

INSPECTION REPORT

COURTHILL FIRST SCHOOL

Poole

LEA area: Poole

Unique reference number: 113688

Headteacher: Mrs J Davies

Lead inspector: Mrs L Brackstone

Dates of inspection: 27th - 29th September 2004

Inspection number: 266684

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:	5 - 8
Gender of pupils:	Mixed
Number on roll:	348
School address:	Courthill Road Parkstone Poole Dorset
Postcode:	BH14 9HL
Telephone number:	(01202) 747 381
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Turner
Date of previous inspection:	4 th May 1999

CHARACTERISTICS OF THE SCHOOL

Courthill is a large First school that is situated in a pleasant residential area that consists mainly of private housing. A very small proportion of pupils come from minority ethnic families and six pupils use English as an additional language. The number of pupils eligible for free school meals is very low. There are similar numbers of boys and girls. About nine per cent of pupils have special educational needs and this is below the national average. Their difficulties include mainly moderate learning problems, hearing, speech and physical disabilities and social and emotional issues. One pupil is statemented for special educational needs. The school consists of three classes per year group. At the time of the inspection, 82 children had just started their second week in school on a part-time basis. The new headteacher joined the school in January 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage English as an additional language Information and communication technology
9173	Mrs S McDermott	Lay inspector	
30669	Mrs M Sandercock	Team inspector	Mathematics Art and design Design and technology Music Physical education
22790	Mrs J Pinney	Team inspector	Science Geography History
24342	Mrs D Franklin	Team inspector	English Special educational needs Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This popular school provides an adequate standard of education and satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve high standards in reading, writing and mathematics, but unfortunately these skills are not reflected in their learning in other subjects.
- Achievement in information and communication technology (ICT) is unsatisfactory.
- The Foundation Stage Unit provides a good start to school life.
- Behaviour management is unsatisfactory and time is not always used to best effect in lessons.
- The school is led effectively and managed well, but not all senior staff are effective role models.
- The range of extra-curricular activities is good.
- There are not enough support staff to meet the needs of the pupils in Years 2 and 3.
- Parents are well involved in all aspects of school life, but reports to parents are not sufficiently detailed.

The school has made satisfactory progress since its previous inspection. All key issues have been rectified and standards have improved in English, mathematics and science. Teaching is not as good as it was at the time of the last inspection, nor are the attitudes and behaviour of the pupils. However, the school has a good capacity to improve further, given the good clear leadership of the headteacher and governors.

STANDARDS ACHIEVED

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

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

Results in the national tests of 2003 confirm the trend of improvement. Standards were well above average in writing and mathematics, and above average in reading. The most recent test results indicate an improvement in reading.

Children start school with standards that are above those expected for this age. Most are likely to exceed the goals they would be expected to reach by the start of Year 1. This good achievement is a result of the effective teaching and well-planned curriculum in Reception.

At this early part of the academic year, inspection evidence indicates that the standards achieved in Year 2 are well above average in reading and writing. Standards achieved in mathematics and science are above average. Standards in religious education at the end of

Years 2 and 3 meet those expected in the locally agreed syllabus. Standards in ICT in Years 2 and 3 do not meet nationally expected levels. Standards in physical education are good. Pupil achievement is satisfactory overall. The achievement of pupils with special educational needs, the gifted and talented and those who come to school with little English, is similar to other pupils. There is no significant variation in standards achieved by boys and girls and all pupils are included in the life of the school.

Pupils' personal development is satisfactory. Social development is good. Spiritual, moral and cultural development is satisfactory. Pupils' attitudes and behaviour are satisfactory overall. They enjoy school life but can be over-confident at times and do not always listen to their teachers. The majority of pupils behave well around school, but on occasions when teaching is weak, their behaviour in lessons is not so good. Pupils are punctual to lessons and their attendance is good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning is satisfactory overall. It is good in the Foundation Stage, where staff have a good knowledge and understanding of this age group, work closely together as a team and use assessment well to inform their teaching. Teachers in Years 1 to 3 plan lessons appropriately and use a satisfactory range of teaching methods. However, time is not always used to best effect in lessons and behaviour management is inconsistent. Teachers are also thwarted in their efforts to teach ICT because of outdated resources, inappropriate accommodation and lack of subject knowledge. Assessment is used satisfactorily to support the pupils in their learning. The curriculum is good in Reception and satisfactory in Years 1 to 3. It is enriched well by an impressive range of extra-curricular activities and outside visits and visitors. The pupils are appropriately supported and cared for and their views are suitably sought through the school council. The school has effective links with parents and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and governors are good. The headteacher has a clear vision for the school. In her short time as headteacher she has improved standards in reading and has successfully raised parental involvement. She works closely with the well-informed governors, who play a strong role in shaping the future direction of the school. However, not all senior staff fulfil their responsibility as good role models.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the school and are happy to approach staff if they have a problem. They feel confident about the leadership and management and feel that their children make sufficient progress. Parents feel that they are well informed about school life and are encouraged to be involved, but they think they receive insufficient information about how well their children are doing. Inspection findings confirm this. Some parents raised issues regarding the attitude of some teachers towards the children. Inspectors confirm that, at times, not all teachers treat pupils with respect. Pupils are very confident and are enthusiastic about the extra-curricular activities on offer. For example, a group of pupils eagerly explained to an inspector that there is always '*at least one fun thing to do*' each day. They have a good understanding of why teachers set them targets and feel that they all have at least one adult that they can talk to when they have a concern.

IMPROVEMENTS NEEDED

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

- Improve provision for information and communication technology.
- Take action to improve the weaknesses in the quality of teaching.
- Extend the very good literacy and numeracy skills across all subjects.
- Ensure that all senior staff are effective role models.
- Review the match of support staff to the needs of the curriculum in Years 1 to 3.
- Improve the quality of pupil reports to parents.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupil achievement is satisfactory overall. Standards achieved at the end of Year 2 are well above average in English, mathematics and science. Standards in religious education meet locally agreed requirements, but standards in ICT are below national expectations.

Main strengths and weaknesses

- Achievement is good in the Foundation Stage.
- By the end of Year 2, pupils have achieved well in reading, writing, mathematics and science.
- Achievement in ICT is unsatisfactory.
- Standards achieved in physical education are good.

Commentary

1. Standards on entry into Reception are varied, but are above average overall. Pupils achieve well in the Foundation Stage because they are taught well and are offered a stimulating environment and rich curriculum. By the end of the Reception Year, standards in all areas of learning exceed nationally recommended levels.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
reading	16.8 (16.9)	15.7 (15.8)
writing	16.0 (15.4)	14.6 (14.4)
mathematics	17.4 (17.6)	16.3 (16.5)

There were 85 pupils in the year group. Figures in brackets are for the previous year.

2. In the national tests of 2003, standards at the end of Year 2 were well above average in writing and mathematics, and above average in reading. When compared with schools with similar numbers of pupils eligible for free school meals, standards were above average for writing and average for reading and mathematics. There are no national tests for science, but standards in teacher assessments were above average when compared to national data and average when compared to similar schools. Information from the most recent national tests indicates that standards have improved in reading and remain at a high level in writing and mathematics. The good standards in science have also been maintained.
3. At this early stage in the school year, inspection evidence indicates that standards in Year 2 remain well above average in reading and writing, and that achievement, in relation to pupils' attainment on entry, is good. The promotion of reading skills is a very

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

strong feature of the school and this helps to maintain these high standards. Current standards are above average in mathematics and science. Pupils are achieving well, against their standards of attainment on entry to the school, in these subjects.

4. Standards in religious education at the end of Year 2 and 3 meet the requirements of the locally agreed syllabus, and achievement is satisfactory. Standards in information and communication technology fall below those expected nationally at the end of Years 2 and 3. This is because the resources and available accommodation are unsatisfactory and teaching is weak. Standards in physical education at the end of Years 2 and 3 are good, and pupil achievement in this subject is a strength of the school. This is because the school has a strong focus on this subject. No other judgements were made on standards in any other subjects.
5. Despite very good standards in reading and writing, the use of literacy skills across the curriculum is underdeveloped and there are missed opportunities in subjects such as mathematics, religious education, history and geography. Pupils enjoy playing numeracy games to help them consolidate their learning, but their use of computer skills to support other subjects is weak. This means that they do not achieve as well as they could.
6. Pupils with special educational needs, and pupils who are able or talented, make the same progress as the rest of the pupils in the school. However, their progress is too dependent on the quality and accessibility of support staff available to work with them. When they are well supported, pupils achieve well, but where there is no support, mainly in the afternoon, some pupils are left to struggle on their own and they do not achieve as well as others in their class. There is no significant variation in standards achieved by boys and girls.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils are punctual to lessons and their attendance is good. They have satisfactory attitudes. Pupils' behaviour is satisfactory and there have been no exclusions in the last reporting year. The personal development of the pupils is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The school has been effective in raising attendance levels.
- Most pupils are enthusiastic about school, particularly when teaching is interesting.
- A significant minority of pupils are overconfident and do not listen sufficiently well to instructions.
- Pupils too easily go off task and fidget.
- The school provides a good range of opportunities for pupils to take on responsibility.
- There are insufficient opportunities for pupils to appreciate the diversity of faiths and cultural backgrounds in our multicultural society.

COMMENTARY

7. The attendance of the pupils is as good as at the last inspection. The amount of unauthorised absence has declined significantly because parents are more conscientious in letting the office know the reason why their child is off school. However, there are a disproportionate number of holidays taken by families in term time, which unsettles the youngsters and makes extra work for teachers. The school has good

systems to monitor attendance, although more could be made of the computer system to track trends. The majority of pupils arrive in good time for the start of lessons. The good attendance and punctuality make a positive contribution to the pupils' achievement.

8. Most pupils enjoy their time at school and revel in exciting activities. The school has recently introduced some effective strategies to improve the self-esteem of the less confident, such as the '*I am special*' badges. However, other pupils are already self-assured and not sufficiently aware of the needs and expectations of others. They appear over-familiar and do not show sufficient respect for adults. Assemblies are used well to promote spirituality, with good attention to quiet reflection and the joy of singing. Reception children are delighted when they watch chickens hatch and caterpillars grow into butterflies. However, the promotion of spirituality is not as strong as at the time of the last inspection, because the chance to promote deeper thought and foster a sense of curiosity is often missed in lessons, particularly when too much time is spent dwelling on minor misdemeanours.
9. The majority of pupils behave appropriately around the school. When pupils are productively occupied and carefully supervised, such as in assemblies or when eating lunch, there is very little disruption. Out at play, pupils are independent and imaginative, with a good range of games and activities to keep them busy. However, behaviour in lessons is not always satisfactory, with too many instances of inattention, fiddling and chatting. Some pupils do not listen to instructions properly and time is wasted reminding them what they should be doing. Although pupils have a sound sense of what is right and wrong in society, a significant minority lack self-discipline and do not think through the consequences of their personal misbehaviour in class. The promotion of moral development is now satisfactory. It has declined because teachers are not all consistent and effective in giving a clear and prompt message to pupils, that inattention will not be tolerated.
10. Pupils respond well to the good opportunities to promote their social development. There is a wide range of responsibilities, including participation in an effective school council. Each class willingly takes on the job of organising the playtime '*Games Shop*' on allocated days. Year 3 pupils have increased responsibilities as they reach the top of the school, giving them a chance to mature before moving on to middle school. Pupils are encouraged to relate well to each other, particularly at break time when they share the playground with younger pupils. Further socialisation at lunchtime is limited, because pupils are restricted to eating their packed lunches in their classrooms.
11. The promotion of cultural development is satisfactory. Pupils are familiar with a good number of world languages, particularly evident when used at registration time. It is impressive that French and Spanish are offered as extra clubs in a first school. The input of the Dorset Education in Ethnic Diversity team has been effective in promoting the understanding of ways of life of other cultures during its visits, but teachers have not yet all sufficiently grasped opportunities in their own teaching to foster greater understanding of other faiths and backgrounds. However, a good start has been made with the input of Chinese students into the school's Chinese New Year celebrations. Nevertheless, the school has some way to go to widen the pupils' experience of the wealth of cultures and faiths in our multicultural society.
12. The promotion of spiritual, moral, social and cultural development is not as positive as it has been because successful activities have not been built upon and carefully threaded by all teachers into their planning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory.

Teaching and learning

The overall quality of teaching is satisfactory. It is good in the Foundation Stage and satisfactory in Years 1 to 3.

Main strengths and weaknesses

- Teaching in the Foundation Stage is good and assessments are used well to support learning.
- Homework is used well to reinforce learning.
- The teaching of ICT is unsatisfactory.
- Time is not always used well in lessons.
- Behaviour management could be better.

Commentary

13. The good quality teaching in the Reception classes has been maintained well since the last inspection. The Foundation Stage teachers have a secure grasp of the needs of the young children. Well-planned activities successfully stimulate them and this ensures that skills are taught progressively. There is a good mixture of sessions with teacher input and those where the children are given opportunities to work independently or in groups. Relationships between teachers and the very capable teaching assistants are very good and they act as a very good role model for the children. They work closely as a team and this ensures that all Reception children have equal access to all opportunities. All staff have consistently high expectations of the children to be purposefully involved in their activities and behave appropriately. This was evident in one good session where the teacher made it quite clear to her class that she would be focusing on one specific group of children for a short time. The children, who had just started their second week of school, understood clearly that whilst their teacher wore her *'Ladybird Ears'*, she was not to be disturbed.
14. Teaching and learning in Years 1 to 3 are satisfactory overall. This is not as good as at the time of the last inspection, but is partly due to the fact that most of the teachers have very recently taken responsibility for new age groups. Subject knowledge is secure in all aspects of the curriculum, except for ICT. In fact, three out of the six unsatisfactory lessons observed were ICT sessions and this is a weakness. Teachers plan lessons satisfactorily across year groups and this helps to ensure that all pupils have equality of access. An appropriate mix of independent and teacher-led activities develops the

pupils' capacity to work. Resources are used satisfactorily to support pupils in their learning and when teaching assistants are available, they are deployed appropriately. Homework is given out regularly and used well to reinforce key skills such as reading and spelling.

15. The encouragement of pupils is variable. Some teachers are reassuring in their approach and establish warm relationships with the pupils. However, a small minority of teachers do not always treat the pupils with respect and have a tendency to shout excessively at them. The insistence on high standards of behaviour is unsatisfactory overall. Some staff give pupils clear guidelines on acceptable behaviour. Others allow the pupils to talk whilst they are trying to teach and this has a negative impact on the learning of others. The management of time is a weakness and limits the pupils' application to their work. For example, introductory sessions are often too long and this means that insufficient time is left for the pupils to be involved in their own learning. This was evident in a very short mathematics session where the amount of time used for teacher talk was not appropriate to the actual time available.
16. In Reception, children's progress is thoroughly tracked and used well by the teachers for future planning. The *'plan, do and review'* sessions are used well to help the children understand how they can improve their learning. In Years 1 to 3, pupil assessments are thorough and used appropriately to inform future planning. The pupils have a satisfactory understanding of what they need to do to improve.
17. The headteacher has introduced individual education plans for pupils who find learning and conforming difficult. Targets, set by the teachers in discussion with parents, are measurable and specific to each pupil's needs. They are regularly reviewed, but are not yet being used well enough by teachers in planning or as a day-to-day assessment tool. Whilst support staff are used well by teachers to support pupils with special educational needs, there are not enough support staff in the afternoons to ensure that the specific needs of some pupils are fully met.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (10%)	20 (51%)	9 (23%)	6 (15%)	0 (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.

The curriculum

Curricular opportunities are satisfactory. Opportunities for enrichment are good. The quality of accommodation and resources is satisfactory.

Main strengths and weaknesses

- The provision for children in the Foundation Stage is good.
- The school provides a good number of interesting after-school activities, which are popular and well attended.
- The accommodation and resources for ICT are unsatisfactory.

- There are insufficient support staff to meet the needs of the curriculum for pupils in Years 2 and 3.

Commentary

18. The curriculum for children in the Foundation Stage is firmly based on the nationally recommended programme of study. It is well planned and ensures that rich opportunities are given to extend the children's learning. In Years 1 to 3, the school provides a curriculum that meets all statutory requirements apart from ICT, where pupils do not cover the national programme of study. For the most part, pupils have a satisfactory curriculum experience, which is well matched to the needs of all the pupils and ensures that all pupils have full access to all the activities.
19. Since the last inspection, planning has been improved so that all aspects of the National Curriculum are covered and skills and knowledge are systematically developed. The curriculum is regularly reviewed and shaped to meet the particular needs of the school. A shared theme provides effective links across different curriculum areas. Subject leaders play a co-ordinating role in making sure that all programmes of work are planned appropriately and, within year groups, teachers meet regularly to ensure consistency in the content of lessons.
20. The enrichment of the curriculum includes a good number of after-school clubs, attended by over 70 pupils, including football, recorders and chess. All classes go out of school on visits and visitors are regularly invited into school. These opportunities have an encouraging effect on the pupils' learning and develop their experiences well.
21. Provision for pupils who find learning or conforming difficult, or who have a medical problem, is satisfactory. This has declined since the last inspection. Most pupils with special educational needs are appropriately supported in the mornings, and there is a satisfactory balance between in-class and withdrawal support. However, there are less support staff in the afternoons and so special needs provision is dependent on available staff. This means that support does not always target pupils with the most needs. The headteacher is aware of this and the newly appointed special educational needs co-ordinator has been asked to review the situation. During the past academic year, the headteacher has ensured that all pupils have individual education plans.
22. Provision for pupils' personal, social and health education is satisfactory overall, but the school has identified a more cohesive programme of teaching as an area for future development. Pupils are prepared appropriately for the next stage of their education.
23. The match of teachers to the demands of the curriculum is satisfactory. However, because of necessary budget cuts, there are insufficient support staff to meet the pupils' needs in Years 2 and 3 during afternoon sessions. This has an adverse effect on learning for some pupils. Overall, the accommodation is adequate and attractive wall displays are used well to enhance the surroundings. However, the open plan design of the Year 1 classes results in occasional disruption of lessons by noise from adjoining classes. The area used for computers is impractical for effective learning. Resources are adequate overall, although resources for ICT are unsatisfactory.

Care, guidance and support

The care, welfare, health and safety of the pupils are satisfactory. The school provides good support, advice and guidance for its pupils. The pupils are satisfactorily involved in the life of the school.

Main strengths and weaknesses

- The school is good at meeting the pastoral and personal needs of each individual pupil.
- New Reception children are settled very effectively into school life.
- The management of behaviour is not sufficiently consistent and effective across the school.
- There has been insufficient updating of all the staff on the latest child protection guidelines.

Commentary

24. Pupils are safe and secure, and there are satisfactory welfare and care procedures in place. First aid and medical care are effective. The school keeps a close eye on health and safety, with regular checks of the school buildings and grounds for potential hazards. Pupils are well looked after when off site because of the careful preparation by the qualified educational visits organiser. The headteacher, as the person designated to liaise with the social services, is well trained in child protection procedures. Although staff know in practice what to do should they be suspicious of child abuse, there has not been sufficient updating of all teaching and non-teaching staff on the latest guidelines. A few parents had concerns that the short lunch-break meant that their children sometimes could not finish their food. This has now improved and the pupils return to afternoon lessons suitably refreshed.
25. The provision of support and guidance to pupils is now satisfactory rather than good, as it was at the time of the last inspection. Of particular note is the good pastoral help given to pupils with personal or domestic problems. Staff are quick to note if any pupil is not doing as well as normal. The school works effectively with parents and confidential information is shared sensitively to ensure the pupil is back on track to successful learning as soon as possible. Pupils with special educational needs have satisfactory support. The school makes good use of professionals from outside school to give these pupils specialised advice. Special educational needs pupils have appropriate learning targets to help them progress, but in practice teachers are not all consistent in referring to these objectives in their planning or teaching.
26. The tracking of personal development is informal but effective and teachers are able to report to parents each year on pupils' general attitudes. Academic assessment is well organised to give an accurate picture of how pupils are achieving and what they need to do next. Less successful is the support given to disruptive pupils to help them improve their behaviour. The new behaviour policy is positive in its concentration on themed golden rewards, but is not yet having the desired result in developing self-discipline. Teaching assistants are not deployed with sufficient forethought to ensure teachers are given well-directed help in managing discipline. Behaviour management has deteriorated since the last inspection.
27. Children in the Reception class are given a very good start. The Foundation Stage co-ordinator visits most of the feeder playgroups to introduce herself to the children and to find out more about the new recruits. The children all have a chance to participate in a

pre-school club before they start so they become familiar with their new surroundings and teachers. These well-organised settling-in procedures ensure both pupils and their parents very soon feel valuable members of the school community.

28. Pupils have a satisfactory say on school issues and how they learn. The new council is giving pupils an effective forum to air their concerns and make suggestions for improving school life. Pupil surveys are becoming a regular occurrence, with outcomes fed back via the council. In some classes, where behaviour is not settled and relationships with the teacher are strained, it is understandable that pupils believe their views are not valued. All pupils have targets for English and mathematics, which they regularly discuss with their teacher and comment on in their own pupil record, but there is no similar chance for pupils to add their views on their progress in the annual report.
29. There are good links with services that support pupils who have been identified as having special educational needs. The school makes good use of these services, particularly those of the educational psychologist, speech and language therapist, support teachers and the behaviour support teams. All the appropriate support services are involved in the annual reviews of statements for special educational needs.

Partnership with parents, other schools and the community

The school's partnership with parents is good. Links with the community are good and with other schools and colleges they are satisfactory.

Main strengths and weaknesses

- The school has worked successfully to improve the information to parents and to involve them more in their children's learning.
- The newly-formed parent teacher association raises substantial funds to boost resources for the pupils.
- Reports do not give parents a sufficiently clear message on how their children have progressed in each subject of the curriculum over the year.
- The school is outward looking and makes good use of its community links.

Commentary

30. The school and parents work well together to help the pupils achieve. Since the last inspection the school has taken great strides in building up a productive partnership with home. Information to parents is much improved and includes parents well in their children's learning. Parents are kept well up to date on the curriculum. All parents receive booklets about the subjects to be covered, and also have the chance to attend the '*Meet the Teacher*' evening for further curriculum explanation. A recently started parents' group is proving very successful in explaining the current system of mathematics teaching. Homework routines are well communicated to parents, not least because all pupils bring home a special homework diary on which the day of return is clearly written. Parents are clear on what their children need to do to improve. They discuss targets with the teachers at the parent consultation evening and there are useful '*next step*' pointers in the reports. However, reports do not consistently provide parents with a clear indication of whether their children have progressed as much as they should have since the time of their last report.

31. Parents are keen to see their children achieve well and have high expectations of what school should offer. Many parents are pleased with the way the headteacher is running the school. A few parents have concerns about the day-to-day teaching. In particular, the inspection confirms the views of a significant number of parents that a small number of teachers do not enjoy teaching the pupils as much as they should. The headteacher has set up a regular and carefully-analysed consultation with parents. Parents receive the results of the survey and explanations of how the school is going to tackle any concerns, clearly demonstrating that their views are valued.
32. Parents are fully involved with the special educational needs process and provision at all stages. Targets for individual education plans are discussed and agreed at parents' consultation evenings and they are invited to attend any meeting with support services.
33. The successful launch of the Courthill Parent Teacher Association (PTA) is clear sign of improved relations between home and school. In its first year the PTA has raised £7,000 for extra resources for the pupils. The headteacher has effectively included the PTA in the '*come and meet us*' coffee morning for Reception families, so these new parents can see the positive benefit of being well involved in the community of the school.
34. The school has established a good rapport with the neighbourhood to benefit the pupils' education. Local clergy often lead assemblies and there are good trips out into the Poole locality for history, geography and science learning. Of particular note is the beneficial relationship with business. Two local businesses have voluntarily helped with building the boat section of the playground and with internal decoration. The '*Cabin Club*', sited in the school playground, provides a much-appreciated breakfast and after-school club. The school and club liaise well to promote the pupils' wellbeing. The Reception teachers keep up very good links with a wide range of pre-school groups so that they can give each new child well informed support on arrival. The links with the middle schools are effective and this helps Year 3 pupils to transfer confidently. Community links remain as strong as at the last inspection.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The new headteacher works well with the governing body and together they ensure that the school is effectively managed. However, there are weaknesses with senior staff.

Main strengths and weaknesses

- The leadership of the headteacher is good.
- The school is effectively managed.
- The governance of the school is good and governors ensure that they fulfil their responsibilities.
- There are weaknesses in the leadership of some key staff.

Commentary

35. The new headteacher has a good sense of vision for the school that is evident through the clearly focused education plan that has been developed alongside staff and governors. This is a good improvement since the last inspection. Her relationships with pupils are warm and supportive, and she has a good understanding of what makes

learning successful. For instance, she quickly identified weaknesses in the teaching and learning of reading and has worked alongside staff to create more focused provision. The headteacher is working hard to develop a team approach with the well-established deputy headteacher and senior management team, and is keen to gain full support from these individuals.

36. The headteacher is proud of the formation of the new Foundation Stage team that she has appointed since her arrival. This is led and managed by a very talented teacher who has a particular expertise in early years. This teacher has very quickly developed an effective team who work closely with the parents to ensure that the children get the best possible start to school. The mathematics and literacy subject leaders have a good understanding of the strategies needed to maintain the improvement in standards. For example, problem solving has been identified as an issue that has led to the recent introduction of a fresh approach to the way pupils are encouraged to answer questions. However, they have not ensured that the key skills of literacy and numeracy are being used to develop other subject areas within the curriculum.
37. At the last inspection it was noted that all teachers with responsibilities were effective. However, lessons observed indicate that there are some weaknesses in the quality of teaching amongst senior staff. Consequently, they cannot act as good role models for less experienced teachers for whom they are responsible within their teams. Until this term, the headteacher has managed all paperwork and provision for special educational needs pupils. This has been done with sensitivity and efficiency, although new systems have still to be embedded into the system. The deputy headteacher now has satisfactorily taken over the role. She has met with the educational psychologist and visited another co-ordinator in her workplace. She is beginning to understand her role and responsibilities.
38. The school has successfully used information from test results to analyse where improvements can be made. They have identified weak areas and taken steps that have resulted in improvements in the latest test results. The headteacher has also carefully analysed the strengths and weaknesses in teaching and learning. She is using this information well to bring about improvements and support staff where needed. All new staff feel welcome and are provided with helpful information when they first start. Newly qualified teachers are given an appropriate allocation of time out of class and they feel well mentored by the deputy headteacher. The school makes a good contribution to initial teacher training through a locally based scheme.
39. The headteacher was faced with a budget deficit when she first took up her post, which resulted in a number of redundancies for both teaching and non-teaching staff. Several staff have been employed at the school for a long time, but the headteacher has recently been able to recruit several new young staff, which is helping to redress the balance. Financial management is now secure. The strategic view for the school is now organised over a three-year period and plans are carefully costed. The efficient financial administrator carefully tracks all expenditure and liaises closely with the financial committee of the Governing Body.
40. The headteacher has ensured that governors are fully informed about school matters and several visit school on a regular basis. Consequently, governors have a good understanding of the strengths of the school and the areas that need developing. They confidently question and challenge a range of issues and this means that they are able to

ensure that funds are allocated wisely. This is a good improvement since the last inspection.

41. Leadership of the headteacher has remained at a good level since the last inspection, but there has been a significant improvement in the quality of strategic planning. This is having an important impact on standards and ensures that the budget is closely linked to school improvement and is regularly monitored. Despite the significant amount of unsatisfactory teaching observed during the inspection and weaknesses in key staff, the school has a good capacity to improve given the expertise of the headteacher, the number of well-informed governors and the good number of staff who are receptive to change.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	849,709
Total expenditure	828,074
Expenditure per pupil	2,346

Balances (£)	
Balance from previous year	14,390
Balance carried forward to the next	36,025

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning is **good**.

Main strengths and weaknesses

- Reception children achieve well.
- The vast majority of children exceed the early learning goals by the end of Reception.
- Teaching is good and assessments are used well in planning.
- The curriculum is well planned and good quality resources support learning.
- Children are well cared for and relationships are strong.
- The Foundation Stage is well led and managed.

Commentary

42. Good achievement is made in **personal, social and emotional development**. Nearly all children start with good levels of confidence and are well motivated in their learning. Staff carefully note the children's progress and then plan to increase their development. The children respond enthusiastically to the exciting and well-planned activities on offer. The good quality teaching ensures that they learn to sit attentively, take turns in group sessions and treat each other with respect. Children quickly learn to manage their own personal hygiene needs and gain a clear understanding of what is right and wrong. They form good positive relationships within the Foundation Stage and are very well cared for. This is particularly evident in the way that they are inducted, on a part-time basis, into the life of the school. Good use is made of visitors and trips out of school to help them learn about different cultures and beliefs.
43. Teachers plan good quality activities to promote **communication, language and literacy** and these are assessed well. The children quickly learn to interact with each other. However, although they enjoy listening to stories and music, they are still at an early stage of taking turns in conversations even when they move onto Year 1. Most children speak confidently and with developing clarity. They recognise rhyming words and join in with rhyming activities. The children enjoy looking at different books and many turn pages confidently. More capable children know that print carries meaning and already recognise a small number of words. Nearly all children trace over patterns and many hold pencils correctly. The good range of books and reading-related resources enhances their language skills.
44. Children achieve well with their **mathematical development** because teaching activities are made interesting and linked closely to the development of literacy skills. For instance, the children's mathematical skills were enhanced well through the teachers' skilful use of *'Goldilocks and the Three Bears'*. The children were required to put three different sized beds in order and then match each one to a suitably sized bear. They enjoy joining in with number rhymes and use simple computer games to practice counting skills. Most children already know the difference between patterns and stripes and, through the provision of interesting activities, quickly develop an understanding of mathematical terms such as *'under'*, *'over'* and *'in front of'*.

45. Achievement in **knowledge and understanding of the world** is good because teachers ensure that the children have access to a wide variety of rich experiences. Children start school with good levels of curiosity and this helps them develop their scientific knowledge. For example, they have watched beans growing and recorded what happens when different material sink. They love playing in the water and sand and learn to notice how these materials change. The children are confident builders with wooden and plastic toys. Staff interact well in these play sessions and ensure that the children talk about what they are doing and how they might improve their project. They cut out paper and card and confidently join materials using a good range of methods. Most children start school with good computer skills and use their knowledge of the control panel to play games that support other areas of learning.
46. **Physical development** has a high profile in the classroom, out on the terrace and in the hall. This high quality provision ensures that the children achieve well. In small group sessions, the children are systematically taught how to use paintbrushes and different types of crayons. Staff encourage them to work with different types of materials, such as play dough, so that they gain experience of squeezing, rolling and twisting. The outdoor terrace area is used well as an integral part of the school day, and here the children develop their skills using large equipment such as tricycles. This helps them develop their co-ordination skills and their ability to move safely. Teachers also use the hall well to help the children gain an awareness of space. They are securely taught the importance of keeping healthy and safe. Good use is made of all available resources in the hall to develop balance and climbing skills.
47. Children achieve well in **creative development** because there is a very good range of activities planned and skills are consistently taught across the Foundation Stage. They learn how to mix colours and, when painting people, show good attention to detail, including such features as noses, ears and mouths. Children are given good opportunities for role-play where they interact well together. The more capable children co-operate as part of a group, whilst those less mature play alongside their peers. Most children like to sing nursery rhymes and songs, and quickly learn the words.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards in reading and writing are well above average and pupils' achievement is good.
- Teaching overall is good.
- Assessment of learning is good but, when teachers mark books, they do not give pupils enough detail about how they might be able to improve.
- Pupils' listening skills are not as good as their speaking skills.
- The quality and range of fiction books for older and more capable pupils are unsatisfactory.
- Pupils do not use their skills to promote learning across the curriculum.

Commentary

48. Achievement is good. Standards in English have improved significantly since the last inspection and are well above average. The school has made good progress in raising standards in reading and writing. National tests for 2003 were above average in reading and well above average in writing, although average and above average respectively when compared to similar schools. Results this year have improved even further and all pupils, including those with special educational needs, are achieving well.
49. The standard of pupils' speaking skills throughout the school is very good. Pupils speak with confidence and maturity at all times. However, too few pupils listen attentively to both adults and to each other in lessons, and this sometimes impedes their learning. The school has identified this area as a weakness and is extending strategies such as '*Plan, do and review*' in Year 1, role-play areas and drama activities across the school to develop pupils' listening skills. These strategies are in their early stages of development and it is not possible to make a judgement on their effectiveness.
50. The school is successfully addressing previous issues of differences in attainment of boys and girls in reading. Reading books have recently been organised in colour bands, under the guidance of the headteacher, so that pupils can select books within the range of their reading ability, and a wider choice of books is now available to appeal to boys. Workshops have been held for parents so that they can support their child at home and male members of the family have been particularly asked to be seen reading by their children, thus acting as good role models. This is having a positive impact on reading standards, particularly with the boys. However, some parents raised concerns about the quality and range of fiction books for older, more capable readers and the inspection team confirm that this is unsatisfactory. Many books are old and there are too few books to challenge and interest the really keen and confident readers.
51. Good teaching of specific writing skills has significantly improved standards in writing. By the end of Year 2, and when they leave the school at the end of Year 3, standards are well above the national average and achievement is good. Pupils are confident to write for a range of purposes from an early age. For example, pupils in Year 2 use the structure of a poem with repeated phrases to describe what they see and hear at night. They very effectively use interesting and imaginative vocabulary in their writing. Other good features of the teaching of English include high expectations and challenge for the more capable pupils and encouragement and engagement of pupils in lessons. The good assessment procedures are used effectively, particularly to set individual and group targets for pupils and to track individual pupils' progress. These targets are appropriately shared with parents and pupils. However, there are weaknesses in marking which, although positive and encouraging pupils well, do not always tell the pupils what they need to do to improve their work.
52. The literacy strategy is well established and teachers are very keen to implement any new initiatives to support teaching and learning in English. The curriculum is enriched by '*Book Weeks*' and visits from theatre groups, which support pupils' learning well. The subject leader has a comprehensive action plan for the further development of English, aimed at a continual improvement of standards. However, the subject leader has not identified how the high standards in literacy could be used to promote skills in other areas within the curriculum.

Language and literacy across the curriculum

53. There is very little evidence, from looking at work samples, that pupils use their very good skills in other subjects. Links across the curriculum are underdeveloped, particularly the use of literacy sessions to teach subjects such as history and geography. The full potential of computers to produce, edit and publish pupils' work has not been fully realised.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There has been a good improvement in standards.
- Standards are well above the national average in Year 2.
- Teaching in Year 3 is consistently good.
- The use of time is sometimes unsatisfactory.
- Pupils do not use their skills to promote learning across the curriculum.

Commentary

54. When last inspected, standards in mathematics in Year 2 were average and, in Year 3, were as expected. Since 2001, results have improved each year. In 2003, tests results for pupils in Year 2 were well above average compared with all schools. This improvement means that from being below similar schools, by 2003, the school had achieved results which were in line with these schools. This year results have improved again. In 2004 tests, the school exceeded its own targets. All pupils in Year 2 reached the expected level, with nearly half gaining a higher level.
55. The pupils' work from 2003 shows that, by the end of Year 1, pupils understand more than is expected for their age and most pupils are achieving well. Average pupils manage simple addition and subtraction to 20 and more capable pupils can add to 50. All pupils can recognise simple two-dimensional shapes and count coins, with more capable pupils able to add different coins to 30 pence and over. Pupils currently understand numbers and counting better than is expected for their age because they come from Reception with good skills. Some good teaching techniques, like a class '*Mexican wave*', ensure that pupils try hard to remember the sequence of numbers so that many already count to 30 confidently.
56. Over the year, pupils in Year 2 cover the recommended range of mathematics, working at a good pace, so that by the end of Year 2, standards are well above average. More capable pupils use different approaches to solve problems like 427 plus 433; average pupils can find lines of symmetry in shapes like triangles, stars and rockets and are beginning to record time digitally, and less capable pupils can add money in 50 pence units. The teaching across Year 1 and Year 2 is satisfactory overall but ranges from unsatisfactory to very good. In Year 2, some very good teaching ensures that all pupils become very involved. They begin to understand why standard measures are needed. Some more capable pupils measure and record in metres and centimetres accurately. Pupils with special educational needs are enthusiastic and have purposeful discussions with support staff. They achieve very well, making good estimates up to the length of a metre. However, in another lesson, when teaching was unsatisfactory, a lack of precision

in planning meant that pupils were easily distracted and did not complete enough examples to understand securely.

57. Throughout Year 3, teaching is good. Lessons are carefully planned and teachers check what pupils know regularly. Pupils cover a rich range of mathematics and tasks are very challenging, so that pupils exceed the expected levels for their age. The school's focus on problem solving ensures that pupils have strategies to find unknown numbers, using their mathematical skills. These skills are taught clearly and precisely so that less capable pupils can handle numerical operations to 20, while more capable pupils divide large numbers by single units and have a confident understanding of simple fractions. All pupils achieve well because they work quickly, both in lessons and through the year.
58. The subject leader has a good clear vision. The school's development of problem solving has been promoted well. This is having a positive impact on standards. Results are analysed to ensure that the curriculum is fully covered and a good range of resources supports the work. These improvements contribute well to the improving standards. However, management of the subject is satisfactory because mathematical skills are not planned across the curriculum to support other subjects.
59. In several classes, time is wasted because of a lack of careful preparation. Pupils move about unnecessarily and cause disruption, or planning for oral tasks fails to involve all pupils. In Year 1, there is insufficient time each day to allow pupils to complete tasks and have a time for consolidation; this limits pupils' achievement. However, the subject leader is aware of this and plans to review timetabling arrangements.

Mathematics across the curriculum

60. There is very little evidence that pupils use their very good skills in other subjects. Links across the curriculum are underdeveloped, particularly the use of mathematical sessions to teach subjects such as science and design and technology. The full potential of computers to record and produce data has not been fully realised.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2 standards are well above average.
- Assessment is used effectively to ensure that tasks are well matched to pupils' abilities.
- Pupils lack of ICT skills has an adverse effect on their scientific achievement.

Commentary

61. When the school was last inspected, standards were as expected at the end of Year 2. In the National Curriculum assessments of 2003, almost all pupils achieved the expected level and the proportion achieving a higher Level 3 was high. In the most recent tests, all pupils achieved the expected level and half attained the higher level. This is very good and indicates a significant improvement on standards since the last inspection. At this early stage in the school year, inspection evidence indicates that current standards in

Year 2 are certainly above average and pupils achieve well against their standards of attainment on entry to the school. The subject leader has appropriately encouraged the raising of standards through improved planning and the use of good assessment procedures.

62. Because of the timing of the inspection so early in the year, there was limited evidence of work done by the current pupils. However, analysis of work completed last year indicates that pupils make satisfactory progress overall through the programmes of study. Assessments are used effectively so pupils of all abilities are suitably challenged, including those with special educational needs. The skills of investigative and experimental science are systematically developed. For example, Year 1 pupils record investigations in pictures and simple sentences, while Year 3 pupils demonstrate a good understanding of what is a fair test.
63. In the lessons seen during the inspection, teaching was mostly satisfactory. In one lesson, the teaching was very good. In this very well organised lesson, all the pupils achieved very well because the teachers' high expectations ensured that they were given suitably challenging tasks and were well supported. Support staff were well briefed to enhance pupils' understanding through good use of questioning. Very good relationships prevailed and pupils' self-esteem was high. They showed interest and enthusiasm for the subject. Where teaching was only satisfactory, the over-long introduction to the lesson caused pupils to lose interest. This is a weakness that has remained since the last inspection. In some lessons, the immature behaviour of a small minority of pupils has an adverse effect on the achievement of the class as a whole. Overall, the quality of teaching and learning is satisfactory. Subject leadership is satisfactory overall because of budget constraints, there have been no recent opportunities for the subject leader to monitor the quality of the teaching throughout the school.
64. Analysis of pupils' work indicates limited use of computers to enhance learning. In the one lesson observed during the inspection, where pupils were using computers, their attempts to access scientific information were held back because of their lack of ICT skills and, consequently, they did not achieve as well as they could have done.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Provision has declined since the last inspection.
- Standards are below national expectations at the end of Years 2 and 3.
- Pupils do not achieve sufficiently well because the quality of teaching is unsatisfactory.
- Key skills are not developed and used to support other areas in the curriculum.
- Subject leadership is unsatisfactory.
- Unsuitable accommodation and poor resources have a negative impact on the provision.

Commentary

65. Since the last inspection the subject leader has undertaken various training programmes and has ensured that a commercially produced scheme of work has been adopted. However, these have not been used sufficiently well to promote and influence pupils' learning and, consequently, achievement is unsatisfactory. By the end of Year 2, pupils have not covered the requirements of the national programme of work for this subject, and this is unsatisfactory.
66. At the time of the last inspection, it was felt that the subject knowledge and understanding of the teachers were weak, and this remains so. All three ICT lessons observed were of unsatisfactory quality. The subject leader does not pro-actively influence staff or monitor the quality of teaching. Consequently, teachers lack confidence. Lesson planning is not effective or challenging; the available time is not used well and behaviour management is not a strong feature.
67. At the time of the last inspection, weaknesses in the quality of resources were identified, and these remain. Equipment is out of date and unable to fully support the needs of the pupils. For example, the old machines regularly break down and access to the local network system is inconsistent. The practical area and walkway, where most of the equipment is stored, is not conducive to the successful teaching of skills and classrooms do not have suitable aids to promote learning.

Information and communication technology across the curriculum

68. Pupils confidently play games in Year 1 to consolidate their numeracy skills and find out about animals to help them in their science work. With adult support, Year 3 pupils use the Internet to find maps and pictures of the local area. However, opportunities for pupils to develop their computer skills are missed. Whilst pupils have basic keyboard skills and use a mouse to control the computer, they do not have a satisfactory understanding of how technology can help them with their learning. For instance, pupils do not make sufficient use of their word-processing skills to write stories in English or record factual accounts in history. There is no evidence that the pupils' computer skills are used to present findings in science and their knowledge is not extended to support their design projects. Their ability to plan and give instructions to a programmable toy, for instance, is also weak.

HUMANITIES

The inspection focused on religious education. Pupils' work was sampled in geography and history because too few lessons were observed to make a judgement on provision in these areas.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils develop a secure understanding of Christianity.
- Some lessons are too short.
- There are no assessment procedures.

Commentary

69. Achievement in religious education is satisfactory and, by the end of Year 2, most pupils are attaining the expected levels in the locally agreed syllabus. Attainment is as expected at the end of Year 3, and is similar to that found at the time of the last inspection. Christianity and Judaism are appropriately covered in Years 1 and 2, with the introduction of Hinduism in Year 3. Most pupils attain a satisfactory understanding of Judaism and Hinduism and are particularly strong in their knowledge and understanding of Christianity. For example, they talk in detail about Bible stories, such as the creation, Joseph and Moses and about the life of Jesus. Pupils in Year 3 confidently discuss their understanding of the qualities of God the Father. However, there are missed opportunities for pupils to use their very good writing skills to record their attainment in religious education.
70. Teachers have satisfactory subject knowledge and question well to promote interesting and meaningful discussions. A good ethos is promoted and there is a good rapport between pupils and teachers. This supports learning well. Resources are used satisfactorily, although pupils have the opportunity to visit the local church but no other religious places of worship. Teaching and learning overall are satisfactory. On the one occasion where teaching was unsatisfactory, this followed a physical education lesson where poor time management by the teacher meant that the lesson was too short and learning was unsatisfactory.
71. Currently there are no assessment procedures in religious education. This means that teachers are unable to assess pupils' knowledge and understanding and use this information in their planning. From the very limited evidence of written work it was not possible to judge the quality of marking.
72. Much work has been done to produce a revised scheme of work to support the new locally agreed syllabus, which is due in the next few weeks. The subject leader has been well supported by a specialist teacher from within the local education authority in preparing the scheme. This is comprehensive and already being used well by teachers in their planning. There has been no opportunity for the subject leader to monitor the quality of teaching owing to budget constraints, but this has been identified on her action plan as an area needing to be developed. Overall, leadership and management of religious education are satisfactory.

73. Work was sampled in **history** and **geography**. One geography lesson was observed where the quality of teaching was good and standards were above those expected for Year 3 pupils. They skilfully drew a map of their route around the local area and included compass directions and a key. However, it is evident from looking at pupils' books that insufficient use is made of their literacy skills to extend historical and geographical understanding. In all year groups, there is little evidence of ICT to enhance learning.
74. Curriculum planning for history and geography has improved since the last inspection and for both subjects a sufficiently detailed framework offers appropriate guidance in the systematic development of knowledge and skills. Subject leaders look at samples of work through the school, but have not recently had the opportunity to monitor the quality of teaching. In both subjects, it is clear that a range of visits and visitors plays an important part in making the work interesting and enjoyable.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on physical education. Work was sampled in art and design, design and technology and music.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are well above national expectations in Years 2 and 3.
- A broad curriculum is well taught and is enriched well by extra activities.
- Subject leadership is good and contributes well to teacher confidence.

Commentary

75. At the time of the last inspection, standards were above the expected levels. Pupils in Year 1 and Year 2 continue to demonstrate good skills and in Year 3, pupils are very skilled in using gymnastic apparatus. The school is proud of the continuing good provision, enabling all pupils to achieve well. The purchase of resources from successful funding bids has provided a '*Games Shop*' each playtime, which contributes positively to pupils' enthusiasm and skills.
76. Photographic evidence and planning confirm the good provision in lessons and a good range of clubs and extra activities. For example, a gymnastics club for more capable gymnasts is provided at the local Centre of Excellence, and special clubs also cater for those pupils who find it difficult to master particular skills. Teaching across the school is good overall. Some very good teaching was seen in Year 1. Teachers are knowledgeable about what is to be taught and have good management skills, ensuring that pupils pay careful attention to safety. As a result, Year 1 and Year 2 pupils use a range of equipment with confidence; jumping, sliding and climbing skilfully on and off large apparatus at levels above what is expected for their age. These skills continue to be developed and combined and, in Year 3, the familiarity with the equipment, good challenges and high levels of teacher confidence enable pupils to demonstrate skills well above what is expected for their age. The good level of pupil discussion about how to achieve their challenges is very supportive to their learning; pupils use space and

apparatus very well and when moving about, show concern for others. However, occasionally, when pupils queue for a turn, the pace of the lesson slows so that some do not achieve as much as they could.

77. The high level of teacher expertise across the school is the result of good support from the subject leader, who is very capable and enthusiastic about physical education. There is a clear programme for pupils' learning and the teaching is well supported by demonstration lessons and observations, contributing well to the high levels of confidence in teaching.
78. It is clear from displays, sketchbooks and photographic evidence that pupils enjoy **art and design** and are given a wide and varied range of opportunities. Teachers organise a good range of visits, activities and visitors to support the taught curriculum. Teaching plans ensure that pupils can explore and use a wide range of materials, developing their use skilfully as they move through the school. Year 3 pupils were fascinated by the work of Picasso and discussed Cubism with interest, showing a good understanding of what they had learned. Teaching carefully emphasises attention to detail so that artwork displayed around the school is of a high quality. The subject supports pupils' cultural development well, with pupils learning about the styles of several well-known western artists, and they are given opportunities to try their hand at African art.
79. The folders, photographic evidence and displays of work suggest that an appropriate range of work is covered in **design and technology**. The designs and models, photographed and seen, show appropriate skills for the ages of pupils, with Year 1 pupils designing a playground as well as making mobiles. Older pupils extend their use of the range of materials and tools well to make puppets and construct good winding mechanisms.
80. In **music** no lessons were seen and only the singing in assembly was heard. Pupils sang confidently in tune and were encouraged to sing thoughtfully, paying due attention to accuracy in pitch.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was observed so it is not possible to make a judgement about provision. Pupils have opportunities to sit together to discuss current issues. All aspects of personal, social, health and emotional development are being covered on an informal basis. This includes an appropriate drugs programme. However, the school is aware that a detailed programme of work needs to be covered to ensure that no essential aspects are missed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	3

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