathematics and all other subjects are average. By the end of Year 6, pupils achieve well and attain above average standards in all subjects with the exception of geography, history and religious education, where standards are at average levels.

**The quality of pupils' spiritual, moral, social and cultural development is good.** Pupils' attitudes and behaviour are very good; attendance levels are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching is good.**

Improvements to the way lessons are planned and a more rigorous analysis of school and national test and assessment information have led to good learning with high expectations in the targets set. Pupils are not so familiar with what they need to do to improve. Teaching in the Foundation Stage and in Years 1 to 6 is good overall, although there is work to be done in providing pupils with more opportunities to make decisions for themselves about their learning. Basic skills are taught well in English and mathematics, but writing skills are not promoted as well as might be expected in other subjects. All pupils benefit from a broad and balanced curriculum, with a strong emphasis on creative and extra-curricular activities to promote personal development.

## **LEADERSHIP AND MANAGEMENT**

**The acting headteacher is providing good leadership.** She is successfully promoting amongst all staff a very strong commitment to educational inclusion, equality and pupils' personal development, maintaining the high standards set by her predecessor. Leadership by the members of the senior management team is good. Management by key staff and governors of procedures to monitor and evaluate the school's strengths and weaknesses is very good and a strength of the school. Teachers, teaching assistants and other school staff carry out their roles and responsibilities very conscientiously, contributing very well to pupils' academic and social development.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**The school's links with parents are good.** Parents are very pleased with the work of the acting headteacher, staff and governors. Pupils are very keen to come to school and express considerable satisfaction with all aspects of school life.

## **IMPROVEMENTS NEEDED**

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

- Widen the range of opportunities for pupils to follow their own lines of enquiry, solve problems and devise their own experiments and investigations.
- Make more effective use of other subjects of the curriculum to promote pupils' writing skills throughout the school.
- Make sure that pupils know what they need to do to improve.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and in Years 1 to 6 is **good** for all pupils, including those with special educational needs and also those with English as an additional language. Standards in the core subjects of English, mathematics, science and information and communication technology are **above average** in Year 6. In Year 2, standards in speaking, listening, reading and information and communication technology are **above average**.

#### Main strengths and weaknesses

- Almost all pupils make good progress in all subjects of the curriculum.
- Pupils in Year 6 attain standards above expectations in art and design, design and technology, music and physical education.
- Pupils do not express themselves in writing as well as they should.
- Pupils with special educational needs make good progress towards targets in their individual education plans.

#### Commentary

1. In the Foundation Stage, children make good progress and achieve well in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world, and are likely to have achieved the goals expected of them by the end of the reception year. This is because of good teaching, effective use of assessment to match activities to individual needs and very good teamwork amongst all staff.

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

Standards in:	School results	National results
reading	16.1 (16.2)	15.7 (15.8)
writing	14.5 (15.1)	14.6 (14.4)
mathematics	16.0 (17.8)	16.3 (16.5)

*There were 90 pupils in the year group. Figures in brackets are for the previous year.*

2. In the 2003 end of Year 2 national tests and assessments, standards were average in reading and writing and below average in mathematics. When compared with similar schools, standards were below in reading and well below average in writing and mathematics. Standards of the current Year 2 pupils are above average in speaking, listening, reading and information and communication technology, and average in writing and mathematics.

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	29.1 (27.5)	26.8 (27.0)
mathematics	27.2 (28.7)	26.8 (26.7)
science	30.2 (30.0)	28.6 (28.3)

*There were 99 pupils in the year group. Figures in brackets are for the previous year.*

3. Results of the end of Year 6 national tests over time show that, overall, they have risen in line with the national trend since 1999. In 2003, they were well above average in English and science and average in mathematics. When these results are related to those the pupils attained in 1999 at the end of Year 2, achievement is very high, in the top five per cent nationally. Challenging targets set by the school for pupils to achieve in English and mathematics were met.
4. Very high achievement is the result of good teaching over time, a strong emphasis on promoting pupils' confidence and self-esteem in order to develop positive attitudes to work, and effective use of assessment information in English and mathematics to challenge pupils to do as well as they can. All staff show a good knowledge of strengths and weaknesses in standards and this means that action taken to address identified areas for improvement is generally consistent across year groups. Staff, accommodation and resources are deployed well to target specific needs and raise standards, for instance in speaking and listening and in information and communication technology.
5. The school has appropriately identified writing as an area for improvement during the current academic year. Standards are showing an improvement, particularly in Years 1 and 2. Teachers have been successful in helping pupils to achieve well in the correct use of grammar, punctuation and spelling but many pupils do not express themselves as well in writing as they do when speaking. This is mainly due to teachers adhering too closely to national literacy guidelines, and national guidelines in other subjects such as in science, geography and history, and not adapting them sufficiently to allow for more creative and expressive writing.
6. Pupils with special educational needs make good progress towards targets set for them. This is because targets in their individual education plans are specific to their needs and are achievable. The high standards of care and support offered by adults who work with them furthers this good progress. Levels of challenge for pupils of differing capabilities are generally good, particularly in English and mathematics, although not all pupils are sufficiently familiar with their personal targets for improvement. Challenge for higher attaining pupils is often very good in most subjects in Year 6, but is more variable in other classes in some of the foundation subjects when all pupils are set a similar task.
7. In subjects where pupils achieve well, such as information and communication technology, art and design and music, teachers take advantage of many pupils' preference for practical activities. Pupils benefit from the effective use of resources of good quality and quantity and teachers' infectious enthusiasm so that they enjoy their work and make good progress.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **very good**. The promotion of pupils' spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **good**.

### **Main strengths and weaknesses**

- Relationships between pupils and between pupils and adults are very good.
- The school promotes a high degree of racial and social harmony.
- Pupils' confidence and self-esteem are good.
- Pupils respect the beliefs and feelings of others.
- Pupils benefit very well from a wide range of extra-curricular activities.

## Commentary

8. The school makes very good provision for the personal development of pupils. As a result, pupils' confidence and self-esteem are generally very good and help them to enjoy lessons and to achieve well.
9. All staff work hard to promote pupils' spiritual, moral, social and cultural development in lessons and in other aspects of school life. Very good relationships are established between pupils and adults. They respect each other's views and cultures and the school engenders an ethos of working together for high attainment. Pupils understand the importance of festivals and traditions and, through their studies, come to appreciate each other's faiths and cultures. There is no racial tension in the school and social harmony is good. Pupils are polite and respectful to visitors. The many out of school clubs offer both boys and girls equal opportunities to be involved in a rich range of activities, both sporting and academic. These are well attended. The success of the football teams, the links with the police and with AFC Bournemouth, and the number of trophies and certificates awarded, all lead to a high level of self-esteem.
10. Behaviour is very good in lessons and pupils show a good level of interest. They sometimes show excitement and high levels of motivation. For instance, in a Year 5 class, pupils were greatly impressed by a large model castle introduced by the teacher as part of a literacy lesson. Care is taken to ensure all abilities of pupils are included and supported. Pupils are aware of expectations of their behaviour and understand the use of rewards and sanctions. Rewards are very motivating and pupils are keen to gain merit points. In the playground, they explain the purpose for their 'time-out' zones and understand constructive play. They appreciate how it feels to be left out and suggest ways to include each other in their games. Year 6 pupils help supervise younger pupils at lunchtime and take responsibility for games equipment at break-time.
11. At the pre-inspection meeting, parents confirmed that the behaviour of pupils was very good and that the school acts quickly to resolve any problems. The school has an up-to-date bullying policy about which parents and pupils are informed. Regular questionnaires to pupils and parents draw in comments as to how the school might improve so that all those involved in the school can share in its development.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.2
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.*

12. Attendance is good. The school has a computerised registration system to ensure that monitoring of attendance is effective. There are good links with home, and parents are offered a range of opportunities to visit the school, meet with staff and to be involved in the wider life of the school. These arrangements help the vast majority of parents and carers to recognise their responsibility for ensuring their children attend school punctually.

## Exclusions

13. No pupils were excluded during the previous academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching and learning is **good**. Curriculum provision is **good**. Standards of care are **very good**. The school's partnership with parents is **very good** and links with the community and other schools are **satisfactory**.

## Teaching and learning

The quality of teaching and learning is **good** overall in the Foundation Stage and in Years 1 to 6.

## Main strengths and weaknesses

- Teachers often make lessons interesting and stimulating and this promotes good attitudes to learning amongst pupils.
- Pupils with special educational needs benefit from good teaching in classrooms and in withdrawal groups.
- Opportunities are missed to promote pupils' writing skills in some lessons.
- Higher attaining pupils are not sufficiently challenged in lessons which are taught to the whole class.
- Lessons are well prepared and organised with good resources available to pupils.

## Commentary

### *Summary of teaching observed during the inspection in 63 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	11 (16%)	30 (48%)	20 (32%)	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 where 30 or more lessons are seen.*

14. In the Foundation Stage, the quality of teaching and learning is good. Expectations of children's academic and social achievements are high and, consequently, children of differing capabilities receive good levels of challenge and achieve well. Staff make very good use of assessment information obtained soon after children start school to plan programmes of work for individuals. Teamwork is very good so that, even though all three classes of reception children share the same space, children's learning moves on at a good pace, and time and resources are used well.
15. In Years 1 to 6, activities planned for pupils are often successful in creating interest and enjoyment amongst pupils. This is one reason why pupils develop good attitudes to their work at an early age and are keen to come to school. For instance, Year 6 pupils achieved very well in a mathematics lesson in which they linked units of mass and capacity to everyday objects because they were consistently challenged and stimulated throughout the lesson by their teacher. In a literacy lesson, Year 1 pupils were delighted by drama activities and interesting ways to write parts of the story of 'Cinderella', and made very good progress as a result.
16. The quality of teaching and learning for pupils with special educational needs in withdrawal groups and during one-to-one support is good overall. Planning is often imaginative and creative. Year 1 pupils in the nurture group sustained concentration and effort for a significant period of time because of the excellent way that the teacher and teaching assistant motivated and encouraged them to participate. As a result of very good

assessment procedures, work is focused closely on pupils' needs so that they make good progress. Class teachers and teaching assistants give pupils good support in lessons, with activities reflecting targets in individual education plans.

17. Evidence from pupils' past work and from lessons shows that the writing skills pupils learn in literacy lessons are not promoted as well as might be expected in other subjects. The school is aware of this and has focused since the beginning of the academic year on developing pupils' writing skills. Standards are showing signs of improvement as a result. However, in subjects such as science, geography, history and religious education, pupils are not always encouraged to write in different ways or at length. This is partly due to a recent school focus on promoting speaking and listening skills, for instance in religious education, with complete lessons devoted to discussion and very little recording taking place.
18. Assessment information is used very well to plan challenging tasks for pupils of different capabilities in English and mathematics lessons, leading to good progress and achievement. During the inspection, lessons which were judged to be satisfactory were often no better because assessment information was not used so well. For instance, in some science lessons, teachers planned whole-class tasks with teaching assistants helping pupils with special educational needs and lower attaining pupils to work through the tasks. Higher attaining pupils were expected to produce a greater quantity of work than other pupils. As a result, higher attaining pupils covered work that was too easy for them before tackling more demanding activities and did not achieve as well as they might.
19. All pupils benefit from lessons that are well prepared beforehand. Their quality of learning is enhanced because resources are readily available for them to use and no time is lost in waiting for a turn. Consequently, pupils move on in their learning at a good pace. This was evident in a Year 3 geography lesson where mapping skills were taught using resources in the classroom and in one of the computer suites.

## **The curriculum**

Curricular provision is **good**, with strengths in provision for pupils with special educational needs and extra-curricular activities.

### **Main strengths and weaknesses**

- A very good range of extra-curricular activities extends pupils' learning and contributes well to their personal development.
- The Foundation Stage curriculum is good.
- Provision for pupils with special educational needs is very good and linked closely to classroom lessons.

## **Commentary**

20. Provision in the Foundation Stage is good and has improved well since the last inspection. Organisation and teamwork are very good. As a result, staff make very effective use of the time and resources available to develop children's literacy and mathematical skills. Provision for exploratory play and the development of children's knowledge and understanding of the world is good.
21. Curricular provision for pupils in Years 1 to 6 is broad and all the requirements of the National Curriculum, the locally agreed syllabus for religious education, drugs awareness and sex education are fully met. The school has successfully maintained a strong emphasis on subjects in the creative arts and humanities since the last inspection while, at the same time, raising standards in literacy and numeracy. National guidelines for literacy and numeracy have been implemented well, although there are occasions when suggestions in the

guidelines are followed too closely, limiting opportunities for pupils to be more creative, for instance in writing and problem-solving. All pupils have equal access to the curriculum.

22. Provision for pupils with special educational needs is very good. Withdrawal groups and individual support for pupils are effectively linked to classroom learning. Individual education plans are of good quality and have clear, specific targets which address pupils' individual needs very well. Communication between the special educational needs team, class teachers and teaching assistants is good. As a result, teaching assistants know the pupils very well and provide effective support for pupils with special educational needs at each stage during lessons.
23. Staff have worked hard since the last inspection to extend provision for extra-curricular activities as part of the school's emphasis on promoting personal development. All pupils in Years 1 to 6 now benefit from a very good range of activities both within and beyond the school day. Clubs include sport, music, art and the environment, and attendance is high. Pupils have access to regular tuition to learn a musical instrument if they wish. Pupils in Years 5 and 6 spend a week at two residential centres, where they learn about team building and develop co-operation skills. Visits are planned into the curriculum across the school year and pupils have good opportunities to take part in musical and sporting events held with other schools and within the local area.
24. Pupils are fortunate in having modern accommodation in which to learn, and staff use it effectively. However, the new classrooms for the older pupils are small and, at times, they are unable to access resources for themselves and move freely. Governors have sought, for some considerable time without success, additional funding to repair leaks in the roof of the central work area, as these create difficulties during wet weather. The site manager and his team maintain the accommodation to a high standard. The quantity and quality of resources are good overall. A good number of teaching assistants perform their duties very well and make a significant contribution to pupils' good achievement.

### **Care, guidance and support**

Provision for the care, guidance and support of pupils is **very good**. Pupils are very well cared for and receive very effective attention to their individual needs.

### **Main strengths and weakness**

- Ways of involving pupils in school life are good.
- Staff know pupils well; there are very good relationships throughout the school.
- Pupils with special educational needs are supported well.
- Induction arrangements in reception and for pupils joining the school at other times are very good.
- Staff are alert to health and safety issues.
- Pupils are well supported by staff but need to be given more understanding of their targets and how they can improve.

### **Commentary**

25. Staff know pupils very well and work hard to provide a very good environment for learning. Staff and pupils demonstrate respect for one another and the school exudes a feeling of care, encouragement and happiness. Pupils report that they know they can enlist the help of teaching and other staff at any time if they have problems, whether they be academic or

social. Although staff are clear about the abilities of those in their class and have established good general habits for learning, the pupils are less clear about what they need to do to improve or how to achieve the targets set for them.

26. Pupils with special educational needs are particularly well cared for, guided and supported by teachers and teaching assistants. They benefit from focused, specialist help in group sessions with the special educational needs co-ordinator. The needs of the pupils are addressed well, and suitable, achievable targets are set. Their progress is monitored carefully. Staff are active in ensuring all pupils feel included and their commitment to the pastoral care of pupils with special educational needs is strong.
27. The school is very successful in integrating pupils coming into school during the school year, especially those from minority ethnic backgrounds or for whom English is an additional language.
28. Involvement of pupils in the life of the school is given a high priority and staff and governors regularly seek their views and opinions. The school council works well in providing a forum for pupils' views. Information and communication technology is used very effectively, with pupils able to express their thoughts on the intranet about school council matters and other issues. A pupil questionnaire provides useful information which is incorporated into the school improvement plan. These procedures make a significant contribution to helping pupils become articulate, polite and confident.
29. The school has good systems in place to ensure pupils' health and safety. Regular inspections of equipment are carried out and there are systems to ensure that identified hazards are noted and rectified. The staff are well aware of issues relating to child protection and have good procedures to note any concerns.

### **Partnership with parents, other schools and the local community**

The school has **very good** links with parents. Links with partner schools and the local community are **satisfactory**.

### **Main strengths and weaknesses**

- Parents are very supportive of the school.
- The school makes many successful efforts to involve parents fully in its life and work.
- The parent/teacher association is well supported and provides valuable funding and resources to support pupils' learning.

### **Commentary**

30. The school works hard to encourage a very good partnership with parents who, in turn, are very pleased about the education it provides for their children. Parents who responded to the questionnaire and those who attended the pre-inspection meeting were very positive about all aspects of school life. For example, they reported that the information sent out by the school is useful and that they are confident about approaching teachers, formally or informally, with any concerns. Despite the effectiveness of its links with parents, the school is continually seeking to improve them. For example, staff are exploring ways of improving contact with minority ethnic parents through the newly formed International Club.
31. The quality of information provided by the school is good. Regular newsletters are informative and helpful. Staff provide parents with a good picture of how their children are progressing through an end of year report and a mid-year progress report. The school has

taken steps to ascertain the views of parents by asking them to complete a questionnaire and also providing curriculum information to help them understand more fully what their children are learning in school.

32. All parents of pupils with special educational needs are involved in setting and reviewing their children's targets and individual education plans. An Outreach Programme, through which the school enjoys close links with a local special school, has enabled pupils from both schools to work together successfully. The programme has also initiated a sharing of expertise among staff from both schools.
33. The school involves the community in the life of the school. The parent/teacher association is very successful in raising funds for the benefit of pupils through social events to which members of the local community are invited. A wide range of visitors comes into the school and they help to give the pupils a view of life beyond the school. Pupils are involved in a number of activities locally, for instance visiting the local churches and distributing harvest produce. All of these arrangements have a positive impact on pupils' learning and personal development.
34. There are established links with other schools in the area, both for pupils coming into the school and those transferring to the secondary schools, and these are successful in helping pupils to settle quickly into their new environs.

## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership and management of the school are **good**. Leadership, including that of the acting headteacher and other key staff, is **good**, and management is **very good**. The governance of the school is **good**.

### **Main strengths and weaknesses**

- Governors know the school's strengths and weaknesses and promote the school's strategic development well.
- The acting headteacher has a clear vision, high aspirations and a strong commitment to an ethos that includes all within the school community.
- The analysis of pupils' achievement is a high priority and information is used well to promote school improvement.
- Rigorous systems of self-evaluation promote a good awareness by all staff of strengths and areas for improvement.
- The role of co-ordinators in the monitoring and evaluation of teaching and learning is not sufficiently well developed.
- The school's financial resources are used well and efficiently administered.

### **Commentary**

35. Governance is good. Governors are committed to and involved in the life of the school. They are well informed about the work of the school from their own monitoring and evaluation procedures and by information they receive from staff. As a result of an active involvement in the self-evaluation process, they have a clear picture of the areas of strength and weakness and provide effective support and challenge to the work of all staff. All statutory responsibilities are being met.
36. The acting headteacher has continued effective leadership of the school since the recent retirement of the headteacher, with whom she worked very closely for ten years. She is continuing to promote an ethos of strong teamwork among the staff and very good

educational inclusion for all pupils. In continuing the school's self-evaluation procedures, staff report that, as a result of the acting headteacher's sensitive leadership, their contributions are valued, morale is high and there is a shared drive for improvement.

37. Management of procedures for evaluating the success of the school is very good and has made a significant contribution to the school's good improvement since the last inspection. The acting headteacher receives very effective support from the acting deputy headteacher and from key staff with phase leader and subject co-ordinator responsibilities, all of whom share her drive for improvement. Information from periodic evaluations, as well as from observations of teaching and a close analysis of pupil achievement by the senior management team, has resulted in a clear understanding of strengths and weaknesses. Findings have led to the composition of an effective three-year school improvement plan. Innovation is welcomed in the action taken to meet targets set. For instance, pupils in Year 1 benefit from a reading system, designed and produced by a member of staff, which has helped to raise reading standards and given good support to pupils with English as an additional language.
38. Identified priorities are well incorporated into the school's arrangements for performance management and plans for the continuing professional development of all staff are carefully linked to school priorities and individual staff needs. A strong emphasis on training for all staff in information and communication technology has led to pupils' improved achievement since the previous report.
39. Effective use of assessment data has contributed significantly to the school's success in setting learning targets for individual pupils and raising standards since the last inspection. Members of the senior management team and other key staff have a good knowledge and understanding of current attainment trends in terms of different groups of pupils. For instance, school assessment and test data are analysed closely regarding the current performance of boys and girls, and the team is currently developing provision for gifted and talented pupils on the basis of rigorous pupil assessment.
40. The special educational needs co-ordinator provides good leadership and management. She leads a strong team of specialist teachers and assistants, who provide clearly focused and appropriate work and assistance for all pupils.
41. The leadership and management of the Foundation Stage are good. The co-ordinator is knowledgeable and experienced and provides a model of good practice for other teachers and assistants in reception.
42. Co-ordinators use a range of methods to gather information about the strengths and weaknesses in their areas of responsibility, and their knowledge and understanding are generally good. However, they do not observe their colleagues teach as often as senior staff in order to ensure equality of provision in classes containing pupils of similar ages.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	1,462,612	Balance from previous year	73,806
Total expenditure	1,423,207	Balance carried forward to the next	39,405
Expenditure per pupil	2,176		

43. Financial planning is good, which represents significant improvement since the last inspection, when it was reported to be unsatisfactory. Financial management and

administration are good. The priorities in the school improvement plan guide the setting of the budget, which is carefully monitored throughout the year. The bursar has efficient systems for financial control and keeps senior staff and governors well informed from month to month. As a result of these effective procedures, the curriculum is appropriately resourced and the school is well staffed.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in reception is **good** and is an improvement since the last inspection.

44. Children enter the reception classes part time in the autumn term of the academic year in which they are five, and then attend full time in January. Most children have had some pre-school experience and attainment on entry is broadly average. Provision is now better than it was at the last inspection due to improvements to teachers' planning and to the quality of teaching and learning, which is now good overall. By the end of the reception year, children are well equipped to work within the National Curriculum in Year 1.
45. Teamwork between teachers, nursery nurses and teaching assistants is very good and makes a significant contribution to children's achievement. Thorough lesson planning and good teaching strongly reflect national guidance for the Foundation Stage curriculum and provide effective learning opportunities for all groups of children in communication, language and literacy, mathematical development and knowledge and understanding of the world. Detailed records are kept of children's development in each area of learning and are used effectively to plan future activities that meet children's individual needs. All staff are involved in recording children's progress in the small steps for learning outlined in the curriculum guidance for this age range.
46. Leadership of the Foundation Stage is good and management is very good. The co-ordinator leads by example and the quality of teaching is good. Very effective management and organisation of the large open plan reception base ensure that children have controlled, regular access to all learning areas within the environment. Additional support is efficiently targeted to those children who need it most. While children are able to play independently and make some decisions, other work is tightly controlled by the teachers, and so some opportunities are lost for children to experiment and use their imagination.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Children behave very well and relate well to one another.
- They persevere with activities and concentrate on the work they are given to do.
- All staff are committed to providing a happy and secure environment.

#### **Commentary**

47. By the time they leave reception, most children are likely to reach, and some to exceed, the nationally expected early learning goals. All adults provide very good role models and teaching is good. Children trust the adults who work with them and it is obvious that they feel secure. School routines are well established and children know that good behaviour is expected. There was no evidence of any unkindness during the inspection. Children play happily together. Boys and girls focus well on the tasks set for them and on optional activities.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Early reading and writing skills are taught systematically and well by all staff.
- Very good organisation of support staff targets support for all children and especially those with special educational needs.
- Children make good progress and achieve well.

### **Commentary**

48. The quality of teaching and learning is good and, by the time they leave reception, all but a few children are likely to have achieved the early learning goals, and some will have exceeded them. Already children use word mats and dictionaries to make a list of Teddy's favourite foods and to write a simple sentence about the cottage of the three bears. Lower attaining children are still working on letter formation, but this is addressed well by staff to ensure that they have the necessary instruction and support.
49. Children listen well to adults and to each other. They answer questions and enthusiastically correct the deliberate mistakes made by the adults.
50. When small groups of children work with the nursery nurses and teaching assistants, they engage in conversations which successfully develop their vocabulary. Staff are skilled at asking open questions and in encouraging children to talk in pairs before joining in wider group discussions. This means that children learn from each other and rehearse and structure their talk. As a result, many already speak in structured sentences and understand what a sentence is.
51. Children are making good progress in learning letter sounds and most link the letter at the beginning of a word to the sound and are aware of the vowel in the middle of a three-letter word. Because teachers have high expectations and the teaching is good, children make rapid progress with their early reading skills. They are interested in books, enjoy choosing books to read or take home, handle them well, and talk about the pictures or story. Higher attaining children read a simple text and talk about their preferences. For example, one boy searched through the library, intent on finding a history book about his favourite character, Henry VIII.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good.
- Good questioning by teachers encourages children to solve problems and work out answers for themselves.

### **Commentary**

52. Children enjoy mathematics and achieve well because of the good teaching they receive. All but a few children are on course to meet the early learning goals for this area of learning. A good range of practical tasks helps them to learn, for example by using the number square to work out how many children are absent.

53. Children work sensibly in pairs to take turns in rolling dice, putting out counters and adding them together. In their first introduction to addition, the average and higher attaining children quickly gain some understanding and use the appropriate language.
54. When working with shapes, teachers skilfully ask questions which enable children to discover for themselves the differences between solid shapes. They recognise and name many shapes, showing excitement and fascination at the introduction of a new shape, the pyramid. They particularly enjoy new language and explore and describe the particular features of the new shape.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding is **good**.

### Main strengths and weaknesses

- Well-planned activities extend children's knowledge of the world around them.
- Good questioning skills develop children's knowledge and understanding.

### Commentary

55. Children benefit from a broad curriculum and good teaching. As a result, almost all are likely to achieve, and some to exceed, the early learning goals by the end of the reception year.
56. Children are encouraged to observe carefully in a range of activities, for instance when painting teddy bears with all body parts correctly named. When investigating the effect of water on a range of materials, teachers' good questioning skills mean that they learn new vocabulary and discuss texture and the differences between materials, as well as the effect that the water has on them. There is a natural development into play and the use of the language associated with floating and sinking. When making porridge, children use their senses to describe the texture of the oats. They predict what might happen when liquid is added, saying that it 'will go all slimy', and that sugar 'will make it lovely and sweet'.
57. Most children are confident and enthusiastic when working with computers. They manipulate the mouse with confidence to select favourite programs and move furniture around the house of the three bears. Following instruction from the teacher, they rotate the bears from a vertical position to horizontal, and lie them down on the appropriately sized bed.

## PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

58. There was insufficient evidence to make a judgement about provision in these areas of learning. In **physical development**, the standard of work seen was satisfactory. Children have regular access to the school hall, drama studio and an attractive, secure, partially covered outdoor area. The resources are good, with a range of toys, climbing equipment and areas for creative outside play.
59. In **creative development**, the standard of work seen was good. Children experience a wide range of activities, including painting and collage. Three attractive areas for creative role-play are well resourced and children were seen re-enacting the story of 'Goldilocks', shopping in McWinton's store and visiting the post office. A wide range of opportunities is planned for children in drama and music.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards in reading and writing are very good by Year 6.
- Pupils make good progress and achieve well as a result of good teaching.
- Pupils with special educational needs are well supported.
- Provision of individual pupil targets is inconsistent.
- Other subjects are not used as well as they might be to extend pupils' writing skills.
- The co-ordinator provides good leadership and management.

#### Commentary

60. The 2003 national tests show standards to be in line with the national average at the end of Year 2 and well above average by the end of Year 6. For the older pupils, results represent very good achievement from average levels of attainment on entry into reception. Pupils, including those from minority ethnic groups, pupils with special educational needs and higher attaining pupils, achieve well throughout the school. Boys and girls are achieving similarly and there are no gender issues.
61. Throughout the school, there is good support for children with special educational needs. The level of challenge is high. Teaching assistants are used well to target specific groups in class. Early and additional literacy support groups are good and pupils often benefit from working individually with staff.
62. Standards in reading and writing by the end of Year 6 have improved well since the previous inspection, reflecting teachers' high expectations, especially in Years 5 and 6. Pupils of all abilities read very well, confidently and with expression. Written work is generally of a good standard. For instance, simple and complex sentences are used well in paragraphs, spelling is usually correct and pupils know how to use dictionaries efficiently in order to ensure this. Handwriting by the end of Year 6 is usually joined and well formed.
63. Pupils in Years 1 and 2 benefit from a well-structured approach to the teaching of reading and standards are above average. By Year 2, higher and middle attaining pupils read accurately and with fluency, understand the differences between fiction and non-fiction books and express a preference for story content. Pupils of different capabilities know how to use the contents page of a book to find a particular section. They sound out more complex words and use phonic and picture clues to help with understanding.
64. Guided reading sessions are effective when pupils work with a teacher or teaching assistant, but without such guidance pupils select books which are inappropriate to their ability and their concentration wanes.
65. Teachers make effective use of the National Literacy Strategy to plan lessons that build progressively on pupils' learning. For instance, this is very effective in providing examples of writing for pupils to emulate. However, over-reliance on national guidance limits opportunities for pupils to write more creatively in literacy lessons and in other subjects.
66. Teachers are very successful at promoting pupils' speaking and listening skills and standards are above average throughout the school. Pupils express their views confidently because there is a good learning relationship between teacher and pupil. Pupils are comfortable when speaking to visitors. They express their views clearly and answer

questions fully, justifying their points of view. This was particularly evident in a Year 5 class where a pupil played the role of a 'hero' and was asked to respond to questions about his life and history.

67. Assessment at the end of each year is used very effectively to target future support for particular pupil groups. As a result, levels of challenge in activities are often good, helping pupils to make good progress and achieve well.
68. Pupils at all stages are given guidance on how to improve their work. For instance, in a Year 4 class, pupils described an alien planet and were successfully encouraged to evaluate and then modify their work in the light of each other's comments. Some classes include individual pupil targets as an important part of pupil assessment. In other classes, there was no evidence of this and, where this was the case, pupils were largely unaware of what their literacy targets might be. There is, therefore, inconsistency in this aspect of the teaching and learning process.
69. The co-ordinator provides good leadership and has been successful in helping staff to raise standards since the previous inspection. For example, data from analyses of end of year tests is used very effectively to identify pupils who need additional help and those areas of the curriculum that need special emphasis. Opportunities for the co-ordinator to observe colleagues teaching to help her monitor consistency in the way lessons are taught are limited.

### **Language and literacy across the curriculum**

70. Good links with other subjects promote pupils' speaking, listening and reading skills, notably with history, geography and religious education. However, other subjects are not used as well as they might be to promote pupils' writing skills. A particularly good link appears on the school's website, where a visit to Corfe Castle is described in detail. The use of interactive whiteboards is effective in focusing pupils' attention, providing an interesting and attractive stimulus. This was particularly evident in a Year 2 lesson on working with antonyms. The school library is well stocked and used well to develop research skills and to promote the use of language in other subjects.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in Year 6 have improved since the last inspection.
- Pupils enjoy the subject and show a high level of application and productivity.
- Pupils' achievement overall is good because of the effectiveness of teaching and the school's commitment to analysing pupils' progress.
- There is a strong focus placed on developing pupils' numeracy skills.
- There is insufficient emphasis on investigative mathematics and promoting pupil dialogue about their work.
- The monitoring of teaching and learning is not sufficiently developed.

### **Commentary**

71. Current standards in mathematics are average in Year 2 and above average in Year 6. At the time of the last inspection, standards in both year groups were broadly in line with national expectations. Standards over time have risen in line with the national trend. Results at the end of Year 6 took a dip in 2003, due to a small number of pupils missing out on higher

grades by one or two marks. However, 2003 results showed pupils' achievement to be well above the average of similar schools.

72. Overall, the school does well for its pupils, with all groups making good progress and achieving well. Pupils with special educational needs, well supported by teachers and teaching assistants, make good progress over time. Boys and girls are currently making similar progress. Pupils from minority ethnic groups also do well. Pupils show real enthusiasm for the subject and maintain very good levels of concentration and productivity.
73. The quality of teaching and learning is good, particularly in Years 5 and 6. Most pupils enter the school with slightly below average mathematical understanding but, as a result of high expectations and a good match of activities to pupils' needs, by Year 2 pupils are working within the expected range for their age, developing a knowledge and understanding of place value and recalling addition and number facts to at least ten. They are taught to recognise number patterns and use different strategies to solve number problems. By Year 6, pupils have developed a good understanding of how to solve number problems using both proficient skills in mental calculation and efficient written methods. Their understanding of decimals, fractions and percentages and how to plot co-ordinates is well established.
74. Teachers' strong and appropriate focus on numeracy skills has improved pupils' knowledge and capability in all classes. However, pupils' recall of other areas of mathematics is rather more limited. Work in pupils' books shows few examples of the understanding of other mathematical concepts or of their use to solve practical everyday problems. Staff are aware of this weakness and, led by the co-ordinator, are introducing more practical work and problem-solving into lesson planning.
75. Good or better teaching has these strengths:
- Lessons are carefully planned with clear learning objectives
  - Explanations and demonstrations to pupils are good
  - There is effective emphasis on the correct use of mathematics vocabulary and the exploration of methods of calculation
  - Teaching assistants are well briefed and provide effective support for groups of pupils, including those with special educational needs.
76. In lessons which are not so effective, the match of work set for pupils and their individual needs is not precise enough and teachers' expectations of pupils in each stage of the lesson are too low.
77. The subject is well led and managed. In particular, the co-ordinator and senior management team analyse test and assessment data well and make changes to teachers' planning.
78. Teachers' confidence in carrying out the National Numeracy Strategy has been enhanced by the school's staff development work in this area. However, the co-ordinator does not see her colleagues teach often enough and this is one of the reasons for variations in the quality of teaching and learning between parallel classes.

### **Mathematics across the curriculum**

79. Pupils often use mathematics as part of their work in other subjects and, consequently, develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record data in geography and science. However, opportunities tend to occur coincidentally rather than as part of systematic planning. The use of information and communication technology to enhance teaching and learning is satisfactory in work seen on data handling and shape and space.

### **SCIENCE**

Provision in science is **good**.

## Main strengths and weaknesses

- The quality of teaching and learning is good in Years 3 to 6.
- Pupils benefit from a strong emphasis on investigations and experiments in all classes.
- Not enough use is made of the subject to give pupils responsibility for their own learning.

## Commentary

80. Standards of attainment by the current Year 6 pupils are above average. These reflect the results of the 2003 national tests at the end of Year 6 which were well above average and are a good improvement on the average standards at the time of the last inspection. A significant number of pupils are working towards the higher levels of attainment. Most pupils are well challenged by their tasks. As a result, pupils, including those with special educational needs, make good progress and achieve well. Standards of attainment by the current Year 2 pupils are average. Levels of challenge for these pupils are not so high and achievement is satisfactory.
81. The quality of teaching is good overall in Years 3 to 6 and is one of the main reasons why pupils learn well. Teachers develop pupils' good attitudes to the subject through their own enthusiasm for science and this makes a significant contribution to pupils' achievement. For instance, the quality of Year 6 pupils' learning was good as a result of their teacher's careful preparation for, and organisation of, a lesson about changing the direction of a beam of light. Pupils' interest and concentration were effectively established from the start and maintained throughout the lesson.
82. A strong feature of the teaching is the way pupils are questioned in order to get them to think. Year 5 pupils made good gains in their understanding of the amount of protein, fats and carbohydrates in some foods because they were encouraged to record data carefully and draw conclusions from their results. Pupils' learning was well supported by the teachers' effective use of resources and the quality of her questioning.
83. In Years 1 and 2, the quality of teaching is satisfactory. Teachers provide pupils with a wide coverage of the required curriculum, which helps them to make satisfactory progress in developing their skills, knowledge and understanding. However, lessons are typically whole-class in method and this leads to some pupils, particularly the higher attainers, not being regularly challenged by their tasks.
84. Teachers in all classes have focused for some time on providing pupils with opportunities to investigate and experiment. To help with this, science is given a significant emphasis in weekly timetables so that pupils benefit from two and sometimes three science lessons per week. The result is that pupils have good attitudes to their work, carry out investigations and experiments carefully and are developing a good understanding of how to make investigations fair and results valid. For instance, Year 1 pupils made good gains in their learning because of a well-planned investigation into the forces required to make toys move. However, in all classes, pupils get too few opportunities to use what they have learned to devise their own investigations or ways of recording results.
85. The co-ordinator provides good leadership and management. He has successfully helped staff to plan more practical activities into their teaching, not only to raise standards but also to support the school's work in promoting pupils' personal development. He is aware that information from the assessments teachers make at the end of each science project is not used well enough to give pupils, especially higher attainers, more responsibility for making decisions about the next stage of their learning. He has helpful plans to improve the effectiveness of assessment procedures during the current academic year.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **good**.

### Main strengths and weaknesses

- Staff training has increased expertise and has led to a good improvement in the quality of teaching and learning.
- Pupils' attitudes to their work are good.
- The subject is well led and managed by the co-ordinator.
- Effective links are made between ICT and other subjects.

### Commentary

86. The school makes very good use of its two ICT suites and class-based computers. Pupils benefit from effective teaching of skills based on a good scheme of work. Following an important period of staff training, the quality of teaching and learning is now good overall, a significant improvement since the previous inspection. As a result, standards in Years 2 and 6 are above average, learning is good and pupils achieve well.
87. Teachers in all classes plan a wide range of opportunities for pupils to use ICT equipment to support their learning. For example, Year 1 pupils learn about operating tape recorders and understand the operating sequence. Year 3 pupils understand how to send and receive e-mails. By accessing the school's own intranet, Year 6 pupils evaluate their own and other schools' websites. As a result of these opportunities, pupils' attitudes are good, they are keen to learn, and they handle computers and other equipment with care.
88. Where interactive whiteboards are installed in classrooms, these are used to good effect to support teaching and learning. Often, the boards are used to introduce the learning objectives and to provide stimulating sections of lessons. In one Year 3 physical education lesson, a whiteboard was used to show diagrams of four-point balances and to clarify expectations. The teacher took digital photographs so that pupils could evaluate their work later. In a geography lesson, Year 3 pupils located towns on a computer map of the United Kingdom.
89. Teachers use assessment information well to match work to pupils' differing capabilities. For instance, higher attaining pupils benefit from being given high levels of responsibility to search for information on the Internet or from CD-Roms, whilst lower attaining pupils and those with special educational needs follow more structured activities. Pupils make good progress in lessons when teachers work with them to evaluate their work, and this method, coupled with individual assessments made at the end of each unit of work, provides both teachers and pupils with an overview of progress.
90. The co-ordinator leads and manages the subject very effectively. Concerns expressed in the previous report about pupils wasting time waiting to use equipment have been successfully addressed through the installation of additional computers in the two suites and classrooms. The co-ordinator is aware of the limited provision of interactive facilities to only a few classrooms but has a comprehensive development plan to extend this when funding allows.

## Information and communication technology across the curriculum

91. The use of ICT across the curriculum is good. It is used well to support subjects such as literacy, numeracy and humanities, in the computer suites as well as in classrooms. Pupils in Years 3 to 6 have access to computers during lunchtimes each day, giving many pupils the opportunity to continue work from lessons or to practise and refine skills.

## HUMANITIES

92. In humanities, work was sampled in geography, history and religious education, with only two lessons seen in geography, and one each in history and religious education. It is, therefore, not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and similar to those reported at the time of the previous inspection.
93. In **geography**, evidence from pupils' past work, work on display, the lessons seen and discussions with pupils, indicates that they make good progress in developing a range of knowledge and facts about the local area, different parts of the world and physical and climatic features. Year 3 pupils spoke knowledgeably about Bournemouth and many were able to locate other places in the United Kingdom ending in 'mouth' using a computer program. Year 6 pupils showed good recall of facts about countries studied and the impact of mountains on people's lives.
94. Pupils' depth of understanding is not so well developed. A study of teachers' planning shows that the use of key questions to promote research and enquiry has improved since the last inspection. However, this method is not used consistently by all teachers to encourage pupils, for instance to look for similarities and differences or to follow their own lines of enquiry. Where it is used on a regular basis, for example in Year 6, pupils produce maps and plans of good quality, confidently explain their views and make good gains in their understanding of how places have evolved and are continually changing.
95. In **history**, evidence from talking to pupils and looking at their past work shows that they have a good general knowledge about historical periods they have studied. They are keen to learn more about the past and their positive attitude results in neat, careful writing and drawing in project folders.
96. Teachers' planning shows that research skills are generally promoted more effectively than they are in geography, with a wide range of opportunities for pupils to study artefacts, photographs, maps, books and the Internet to find out about how people used to live. For instance, in the Year 6 lesson seen, pupils' concentration and effort were very good as they used a range of sources to find out about daily life in the 1950's and they achieved well as a result.
97. In both geography and history, staff have correctly identified a weakness in the ability of many pupils to make connections between sources of evidence to draw conclusions about aspects of their learning. Action being taken to improve this skill is beginning to have an impact on standards, with pupils in Years 3 to 6 in particular becoming more aware of how to pose and then try to answer questions. Pupils' experiences are extended well by a very good range of visits, visitors and residential experiences. Also, teachers in all classes are using information and communication technology well to encourage thinking and questioning skills, and this is particularly helpful to lower attaining pupils and those with special educational needs who find difficulty with writing. However, in both subjects, opportunities are missed to promote writing skills, for instance by encouraging pupils to record views and opinions and by writing at length.
98. In **religious education**, teachers link themes well with other subjects of the curriculum. For example, good links are made in lessons with themes promoted in assemblies and these

often pervade pupils' learning for the week. Activities planned are generally interesting and motivating and make a significant contribution to pupils' achievement as a result. For instance, Year 6 pupils showed considerable interest in a Mezuzah because the teacher skilfully related its use and its importance to Jewish families to pupils' own lives.

99. The subject is used well to promote pupils' speaking and listening skills. As a result, levels of discussion are good and pupils are keen to participate. In this way, religious education lessons are contributing well to pupils' self-esteem and confidence in other subjects. However, a strong emphasis by all staff on these skills over time has meant that pupils' writing has not been promoted so well and this is evident in the limited amount of written work in all classes.
100. In geography, history and religious education, lessons are often whole-class in nature with little variation in the tasks tackled by pupils of differing capabilities. Although pupils benefit from often enthusiastic and motivating teaching, this means that higher attaining pupils in particular do not receive enough opportunities to use their skills to write creatively or follow their own lines of enquiry.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

Provision for art and design is **good**.

#### **Main strengths and weaknesses**

- Work is of a good standard and pupils achieve well.
- Very good leadership by the co-ordinator has helped to raise standards.
- Newly developed assessment procedures are helping teachers match activities to pupils' different capabilities.
- Pupils show enthusiasm, enjoy art and work hard.

#### **Commentary**

101. Pupils' standards are above national expectations and have improved well since the last inspection. Planning for the progressive development of pupils' skills has improved significantly and has led to higher levels of challenge and expectation of what pupils can achieve. As a result, pupils work confidently with a range of materials, including paint, pastels, textiles, wire, paper and clay. As they move through the school, they learn to use a range of techniques to represent their own ideas and observations. Pupils have good opportunities to study the work of several famous artists. For instance, pupils in Year 2 use Picasso as an inspiration for their own very striking and colourful portraits and Year 1 pupils enjoy using a dotting technique similar to Monet.
102. The quality of teaching and learning is good. In a very good Year 6 lesson, all pupils worked with intense concentration to produce their own detailed designs and drawings. As the lesson progressed, the pupils were keen to improve on previous designs and used previously learned skills and techniques to good effect. Teachers use the subject well to promote pupils' personal development. For example, pupils benefit from studying art and design from other world cultures as well as their own. Group activities are used well to promote pupils' moral and social development.
103. Art and design is effectively linked to work in other subjects such as design and technology, geography and history. For example, Year 3 pupils used colour and pattern very creatively in their own brightly woven textiles following their introduction to wool and weaving at Cranborne Ancient Technology Centre.

104. The co-ordinator provides very good leadership and management through her enthusiasm and expertise. She is leading staff well in the implementation of innovative assessment procedures which help teachers to plan activities for pupils of differing capabilities rather than one activity for the whole class. In this way, levels of challenge are often high and pupils' interest, motivation and effort are sustained leading to good achievement.

### **Design and technology**

105. During the inspection, it was not possible to see any lessons in this subject and so a judgement cannot be made about provision. However, evidence from work on display suggests that standards are above expectations. Teachers' planning indicates that pupils are introduced to some interesting topics and have good opportunities to develop the required skills. For example, pupils in Year 2 investigate vehicles with wheels, and then design and make their own model vehicles, which include a skateboard. Skills are further developed in Year 3 when pupils adapt their designs for pneumatic toys before making them. Food is not forgotten, and pupils in Year 4 evaluate different types of bread while making sandwiches. A clear favourite is the plain bagel! Evaluation is planned into every unit of work, resources are good and there are effective links with other subjects such as English, mathematics, science and art and design.

### **Music**

106. Only two lessons were observed during the inspection and so it is not possible to make a secure judgement about provision. However, additional evidence from assemblies, extra-curricular activities and discussions with staff indicates that the subject has a high status in the life of the school and that standards are above expectations.
107. Of the two lessons seen, one was judged to be good and the other satisfactory. Where the teaching was good, the lesson incorporated key aspects of the programme of study for music into the learning experiences offered to the pupils. They were given the opportunity to control sound, compose, read from notation, perform and appraise. Teaching was confident and the lesson proceeded at a good pace. Pupils were given hands-on experience and helpful guidance and made good progress, including the less confident musicians who were given personal support from the teacher. The satisfactory lesson showed a reliance on a commercial music scheme which supported the teacher's insecure subject knowledge but activities did not provide enough challenge for some of the higher attaining pupils.
108. Pupils benefit from a wide range of extra-curricular musical activities. Pupils in Years 3 to 5 showed very good awareness of rhythm and beat in Samba Club and their standards of performance were well above expectations. Singing of a good standard was achieved during a Singing Club. Standards of singing are good in assemblies, where pupils show considerable enjoyment as they perform together. They benefit from members of staff with good subject knowledge and expertise, who have high expectations of pupils' awareness of tempo, diction and performance. The school's accommodation and resources for teaching music are very good and used effectively by staff.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teachers plan a wide range of physical activities, including a good number of extra-curricular activities.
- The subject is used well to promote pupils' personal development.
- Assessment of pupils' progress is not fully developed.

### **Commentary**

109. Pupils' standards are above national expectations and achievement is good, an improvement since the previous inspection. Teachers base their lesson planning on a well-produced scheme of work which provides for a strong emphasis on pupils' full participation and the promotion of high standards.
110. The quality of teaching and learning is good overall. Lessons contain appropriate warm-up and cool-down sessions. Pupils show a good awareness of health, fitness and safety aspects, which are also highlighted in other subjects such as science and personal, social and health education. Year 2 pupils, for instance, benefited from a brief discussion with the teacher about the purpose of muscle warm-up exercises at the start of a lesson. Pupils in Year 6 worked hard during aerobic-style sessions at the start of lessons.
111. Teachers make effective use of lessons to promote pupils' personal development. Confidence and self-esteem are promoted well through challenging activities and participation in a wide range of group and team games. In the best lessons, pupils are encouraged to be responsible for organising equipment. Opportunities are provided for pupils to evaluate their own and others' performances, but occasions for such thoughtful self-reflection were not evident in all the lessons seen. Pupils with special educational needs are successfully included in all activities.
112. The subject co-ordinator provides good leadership and management. He is leading staff in adjusting curriculum planning so that it is sufficiently broad and balanced and appropriate for each year group. The co-ordinator is aware that assessment procedures are largely informal and that support for pupils with differing needs within lessons varies from class to class as a result.
113. Many pupils benefit from participation in sport beyond the school day. The co-ordinator is successfully developing a wide range of activities for pupils in order to extend their skills. The school is very successful in its wide involvement in competitive sports. Expectations are high in this regard and the school is currently aiming for both FA Charter status and the Active Mark award for this provision.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

114. Personal, social and health education (PSHE) and citizenship lessons are promoted to good effect through a sensitively planned programme in which, for example, pupils discuss personal responses to a variety of issues that affect their health in an atmosphere of trust and caring. Pupils develop a good knowledge and understanding from an early age of how to care for themselves. For instance, science lessons are used effectively to promote healthy eating. Group discussions feature prominently in PSHE lessons and pupils soon become confident about discussing sensitive issues and sharing their feelings and emotions with others.
115. The school council promotes citizenship well. Pupil representatives take their responsibilities very seriously and other pupils learn to present views for and against proposed changes to

school life. The school's good provision for pupils' spiritual, moral, social and cultural development plays an important part in promoting PSHE and contributes significantly to the good relationships in the school and pupils' very positive attitudes to school life.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*