

## **INSPECTION REPORT**

### **BROADSTONE FIRST SCHOOL**

Broadstone

LEA area: Poole

Unique reference number: 113687

Headteacher: Mrs R Moore

Lead inspector: Mr M S Burghart

Dates of inspection: 7<sup>th</sup> – 10<sup>th</sup> February 2005

Inspection number: 266498

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
Number on roll:	306
School address:	Tudor Road Broadstone Dorset
Postcode:	BH18 8AA
Telephone number:	01202 694376
Fax number:	01202 659167
Appropriate authority:	The Governing Body
Name of acting chair of governors:	Mr S Magnus
Date of previous inspection:	December 1998

## CHARACTERISTICS OF THE SCHOOL

This is a larger than average sized first school in a much sought after area of Broadstone in the unitary authority of Poole. The 1930s school building was extended in the 1990s to provide good accommodation for ten classes, two for each age group. Numbers have remained the same since the last inspection and the school continues to be fully subscribed. Of the 306 pupils on roll 14 per cent have special educational needs. This is about average as is the attainment of pupils on entry to the school. The proportion of pupils joining or leaving the school at times other than in reception or from Year 4 is low. No pupil requires extra help for having English as an additional language. The school, which is a recognised centre for the support of teachers in initial training, held Beacon Status until national funding was removed from the project last year. It became an Investor in People in 2003 and a Healthy school in 2002 (re-awarded annually since). The headteacher was appointed a year ago and the deputy in 2004. Both were internal promotions having already been on the staff. Two teachers are in their first year of teaching and several others are in their second or third.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M Burghart	Lead inspector	English, Information and communication technology, Music, Physical Education, Personal, social and health education.
9644	Mr M Whitaker	Lay inspector	
22578	Mr G Jones	Team inspector	Science, Religious education, Geography, History, Special educational needs.
94342	Mrs D Franklin	Team inspector	Areas of learning for children in the Foundation Stage, Mathematics, Art, Design and technology.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very good school with many excellent features. It provides a very good standard of education. Excellent leadership and very good management ensure that the ethos is excellent and that the school gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English and mathematics and above in science. Pupils usually achieve very well.
- Foundation Stage (reception) provision is very good.
- The head's leadership is excellent. Staff and governors make an excellent team.
- Teaching is usually very good.
- Excellent care of pupils results in very good relationships, very good behaviour and excellent attitudes. Links with parents are excellent.
- Assessment is used very effectively in English and mathematics.
- Special needs provision is very good and inclusion of all pupils is excellent.
- Music has too low a profile in the school.

The school has built very effectively on the very good situation described in the report of 1998 with excellent features in the recent past. Significant improvements to the building, site and resources (most notable in terms of information and communication technology, ICT), have resulted in a very good learning environment. Continued successful developments are very effectively led by the school's improvement plan which takes very good note of the views of all concerned, and benefits from the excellent teamwork of staff, governors and parents. Improvements to curriculum planning are well supported by staff development. There has been very good improvement to the already good quality of teaching. Special educational needs provision has been improved from satisfactory to very good. The school is very well placed for yet further development.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	A	A	B
Writing	A	B	B	C
Mathematics	A	A	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools refers to schools with up to 8% of pupils eligible for free school meals.*

Standards have been well above average over a period of years. Pupils currently in Years 2 and 4 are judged similarly as well above average in reading, writing (although this remains a target of the school), maths and some aspects of science. Careful analysis of why similar schools' comparisons were less positive in writing for seven year olds in 2004 has resulted in good improvement. Children get off to a very good start with very good progress to achieve all expected early learning goals before the end of reception. Pupils usually achieve very well and make at least good progress. Not all subjects were inspected in detail, but on the basis of limited evidence it is clear that standards in ICT are good at the end of Year 2

and satisfactory, but improving, at the end of Year 4. Standards in all other subjects are at least in line with national expectations. Pupils' personal development is very good with moral and social aspects excellent. Pupils respond to school with excellent attitudes and very good behaviour. Relationships between pupils and staff are very good. Attendance is well above average.

## **QUALITY OF EDUCATION**

The school provides a very good standard of education. Curriculum opportunities are continually modified and improved and are very good overall. This is notwithstanding the need to review time available for each subject and to raise the profile of music and develop the use of ICT still further. Teaching is usually very good and never less than satisfactory. Nearly nine out of every ten lessons seen were good or better compared with four out of ten in 1998. There is an excellent spirit of teamwork with teaching assistants making a very good contribution to teaching and support. Provision for special educational needs and the Foundation Stage is very good. However, one reception classroom is very small and restricts some activities. Excellent links with parents, very good links with other schools and good links with the community effectively enrich the curriculum. The school's learning environment is very good and very successfully supports pupils' very good learning. The quality of relationships and the staff's strong commitment to raising and maintaining standards give rise to the excellent ethos. Pupils' care, welfare, health and safety are judged as excellent. Assessment is very effective in English and mathematics and used very well to set targets. It is being developed to varying degrees in other subjects.

## **LEADERSHIP AND MANAGEMENT**

The head's excellent leadership takes the school forward and ensures that staff, governors, parents and pupils share the same vision. Very good management and self evaluation draw contributions from all concerned into the school's very effective improvement plan. Excellent management of the Foundation Stage, very good management of literacy, numeracy, special needs and of behaviour are all highlights. The deputy head sets a fine example in managing assessment and ICT to other subject co-ordinators whose management, although reflecting different stages development and levels of experience, is judged good overall. The governance of the school is very good. Resources, facilities and the school's educational direction are underpinned by very good financial management.

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

Parents have particularly positive views of the school. They are especially confident in the headteacher, teaching, high expectations and the school's approachability. Pupils obviously like the school. They list "the staff" as one of the best things about it and are very happy that they feel valued.

## **IMPROVEMENTS NEEDED**

In the context of this very good school there are no key issues to address. Areas for yet further development, already known to the school, are in:

- Developing the monitoring roles of subject co-ordinators to ensure that appropriate time is devoted to each area of the curriculum;
- Extending the use of ICT to support other subjects;
- Raising the profile of music;

- Exploring ways of providing more space for the Rubies class in reception.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils are achieving at least well, and often better, to reach well above average standards in English and mathematics, and above average in science by the time they leave.

#### Main strengths and weaknesses

- Attainment in speaking, listening, reading and mathematics are well above average.
- Standards in writing and science are good, being above average.
- Children in the Foundation Stage reach all expected early learning goals before joining Year 1.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2004*

Standards in:	School results	National results
Reading	17.3 (17.4)	15.8 (15.7)
Writing	15.8 (15.4)	14.6 (14.6)
Mathematics	18.3 (18.1)	16.2 (16.3)

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

1. The school can show that it adds value to pupils' performance during their time at the school. Children make very good progress in reception to achieve all expected early learning goals before, and in the case of the more able children well before, they complete the Foundation Stage.

2. Parents are confident that pupils do well and inspectors find that this is justified with pupils achieving well, and in the case of those with special needs very well. Pupils make at least good progress. Standards in English and mathematics are very good overall with virtually all pupils reaching at least average levels at the end of Years 2 and 4 and the majority better than this. This is confirmed by the results of national assessments and has been the case over a period of years. The very good profile described in the last report has been maintained. The school was aware that writing results compared with similar schools declined last year. This situation has been very successfully addressed with effective analyses of reasons, and subsequent much improved target setting. However, standards of handwriting are still in need of attention.

3. Standards in science are judged above average at the end of Years 2 and 4 with notable strengths in experimental and investigative aspects. Pupils make very good use of observational and reasoning skills to speculate and draw conclusions.

4. ICT skills are being systematically improved as a result of better resources and facilities. So far this has had more success for younger pupils and standards are now above what is expected at age seven. Pupils' attainment is currently satisfactory at the end of Year 4 being in line with national expectations. Although these judgements are apparently less

than in the last report requirements for the subject are much more rigorous and there is no cause for concern.

5. In religious education (which has not been one of the school's recent priorities) standards are consistent with the expectations of the locally agreed syllabus with pupils making appropriate progress.

6. Achievement and standards are seen as satisfactory in geography and history with strengths in how visits and visitors are used to enliven both subjects. Too little evidence was available to make detailed judgements in other curriculum areas, but there was enough to confirm that standards are at least satisfactory with strengths in physical education (especially in some aspects of dance and gymnastics); and in singing. The effects of the school's provision for personal, social and health education are very good with pupils' personal development being well above expectations.

7. Pupils with special needs regularly achieve well and very often achieve very well. This is usually as a result of very good support given individually or in small groups. The results of National Curriculum tests last year for pupils in Year 2, showed that on average only 5 per cent of pupils did not achieve the nationally expected level. This is a much lower figure than the percentage of pupils who are recognised as having special needs, showing very good achievement.

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

Pupils respond positively to the school's strong ethos of personal responsibility. They display excellent attitudes to school and they behave very well at all times. Pupils' social and moral development is excellent, and relationships at all levels are very good. Pupils' attendance is very good.

### **Main strengths and weaknesses**

- Pupils have excellent attitudes towards school and the opportunities it offers.
- Behaviour around the school, in lessons and at play is consistently very good.
- Pupils' spiritual, moral, social and cultural development, overall, is very good. Social and moral development is excellent.
- Attendance and punctuality are very good.

### **Commentary**

8. Pupils have excellent attitudes to school. The great majority of pupils thoroughly enjoy school. They arrive early and settle quickly to the pre-registration tasks provided for them. The atmosphere in the playground before school is happy and relaxed - young children in the reception classes are secure in the school's routines and confident about leaving parents. In lessons, children of all ages are keen and enthusiastic. They listen well to their teachers, they concentrate upon their tasks and they persevere when confronted by difficulties. Pupils are keen to involve themselves in the school's activities, whether it is an after school club or, in the case of Year 4 pupils, standing for election to the school council. They are proud of their school.

9. Behaviour is very good. Whilst the school has a relaxed, happy and friendly feel, pupils are well aware of their teachers' behaviour expectations and of the school's routines - there is a Broadstone way of doing things and the great majority of pupils comply. There is a

minority of pupils who present behavioural problems. Such problems are very well managed; teaching assistants in particular are skilled at unobtrusively defusing conflicts. Pupils are friendly and polite; they move about the school in an orderly fashion and in assemblies their behaviour is respectful. Lunch is eaten in classrooms as there are no cooked meals but the atmosphere is polite and sociable, and pupils comply with lunchtime supervisors' requirements. Neither parents nor pupils saw bullying as an issue. All agreed that any disputes were swiftly resolved by staff or, where possible, by pupils themselves - school council members have a peer mediation role. The school is an inclusive community; there is no evidence of any harassment of any ability, ethnic or gender nature. There have been no exclusions over the preceding twelve months.

10. Pupils' spiritual, moral, social and cultural development is very good. Social development is excellent; pupils have very good relationships with each other. From the outset, pupils are encouraged to watch and evaluate each other's work: for example in dance and physical education lessons. This they do with sensitivity. Teachers value all contributions in class so that pupils' confidence is not undermined. The staff themselves present a very good role model of co-operation. Pupils are aware of the responsibilities of living in a community through their work on the school council and as peer mediators in the playground. Moral development is excellent. Pupils have a very clear sense of right and wrong and are involved in discussing and agreeing their own class rules. Issues such as caring for others and honesty are addressed in assemblies and underpinned by the school's excellent ethos of inclusivity. Pupils' cultural development is good. Appreciation of dance is promoted through the physical education curriculum, and termly visits from the Bournemouth Symphony Orchestra encourage an interest in music, particularly music from other cultures. Music, however, does not have a particularly high profile in the school. Pupils are made aware of the heritage of other faiths and cultures through the religious education programme and through visitors. Spiritual development is good and derives chiefly from the school's ethos; pupils are encouraged to respect and value each other and to develop their creativity.

11. Attendance is very good. Both authorised and unauthorised absences are well below the national average for primary schools. Punctuality is not a problem as the great majority of pupils arrive early and cannot wait to get into their classrooms.

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

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.2
National data	5.1	National data	0.4

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

12. Attitudes of pupils with special needs are uniformly very good. In lessons, these pupils are very well involved and even those pupils with more severe needs are very well managed by support staff, so that they take part in lessons, contributing and learning appropriately. Relationships between support staff and pupils with special needs are particularly good and have a very positive effect on the progress that the pupils make.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good quality of education.

### **Teaching and learning**

Teaching is very good and has very positive effects on pupils' learning.

### **Main strengths and weaknesses**

- Literacy and numeracy are very well taught.
- Special educational needs teaching and support are very good.
- Teaching in the Foundation Stage is often very good.
- Assessment is used very well in English and maths to set targets for improvement.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 52 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6%)	19 (36%)	23 (44%)	7 (13%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

13. Teaching is a strength of the school and has been improved even from the positive picture reported in 1998. This has been achieved as the result of very carefully made appointments to ensure that new staff are right for the school, as well as ensuring that planning and assessment support teachers in their work. Teaching is very well monitored by the head, senior managers and governors, and in the core subjects of English, mathematics and science by subject co-ordinators.

14. The recognised success of teaching forms part of the basis of the school's Beacon status and sets a fine example to aspirant teachers in their initial training. An undoubted strength of teaching is in the excellent teamwork and mutual support that runs through the whole staff and benefits pupils' (and adults') learning.

15. All teachers were seen teaching on a variety of occasions by different inspectors. They were not aware of which lessons were to be observed. All staff had good lessons and the overwhelming majority very good. Two teachers had excellent sessions: a Year 1 gym lesson and two lessons from the same teacher working with reception children. Six different teachers accounted for the satisfactory lessons.

16. Teaching assistants make a strong contribution to teaching and learning and this forms the nucleus of the school's very good provision for special educational needs. An outstanding example seen was in support for a pupil with some physical difficulties being fully included in a Year 1 physical education session. His absolute trust in teaching assistants resulted in him balancing on and jumping off apparatus with a confidence which was celebrated by all. There are very effective partnerships between teachers and their assistants with excellent features for example (but not exclusively) in reception and Year 4.

17. Highlights not already mentioned in teaching were in:

- Literacy and numeracy which are very well taught in all classes and seek successfully to challenge and extend pupils whatever their ability;
- Questioning which involves all pupils and requires them to think before answering. The school's move towards developing thinking skills in simple philosophy is proving effective;

- Very good relationships built on trust, consideration of the individual and on staff listening, and valuing what pupils have to say;
- Assessment and very good tracking systems which in the core subjects set targets for pupils to gauge how well they are doing and make improvements. This is starting to be used as a role model in other subjects to develop teachers' knowledge and understanding of how pupils are doing.

18. Areas for development, even in this very positive profile, are making more use of the school's good resources for ICT to support the curriculum as a whole; ensuring that all subjects are afforded enough time to cover all elements in sufficient detail (for example music which has a relatively low profile in the school); and in paying more attention to pupils' handwriting.

19. All children have a very good start to their education because of the very good quality of teaching they receive. Teaching is of high quality and makes a significant contribution to the children's very good achievement in reception. Teachers and teaching assistants have a very detailed knowledge and understanding of the needs of young children. High quality planning is matched carefully to the stepping stones for each area of learning. Assessment procedures are very good. They are used very well to track each child's progress and to plan for specific areas in the children's learning that need an extra focus. Where teaching was excellent, in physical and mathematical development, the teacher set extremely high challenges for the children and they responded extremely well. Consequently achievement was excellent in both lessons. The teacher has an excellent manner with the children and learning is great fun.

20. Overall the very good quality of teaching is responsible for the high standards reached in core subjects and the developing degree of enjoyment that pupils show for the curriculum as a whole. Staff commitment to raising and maintaining standards does them considerable credit and is central to the school's excellent ethos.

## **The curriculum**

The curriculum is very good and there are good opportunities for enrichment. The accommodation is very good overall and the quality and range of resources are good.

## **Main strengths and weaknesses**

- The curriculum, including the Foundation Stage, is stimulating and very well planned.
- Cross-curricular use of information and communication technology and music provision are both relative weaknesses.
- There is a good range of extracurricular activities and many pupils are involved in them.
- Provision for pupils with special educational needs is very good.
- Provision for personal, social, health education and citizenship is very good.
- Pupils are very well prepared for each stage of their education.
- Although accommodation is very good overall, one of the classes in the Foundation Stage is too small.

## **Commentary**

21. The very good curriculum provides stimulation and challenge for all pupils. Curriculum provision has improved significantly since the last inspection because teachers are

constantly working extremely hard together to review, refine and improve curriculum provision for all pupils. Very effective use is made of the National Strategies for Literacy and Numeracy and recommended guidelines for other subjects to plan interesting activities for pupils. All statutory requirements are met, including those for religious education and collective worship. The school ensures that the different learning needs of pupils are met by organising pupils in groups according to their ability for mathematics and literacy. The school has looked carefully at pupils' needs and has introduced strategies such as 'States for Learning Time' at the start of the day in preparation for learning, and a time at the end of each day for reflection before going home. These strategies support pupils very effectively both with their actual learning and with their attitudes.

22. The curriculum for children in reception is of high quality and supports the needs of the children very well. It prepares children very well to be active learners. Children have plenty of opportunities to use the outside area as part of the curriculum and teachers' planning is detailed.

23. Currently the school is involved in developing a more integrated, creative curriculum with more role play activities to create an environment of active learning. This is making the curriculum interesting and more relevant to the pupils. However, the school has not recently checked that there is sufficient time allocation for each National Curriculum subject when planning for integrated sessions. Cross-curricular links with ICT are underdeveloped and music has too low a profile in the school.

24. The school has a good range of extracurricular activities which are well attended and enjoyed by all those who take part in them. Participation in sport and the arts is in the early stage of development because both subject co-ordinators are reasonably new to their posts. There are very few extracurricular clubs relating to music. Pupils have many opportunities to go on visits to places of interest as part of the curriculum, and the school nurse, the fire brigade and police are regular visitors to the school.

25. Pupils with special educational needs have access to the full curriculum. When pupils are withdrawn from lessons to receive individual support they are often withdrawn from lessons similar to the support they are to receive. Both class teachers and support adults make regular assessments of work in many curriculum areas. As a result the progress of pupils with special needs is very clear.

26. Provision for pupils' personal, social, health education and citizenship is very good. The school has an appropriate sex and relationships policy and has adopted an effective scheme of work. It is closely linked with other aspects of the curriculum and is a central part of the school's provision for pupils' personal development. The school has been recognised as a Healthy school over a period of years. All pupils have had the opportunity to take part in activities presented by the 'life education bus' which involves learning about keeping healthy and safe.

27. The school works hard to ensure that all pupils are prepared for their next stage of education very well. Children in the Foundation Stage spend time with Year 1 pupils. During the first term in Year 1, pupils use the facilities in the Foundation Stage, particularly the role play areas, which supports the development of speaking and listening skills very well. Transfer to the middle school is very well planned and there are very good links with staff and middle school pupils so that pupils in the first school know exactly what to expect and feel comfortable moving on. Information about pupils' attainment and personal development is appropriately transferred.

28. The very good accommodation is extremely well maintained and provides ample space for most of the pupils. Provision for ICT has been improved significantly with the opening of the new computer suite. However, one of the classrooms in the Foundation Stage is far too small for the number of children using the area each day. Supervision becomes difficult when all the spaces, in this room, are being used.

29. Staffing is good and the number of support staff, in the school, is very good. Resources are good and used well to support the curriculum.

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

The school provides an excellent standard of care for its pupils. Support and guidance is very good and based on very good pupil-staff relationships and a thorough knowledge of pupils' academic and personal development.

### **Main strengths and weaknesses**

- Procedures for ensuring pupils' health, safety and welfare are excellent.
- Personal, emotional and academic support for all pupils is very good.
- The arrangements for the induction of pupils into the school are very good.

### **Commentary**

30. Concern for pupils' wellbeing is paramount. Consequently, arrangements for welfare, health and safety are excellent. All the necessary arrangements for ensuring pupils' health and safety are in place. Nominated governors and staff members are responsible for overseeing health and safety and they regularly inspect the premises accompanied by the caretaker who sees to any necessary work. A number of staff are trained in first aid and in dealing with other medical emergencies such as anaphylactic shock. Security arrangements for handing children over to parents at the end of the day are both friendly and efficient. The headteacher is responsible for child protection. She, together with the deputy head and all teaching assistants, has been trained in the matter. All staff know what to do in cases of concern. All parent volunteers have been appropriately police-checked. The school has a Healthy school award and matters such as healthy eating, personal safety and the hazards of tobacco and alcohol are addressed.

31. Pupil support is very good. In the Ofsted pre-inspection pupil questionnaire, 93 per cent of pupils said that there was an adult in school to whom they could turn should the need arise. Relationships between staff and pupils are very good and this, together with good assessment information, ensures that every pupil's academic and personal development is well monitored. Pupils are involved in managing their own progress. They have targets that they discuss with their teachers and they know what they have to do to achieve those targets.

32. Induction is very effective. In the Ofsted pre-inspection questionnaire, 96 per cent of parents were happy with the arrangements for joining the school. Children visit the school on several occasions in the summer term before they start and, in addition, the reception class teacher and teaching assistant visit the child's home. An induction meeting is held for parents and guidance on matters such as helping the child to get the most out of reading is provided. The atmosphere in the reception classes is warm, friendly and welcoming to parents.

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

The school is very highly regarded by parents, with whom it has an excellent relationship. Links with partner institutions are very good and serve to enhance pupils' experiences and to ease their transfer between stages of education.

### **Main strengths and weaknesses**

- The partnership between school and home is excellent.
- The school provides very good information about pupils' progress and school events.
- Links with other schools are very good and enrich pupils' learning.
- Links with the locality are good and being further developed for the benefit of pupils and the community.

### **Commentary**

33. Parents are seen by all staff as valuable partners. Parent volunteers are welcome in school and their work is highly valued. The atmosphere in the school is open and receptive, the tone being set by the headteacher who is known to be available in the playground at the beginning and end of the day. Parental complaints and concerns are listened to and addressed. Staff are accessible; they lead their classes out into the playground at the end of the day when they are happy to resolve minor issues. Parents identify easy informal accessibility as one of the strengths of the school. The school recognises parental problems and addresses them: for example by organising a crèche on consultation evenings. Parents, in turn, are highly supportive of the school. Their commitment to supporting their children's learning at home, through helping them with reading, supporting homework and encouraging independent research is excellent. There is a lively and enthusiastic Friends organisation that raises considerable sums through a programme of well supported social events; the money is used for a diverse range of purposes from providing each reception child with a book bag to funding visits from the Bournemouth Symphony Orchestra.

34. Information for parents is very good. Regular newsletters keep parents informed of all aspects of school life. The school's governors annual report and prospectus are lively and professionally produced, and manage to avoid jargon. Curriculum workshops are arranged to explain to parents how, for example, literacy, numeracy and ICT are taught. There are termly opportunities for parents to meet teachers to discuss pupils' progress and agree targets. The school ensures that all parents are seen and will make special arrangements for those who find difficulty in attending on the designated evening. Pupil reports are comprehensive and cover each subject of the National Curriculum in some detail. Children's progress and targets are covered. Parents are given the opportunity to respond to their children's reports. A minority of parents seen both before and during the inspection expressed concern at the school's use of computer 'word-banks' in putting reports together. It is understood that the headteacher intends to address reporting in the near future.

35. Until Christmas 2004 when national funding was removed from the project, the school had Beacon status and in that capacity developed a number of links with other schools. Staff and headteachers met to share training and pupils visited each other's school. There is an active and co-operative 'pyramid' in the area, consisting of the middle schools, their feeder first schools and the upper school. Links with the middle school are particularly effective; middle school pupils visit the school to support sports day, and to talk to first school pupils. Links with the wide variety of pre-school groups in the area are effective.



There is a large number of such groups (over 20) but reception staff manage to visit the seven or eight who provide the majority of the school's intake.

36. Community links are good and being further developed by the headteacher. Pupils take part in a number of local events; they enter a float in the carnival, support Poole arts week and the local charity 'swimarathon'. Community figures, the fire brigade, community police officer and various local artists and writers visit the school, and people from the community volunteer to help in school, by hearing readers. The composition of the governing body provides a range of expertise for the school; it includes a police officer, a secondary teacher and a writer of educational software. The locality is well used to support pupils' learning; pupils visit, for instance, Lulworth Cove in support of geography and the museum in Poole in support of history.

37. Parents who have children receiving school action plus support meet with the special needs co-ordinator each term in order to discuss progress. Parents of pupils with slightly lesser needs, meet their teachers each term to discuss progress, but have the option to meet the special needs co-ordinator if they wish. Those pupils with statements of special needs receive very good support and their parents meet the co-ordinator each term and once a year for a full review of needs. The very clear individual education programmes, drawn up by the school, are very helpful in guiding parents and support staff in providing the best quality support for these pupils.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is excellent and her management is very good. She is very well supported by her senior management team and receives very good support from the governing body.

### **Main strengths and weaknesses**

- The headteacher has an excellent vision of the needs of the school and how to achieve them.
- The reflective and very effective management enables all staff to fulfil the school's vision.
- Governors and key staff have a very clear picture of the school's strengths and weaknesses and make a major contribution to the success of the school.
- All staff share the headteacher's vision and teamwork is the key to current successes.
- Not all subject co-ordinators are as yet fully confident in managing their subjects.

### **Commentary**

38. The leadership and vision of the headteacher are excellent and have been major factors in the development of the school over the recent past. This is confirmed by the school's Investor in People award. The head's highly inclusive vision of pupils' education has meant that high priority is being placed on a practical approach to learning through the National Curriculum. The development of the school's curriculum is under regular scrutiny in order to bring both enjoyment and success to the widest range of pupils. There is a very high commitment to providing equal access to the curriculum for all pupils. To this end, the special educational needs of pupils are very well managed and led by the special needs co-ordinator.

39. The headteacher leads by example and inspires confidence in her staff and parents alike. Staff, both teaching and support staff, form an excellent team, which means that there is always a constant exchange of ideas and techniques for improvement.

40. The school's senior management team gives very good support to the headteacher, with the deputy head, Foundation Stage co-ordinator, special needs co-ordinator and the co-ordinators for both literacy and numeracy forming a very strong unit to both support and question plans and ideas.

41. The governing body, overall, provides very good support for the headteacher, as it knows the strengths and weaknesses of the school very well. Within the governing body, the chair of finance and the acting chair of governors have excellent understanding of the school and can lend many years of experience to support and challenge the headteacher.

42. The key to much of the school's success currently is the idea of teamwork instilled and encouraged by the headteacher. Performance management, the induction of new teachers and the school's ongoing professional development of its staff gives very good support to the improvement in teaching and understanding of the school's philosophy. As a result, teaching has improved since the last inspection, as has the overall curriculum.

43. The leadership and management of special educational needs is very good, a significant improvement since the last inspection. The co-ordinator organises the budget, timetables and deployment of staff. She does this very effectively and provides her staff with an excellent role model. She spends her weekly non-contact time monitoring the work in school, completing associated paper work and supporting the special needs support staff. The accommodation for special needs is excellent. Support staff have use of two 'Bright Sparks' rooms and use of other classroom space and the ICT suite on a shared basis. At the same time, resources, gathered over time, are very good.

44. The co-ordination of areas of the curriculum is carried out well. Some subjects such as literacy, numeracy and assessment, for example, are led very well with the deputy providing a fine role model. There is excellent leadership in the early years work. However, there is a small group of subject co-ordinators who have only recently taken on their responsibilities. For these there is still some way to go before their understanding of their roles and the effects they have on their subjects can be clearly seen. All have made a good start in their new roles.

45. Strategic planning is of high quality and acts as a guide for all staff and governors, as all have contributed to it. At the same time, financial management is very good and support staff play a key role in reducing the strain on teachers by providing very good support for a wide range of tasks. The quality of this management and the effects it has on provision, standards, pupils' learning and the school's physical environment give rise to very good value for money.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	830,967
Total expenditure	785,425
Expenditure per pupil	2,663

Balances (£)	
Balance from previous year	15,443
Balance carried forward to the next	60985*

\* This includes £30000 owed to the local authority in lieu of building works.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**. Children start school part time in September. Those children who have birthdays before 1<sup>st</sup> March attend full time after half a term and the rest in January. Attainment on entry varies from year to year and is currently average. Achievement is very good and by the time the children start Year 1 of the National Curriculum most are exceeding the early learning goals in all areas of learning. Teaching and learning are very good.

#### Main strengths and weaknesses

- Most children exceed the early learning goals by Year 1 and achievement is very good.
- Behaviour is very good and children have excellent attitudes to school.
- Teaching is very good overall.
- Teaching assistants make a very good contribution to pupils' learning.
- Leadership and management are excellent.
- Overall accommodation and resources are very good, although one classroom is cramped and much smaller than the other one.

#### Commentary

46. Achievement in **personal, social and emotional development** is very good. Most children exceed the early learning goals by Year 1 and many are well above national expectations in this area of learning. Children clearly know the routines in their classrooms and have very good relationships with adults and each other. For example one child helped another when she was unhappy at lunchtime. All adults are consistent in their management of behaviour and consequently children know exactly what is expected of them. The very well organised start and end to the day provide children with opportunities to settle in, socialise, and review their day, and for parents to discuss any concerns with teachers. Children are encouraged to work with other children as much as possible and this has a positive impact on their learning. For example children very confidently take on various roles in the café and doctor's surgery and play together rather than as individuals.

47. No opportunity is missed to raise awareness of other people's difficulties, for example the teacher asked a child to explain why he had built a wheelchair for his teddy and the teacher ensured children understood why some people had to use wheelchairs to move around. The reward system is used very well and consequently children are really keen to succeed. They behave extremely well at all times. Teaching and learning are very good and teaching assistants make a very good contribution to children's personal, social and emotional development.

48. By the end of the Foundation Stage most children are exceeding the early learning goals in **communication, language and literacy** and are achieving very well. All adults develop children's communication and language skills very well, using every opportunity to introduce new vocabulary and to explain the meaning of unfamiliar words. Therefore children speak confidently in a range of situations, such as the café and doctor's surgery, and show a good level of conversation when in these imaginative situations. For example a group of children did not want the inspector to leave the café because they said it was too dark outside and it would be dangerous. They felt she must stay until morning when it would

be light and she could spend her time eating ice cream and sleeping on the sofa! In another session children were using a wide range of vocabulary to describe the teacher's bear in preparation for writing about their own teddies. For example one child thought the bear had a 'colourful tie'.

49. Reading and writing skills are developed very well using a range of strategies such as Jolly Phonics and word recognition and the sharing of a love of reading by adults. As a result of very good teaching many children can recognise key words and understand that writing has meaning. All children are fully involved in all activities and those identified with speech and language difficulties have focused, additional support to help them achieve as well as the rest of the class. By the end of the Foundation Stage most children can write a simple sentence unaided and use their knowledge of letter sounds to spell and read unfamiliar words.

50. Achievement in **mathematical development** is very good because teaching is very good. Children understand how to use non-standard measurements when baking biscuits and are familiar with mathematical language such as heavier, lighter and balancing. They make repeated patterns with beads, pegs, large construction apparatus and paper shapes, and confidently explain how the pattern is repeated. Many children are already able to count and order numbers to twenty and use specific mathematical language such as taller than and shorter than when comparing objects. Where teaching is excellent children are extremely well motivated and with support count to a hundred. They respond extremely well to the teacher's question, "Why?" and are able to explain how they know that the covered number is a nine, using appropriate mathematical language. They name shapes such as cylinder and cube and use them correctly to make repeated patterns. These children rise to the teacher's challenges, particularly when learning is made fun for them. In this lesson achievement was excellent.

51. Children achieve very well in **knowledge and understanding of the world** because this area of learning is an integral part of the curriculum. For example when making biscuits in mathematical development children discuss, in some detail, what happens when the mixture is cooked and in particular they predict what will happen to the sweet on the top of the biscuit when it is cooked. Children predict the sweet will melt and they know that the biscuits will only cook in an oven, which is hot and not in a fridge, which is cold. They have very good opportunities to develop their thinking skills in order to discover the world around them. For example in a very good lesson children were encouraged to describe what they thought was in the box. Questions were directed to thinking about materials. Children asked questions such as, "Is it made of china?" and could describe textures and note differences. There were very good links between knowledge and understanding of the world and communication, language and literacy skills.

52. Children are beginning to appreciate other cultures, such as the Chinese New Year celebration. In design and making children discuss a design for a chair for their teddy and use large construction equipment well to make their chairs. However, in one lesson, opportunities to record the children's comments and ideas of how to improve their chair were missed, particularly as this activity was identified in the teacher's planning as an assessment activity. Most children are confident in the use of the mouse to select the correct functions on the computer and to draw a picture of a teddy. Some children were able to print their work satisfactorily. Teaching and learning is very good and this has a very positive impact on children's learning. Most children are expected to exceed the early learning goals by Year 1.

53. Children have many opportunities to develop good physical skills both inside and outside and achievement in **physical development** is good. The quality of teaching is good overall and most of the children are expected to exceed the early learning goals by Year 1. Outside, children confidently ride bikes and with very good adult support from parent helpers and teaching assistants develop ball skills well. They ride carefully along the track and show a good awareness of each other. In the hall children are beginning to use the apparatus appropriately and to follow instructions. Where teaching was satisfactory the noise level was quite high and there were too many learning intentions for the class. The teaching assistant was appropriately deployed with one piece of apparatus, working well with the children, but the teacher was unable to have a clear overview of the rest of the class. Consequently not all children were as focused as the rest of the class.

54. In the excellent lesson the teacher had very high expectations of the children, provided very clear instructions and no time at all was wasted. For example while the adults were putting out the large mats for the second part of the lesson the children were busy discussing with their partners how they were going to crawl and slide on the different pieces of apparatus. This enabled the children to be confident and to know exactly what they intended to do and consequently they achieved extremely well. Both the adults showed a very good awareness of the needs of all children and provided firm, but encouraging, support in order for them all to achieve. The teacher has a wonderful manner with the children and they respond to her extremely well.

55. In **creative development** children achieve very well and are expected to exceed the early learning goals by Year 1. Children use a range of media well to create pictures of snowmen and snowflakes for classroom displays. They use salt dough to make snowmen. They create observational paintings of teddy bears using textured paint, and make bear faces for hand puppets. Children decorate lanterns for Chinese New Year and party hats for Christmas. They develop imaginative skills very well in role play areas. No music sessions were observed during the inspection, although planning clearly indicates that children have opportunities to make music. Creative development activities are often very well led by the teaching assistants who have high expectations of attainment and are skilled at developing children's skills and imagination very well.

56. Leadership and management of the Foundation Stage are excellent. The co-ordinator is an excellent role model and provides excellent support for her colleagues, particularly the support staff. She monitors planning very effectively and has been the instigator of several initiatives, including reviewing the Foundation Stage curriculum so that the success criteria are more focused, improving assessment procedures, and trialling new procedures for induction into school. Accommodation and resources are very good overall. However, one of the classrooms is very small, with several nooks and crannies and this makes supervision difficult for the staff. Good use is made of the large classroom during teachers' preparation time but this was not observed during the inspection. The outdoor area is spacious, secure and used very well to support the children's learning.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

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

- Pupils achieve very well to reach standards that are well above average at the end of Years 2 and 4.
- Teaching is good and in about a third of lessons very good.
- Very good assessment ensures that targets for individuals lead to improvement.
- Support for pupils with special educational needs is very good.
- Handwriting is inconsistent and is in need of attention.
- Yet more use could be made of ICT to promote and practise literacy skills.

## **Commentary**

57. Standards have been consistently well above average since the last inspection. This is confirmed by results of national assessments for Year 2 and school records for pupils in other years. Inspectors find that pupils are achieving very well and make very good progress with standards for pupils in the current Years 2 and 4 well above average in speaking, listening and reading, and above average in writing. The school's success continues that reflected in its Beacon School status, part of which was for English, and writing in particular.

58. In 2003 and 2004 test result comparisons with similar schools based on eligibility for free school meals were down slightly in writing. Both year groups in question had higher proportions of pupils with special needs than is usual in the school, but nevertheless this gave rise to considerable analysis of performance and planning in order to address the situation. Action taken in modifying the curriculum, improving assessment and ensuring that teaching takes full account of pupils' individual needs is proving very successful. Inspectors are confident that pupils are not underachieving and that this year's results are likely to be more positive.

59. A strength of English is pupils' ability to listen and consider other people's ideas and opinions before joining in discussion. Many pupils are articulate, most are confident, and the level of debate in all classes across a range of subjects is of high quality.

60. Throughout the school pupils read well for their ability making good use of the very good start that they get in reception. A very good proportion of pupils reach above average levels especially by the end of Year 4 where higher attainers are already reading at expectations for eleven year olds, and some beyond. Reading skills form the basis of work in nearly all areas of the curriculum and make a significant contribution to overall performance. Pupils read fluently and accurately and are able to decipher and understand new words using very good strategies encouraged by the Jolly Phonics scheme. As part of an innovative approach to the subject group reading activities have been taken out of the literacy hour in order to make the most of time and allow reading to be enjoyable.

61. Pupils clearly enjoy English work and writing in particular. They benefit from the very good target setting (both for the class and individuals) and the good marking of teachers who make it obvious how pupils can make improvements. There are examples of good writing which demonstrate successful work in a variety of genre such as descriptions, poetry, instructions and reporting. These include:

- Year 1 very good non fiction writing about dragons;
- Year 2 accounts of what they have studied in the locality;
- Year 3 work on life in the Victorian age;
- Year 4 very good stories about the character called Funny Bones, bound into books for Year 1 to read.

62. Whilst these (and more) are evidence of pupils' achieving well inspectors find that opportunities to display pupils' writing around the school are too limited and do not make the most of good quality work. This may in part be due to standards of handwriting being inconsistent and in need of a review of policy and practice. Although there are instances of ICT being used to augment writing through word processing there is more scope to extend this.

63. Teaching is judged at least consistently good and in about a third of lessons better. This is the result of very good planning, clear learning objectives, very good relationships and high quality questioning which draws all pupils regardless of ability into discussions and challenges them at their own levels. Teaching assistants demonstrate the same skills and as a consequence make a very good contribution to provision in English and in work targeted at pupils with additional needs in particular. This is central to the school's very good support for special educational needs.

64. English is well led and managed with the co-ordinator working effectively with the assessment co-ordinator and the head to monitor standards and teaching. Improvement since the last report is judged good notwithstanding that the subject was found to be very good last time. Significant changes to library and resources throughout the school continue to have positive effects on learning.

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

65. Literacy skills are used very effectively to support other subjects. Speaking and listening skills make a very good contribution to discussions in all curriculum areas. Notable examples are in Year 4 religious education work on Islam; evaluations of each others' sequences in physical education; and expressing feelings and opinions in personal, social and health education. Writing is used well particularly in science, geography and history to record information, whilst reading complements most subjects in terms of research. The school's still developing cross curricular approach to a variety of subjects makes good use of, and provides a very good vehicle for, pupils' communication, language and literacy skills.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- By the end of Year 2 standards of attainment are well above the national average and this is maintained by the end of Year 4.
- Teaching is very good and consequently pupils achieve very well.
- The school has very good assessment procedures for mathematics, which are used very well to support learning.
- Leadership and management of mathematics are very good.

### **Commentary**

66. By the end of Year 2 test results are well above the national average and by the end of Year 4 pupils' attainment is well above national expectations. All pupils, including those who find learning difficult, are achieving very well. Inspection evidence confirms that these high

standards are being maintained and that results in standardised tests are expected to be as good as previous years. Many pupils are adept at number combinations: for example they readily recognise number patterns and fully understand links between addition and subtraction. They use their knowledge of these operations and those of simple multiplication and division well to solve simple mathematical problems. Pupils in Year 2 explain clearly which method they used to double and halve numbers to twenty. They use the correct mathematical language to describe where the treasure is located and follow instructions using co-ordinates.

67. Older pupils in Year 4 have a good knowledge of using positioning and direction and use maps and knowledge of the compass points to answer questions and locate features on a map. Lower attaining pupils use large carpet squares to develop their understanding of using co-ordinates to locate treasure. Most pupils have a good understanding of rounding numbers to the nearest ten, identifying right angles and solving simple problems using the four operations, mainly accurately.

68. Teaching is very good and this has a positive impact on pupils' learning. The quality of teaching has improved significantly since the last inspection. Teachers have secure subject knowledge, high expectations of both behaviour and pupils' attainment. Pupils of different abilities are taught separately, and work is closely matched to ability. As a consequence the most able pupils are fully challenged and those with special educational needs are often given more practical tasks to meet their needs. There is very good provision for pupils who find learning difficult. Lessons are conducted at a brisk pace and pupils' work is generally marked carefully so pupils know what they have to do to improve.

69. Teachers question very well which encourages pupils to explain their methods of working. Both praise and the use of 'talking partners' are very effective in raising pupils' self esteem and giving pupils confidence to participate in whole class activities. Consequently all pupils are achieving very well.

70. Information about pupils' performance is analysed carefully to monitor individual pupils' progress and set targets. Key objectives are clearly displayed at the front of pupils' books so that pupils know what they have achieved and what they need to learn to achieve the next level. Many pupils are focusing on the key objectives for the next year and this strategy is challenging the more capable pupils very effectively. A number of assessment tasks are used, including commercial and optional tests for older pupils so that teachers know exactly what needs to be planned to continue to maintain and raise standards.

71. Leadership and management of mathematics by the permanent subject co-ordinator are very good. She is currently seconded for this term to work with the local education authority but has been kept well informed of any developments during her absence. She has monitored teachers' planning, some teaching, and samples of pupils' work in the key objectives books. There are very good opportunities for training for staff and time is set aside for information sharing in staff meetings. Resources are audited regularly and are good. Improvement since the last inspection is very good and weaknesses such as insufficient opportunities to develop pupils' knowledge of space, measure and data handling have been successfully addressed.

### **Mathematics across the curriculum**

72. Good use is made of mathematics to support other curriculum areas. This is particularly so in data handling for science, measuring in design and technology, and weighing in food technology.



## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards in science are very good at the end of Year 2 and good at the end of Year 4.
- Pupils achieve well, with some pupils achieving very well.
- Teaching is good overall.
- The co-ordination of the subject is good.
- Work on investigations has been the subject of recent initiatives and standards have improved well.
- Cross-curricular links with ICT are not yet well enough established.
- Completed work does not show enough opportunities for higher attaining pupils to always be sufficiently challenged.

### Commentary

73. Class teachers assessed standards last year as being well above national expectations by the end of Year 2. Currently standards in this year group are close to this position, half way through the year. As a result, pupils are achieving very well and making very good progress in their learning. By the end of Year 4, pupils work is just above that expected for their age. The reason standards are not higher in this year group is that changes and improvements in the curriculum have not yet had their full accumulative effect on work. This was the pattern of standards at the last inspection. Pupils with special educational needs make equally good progress and when they receive extra support, as in a Year 4 lesson investigating elasticity of materials, they achieve very well.

74. Overall, teaching in science is good, with examples of both satisfactory and very good teaching. Most teachers have good subject knowledge and work well from their good plans. In a very good Year 4 lesson the teacher's very good questioning skills probed pupils' understanding, consolidated their previous learning, and equipped them very well for their investigation on insulation materials.

75. Throughout the school work on investigations is of a very good standard. It has been the subject of improvement over the recent past and is now the best aspect of the school's work in science. Pupils are encouraged to predict outcomes, plan their investigations, check on fair testing and then note conclusions.

76. The work of the subject co-ordinator is positive and she has provided science assessments. As a result, teachers are able to track the progress pupils make and the standards they achieve compared with those noted in the National Curriculum. The co-ordinator recognises that there is still a need to improve cross-curricular links with ICT. Currently, whilst all classes have their own computers, they are not used enough in work in science.

77. Whilst examining previously completed work at Year 2 and Year 4, there is little evidence to show that the higher attaining pupils, noted by the class teachers, are being given work which continually challenges them at an appropriate level. Work too often seems very similar for both average and higher attaining pupils. However, during the inspection, planning clearly noted work for three different ability groups in each lesson. The co-

ordinator has not yet taken enough opportunities to examine work in this year group in order to check how pupils are being challenged and how they are achieving.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good** and much improved.

### **Main strengths and weaknesses**

- There is a very good ICT suite very well resourced and supported effectively by a teaching assistant acting as a technician.
- Standards are above national expectations at the end of Year 2.
- Skills are taught effectively in specific ICT lessons to all classes.
- There is still room to develop the use of ICT in other subjects.

### **Commentary**

78. Few actual lessons could be observed during the inspection. Consequently no judgements can be made about the quality of teaching and learning in lessons. However, examples of pupils' work and staff records show standards are above national expectations at the end of Year 2 and in line with what is expected at the end of Year 4. The difference is because new facilities, planning and support have so far had greater effects on younger pupils. There is evidence to suggest that improvements continue to be made with positive effects on future standards.

79. Although standards at the end of Year 4 appear lower than those reported in 1999 this is partly because the requirements of this fast developing curriculum area are much more rigorous. A strong feature of provision is the very good ICT suite with resources networked to classrooms, and links to the Internet in all classes. Hardware, group and individual work are well supported by the new technician who uses her skills effectively to enhance the work of teachers.

80. Provision is well managed by the co-ordinator who has created a clear action plan for the subject's development. She ensures that in a distinct improvement since the last inspection all classes have specific ICT lessons every week. This has raised pupils' basic skills and their application, and formed a good platform for future improvements. The school is aware that now there is a need to make even more use of ICT to support other subjects in classroom lessons: for example in research from CD-Rom and the Internet as well as in word processing and data handling. The addition of interactive whiteboards in some classes is a very positive move, soon to be followed up in other rooms.

### **Information and communication technology across the curriculum**

81. As indicated above too little obvious use is made of ICT skills in other subjects. There is a need to develop discrete planning in each other curriculum area to show how ICT will be used. Good features however, include the use of digital cameras to record pupils' work and activities: for example this considerably enhances work in physical education to enable pupils to analysis their own performances in dance and gymnastics.

## **HUMANITIES**

### **GEOGRAPHY AND HISTORY**

Provision in both geography and history is **satisfactory**.

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

- Some individual topics in both subjects are well planned and presented.
- Visits and visitors add much first hand information for pupils in both subjects.
- Teaching in history and geography is good overall.
- There are as yet no arrangements for assessment in either subject.
- Some topics need revitalising in order to motivate pupils and encourage them to use other skills such as literacy and ICT.

#### **Commentary**

82. As only three lessons were seen, one history and two geography, the scrutiny of previously completed work and of work on display was used to ascertain that standards in both subjects are in line with national expectations, as they were at the last inspection. Pupils make sound progress in their work and achieve satisfactorily. Pupils with special needs make similar progress and where they receive further support they often achieve well. For example in a Year 2 geography lesson a pupil who was receiving individual support achieved well in gaining an understanding of his locality.

83. In the three lessons seen teaching was good overall with very good teaching seen in a Year 2 lesson. Here, the teacher was very well prepared, used a range of interesting resources and, through very good questioning, consolidated learning whilst making the activities interesting and fun. As a result, pupils were enthusiastic, responded very well to questions and got on with their work without any delay.

84. Whilst some individual topics are fun, the balance of the work between history and geography is not quite as well defined as it might be. The newly appointed subject co-ordinator is aware of this and is seeking to adjust topics accordingly. There is a good range of visits and visitors in place across both curriculum areas. These provide pupils with first hand information and resources with which to better understand topics. Pupils visit Corfe Castle, an Egyptian exhibition, and take part in fieldwork connected with their locality and a nearby river.

85. The subject co-ordinator is aware that there are no arrangements for assessment in either subject. As a result, it is not clear how successful teaching and learning are, or exactly what standards pupils reach. A further target for the school is to revitalise both subjects and raise their profile in school. This will not be achieved until many more examples of pupils' work are displayed alongside the current displays and standards are checked against those in the National Curriculum. At present, whilst displays are colourful and show interesting information, they are primarily created by teachers with little information from pupils. As a result, pupils do not show much interest in them as their work is not displayed. At the same time, although there is some use of video, DVD and CD-Rom, in general, the use of ICT to support the two subjects is too limited. Although each class has stand alone computers in the classroom they were not seen in use.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory** with some good features.

### Strengths and weaknesses

- Pupils reach the standards expected by the locally agreed syllabus.
- The teaching of religious education is good overall.
- Resources are good and interest pupils.
- Assessments have been well organised by the subject co-ordinator, although not all year groups have completed them.
- The management of the subject is good.
- Pupils do not always record their work in religious education. As a result this often fails to support their literacy skills.

### Commentary

86. Standards of work seen in Years 2 and 4 are in line with the expectations of the locally agreed syllabus. This was the case at the last inspection and shows that standards have been maintained. Pupils with special educational needs achieve well and make good progress in their learning. All other pupils achieve well and make steady progress in improving their knowledge and understanding of world faiths including Christianity. This is especially the case when they are well motivated by interesting and lively lessons. Pupils with special needs achieve well when they have individual support, as in a Year 4 lesson on Islamic pilgrimages.

87. The teaching of religious education is good. This shows an improvement since the last inspection. This improvement is attributable to improvements made by the co-ordinator in the scheme of work and in planning she provides for her colleagues to use. As a result teachers are more confident with the subject and are better informed. This was noted, for example, in a good Year 1 lesson on Jewish culture, in which the class teacher was able to give his pupils a good deal of information on items of clothing used, and artefacts seen in a synagogue.

88. Improvements in the amount and quality of resources and artefacts have been important in making the subject more interesting to pupils. For example, a corridor display on Islam shows that pupils have seen a wide range of artefacts, helping them understand the similarities and differences between Islam and Christianity. In such topics, pupils gain a considerable amount of information in order to improve their cultural development.

89. The well informed subject co-ordinator has worked hard to produce a clear set of assessments in order to judge pupils' standards and the progress they make. When all teachers use these assessments, she will be in a better position to see where the strengths and weaknesses of the subject lie. Although, in the past, she has had opportunities to monitor the teaching and learning in classrooms, this has not happened for some time and the new assessments will help bridge this gap.

90. Whilst pupils are given a very good range of opportunities to discuss aspects of religious education, thus improving their speaking and listening skills, they do not get the same amount of opportunities to use their literacy skills in writing. As a result, the balance of the subject is a little too weighted towards discussion.

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

### **ART, DESIGN AND TECHNOLOGY**

#### **Commentary**

91. No lessons were observed in design and technology and only one lesson in art so it is not possible to make a judgement on provision, attainment, teaching or learning in these subjects. Both subjects are often taught in blocks of lessons which enable pupils to develop their skills and experiment with new techniques. Teachers' planning indicates that all aspects of both subjects are fully covered each year. Both subjects are appropriately managed and the new subject co-ordinator for art has a clear view of what needs to be done to review the scheme of work so that the subject has a higher profile in the school and so to raise standards.

92. Examples of pupils' work and photographs in design and technology include designing and making swings and other fairground equipment for a topic about playgrounds in Year 1, and designing, making and evaluating money purses in Year 3. Pupils in Year 2, as part of their topic about food preparation, prepared a delicious meal for members of staff. The standard of work seen was of good quality.

93. In art younger pupils created attractive pictures of underwater scenes and in Year 2 pupils experimented with printing techniques. They are currently working on clay tiles, which they plan to use to improve the school environment. Older pupils, in Year 4, use chalk to make observational drawings of the environment and create fantasy creatures to add to their drawings. Pupils have sufficient opportunities to use a range of media but there are missed opportunities for pupils' work to be celebrated in displays around the school.

### **MUSIC**

#### **Commentary**

94. Only one music lesson was observed because music was not a major focus of the inspection. Consequently no detailed judgements are made about teaching, learning, standards or progress since the last inspection.

95. Strengths apparent from limited evidence are in:

- Aspects of singing as heard in assembly;
- The determination of the new co-ordinator to promote the subject and address the issue of the last inspection regarding the lack of opportunities for pupils to listen to and appraise different types of music.

96. In the one lesson seen teaching was good with Year 3 pupils learning effectively to record their own simple composition with symbols. Pupils had a good appreciation of rhythm and demonstrated good listening. Good use was made of the dedicated music room and a range of instruments.

97. School planning shows that all requirements of the National Curriculum are met and that a few pupils do have opportunities to learn to play instruments in lessons from the local education authority peripatetic service. However, from the school's own admission there

has been less emphasis on music over the past year when there was effectively no co-ordinator. Opportunities have been missed to develop pupils' musical skills and appreciation and the subject has lacked focus.

98. Leadership and management are currently satisfactory but there are positive signs in the action plan of the recently appointed co-ordinator. She has identified the lack of opportunities for pupils to perform: for example in a choir or instrumental group, and the need to raise the profile of music in general. There are good cross curricular links with physical education in interpreting music in dance, and music is used very effectively as a calming influence in classrooms. However, the absence of assessment makes it difficult to judge progress and standards, but addressing this is part of the school's forward planning.

99. Resources for music are adequate to teach the National Curriculum. However, there is a need to improve these to support the much needed greater emphasis on the subject.

## **PHYSICAL EDUCATION (PE)**

As four out of the six lessons observed were in dance (the others being in gymnastics) it is not possible to make overall judgements on standards, teaching and learning in all aspects of PE. School planning and records suggest that all required elements are covered and that provision is at least satisfactory and, because of the good work of the new co-ordinator, improving.

### **Main strengths and weaknesses**

- Standards in dance are above what is expected by the end of Year 4.
- Pupils improve their own performances by evaluating their work and observing that of others.
- Pupils usually respond very well and work very effectively in groups.

### **Commentary**

100. Standards in dance are above national expectations at the end of Year 4. Pupils were observed working very well together to create sequences which interpreted music very effectively. Performances representing the water cycle (studied in geography) showed good achievement in work on different levels, and at different rates to demonstrate flow. Pupils were agile and well co-ordinated. They showed good awareness of space, each other and the music; and achieved well in the lessons to add to progress made over time. Observations in younger age groups showed how dance skills, and the ability for pupils to express themselves, are built on year on year. This indicates that teaching in dance is usually good and in some cases very good: for example in one Year 3 lesson a newly qualified teacher very skilfully challenged pupils to create their own country dances using elements taught previously. Minor aspects for improvement are in reducing the noise level in a minority of lessons and ensuring warm ups are as thorough as in the best lessons.

101. In both gymnastics lessons seen (in Years 1 and 2) which focused on balancing on the floor and simple apparatus pupils showed good control and imagination in devising different ways of balancing. Teaching was good in one session and excellent in the other. Pupils achieved well because of the techniques taught. All pupils were fully included and pupils with SEN did particularly well in improving co-ordination because support from teaching assistants was of high quality.

102. A strength of teaching, which benefits literacy skills as well as PE, is in encouraging pupils to evaluate and constructively criticise the work of others. This results in improved technique and performance. Good use is made of digital cameras to extend this work. Pupils obviously enjoy PE lessons and many choose to join in the good variety of extracurricular activities on offer. They behave very well and respond very positively to staff and volunteers.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- A wide range of topics is covered
- There is a school council that provides Year 4 pupils with an insight into community responsibility.

### Commentary

103. Pupils' personal and social development is central to the school's ethos. The programme of personal, social, health and citizenship education is extensive and planned right across the curriculum. A wide range of issues is addressed, including personal safety, sex education, gender and racial stereotyping, and healthy living. The school continues to hold a Healthy school award.

104. A school council, whose members have peer mediation duties, introduces pupils to the responsibilities of citizenship. Pupils have to stand for election and produce a personal 'manifesto' as to why fellow pupils should support them. Membership is confined to pupils from Year 4 although the process of seeking election starts towards the end of Year 3.

105. The subject is very well led by an enthusiastic and committed co-ordinator. It is well resourced and well supported by all staff.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2

Pupils' spiritual, moral, social and cultural development	2
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<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
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).*