

INSPECTION REPORT

Our Lady & St Joseph RC Primary School

Lymington

LEA area: Hampshire

Unique reference number: 116378

Headteacher: Mrs Irene Cradick

Lead inspector: Jeff Lemon

Dates of inspection: 04 to 07 October 2004

Inspection number: 267446

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll;	121
School address:	Ramley Rd Pennington Lymington Hampshire
Postcode:	SO41 8GY
Telephone number:	01590 672711
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Anthony O'Connell
Date of previous inspection:	22 February 1999

CHARACTERISTICS OF THE SCHOOL

This Roman Catholic Voluntary Aided primary school is smaller than average and is located in Lymington in Hampshire. The school has relocated to newly built accommodation in the Pennington area since the last inspection. The religious denomination of the school means that pupils are drawn from a wide area and different parishes. Most pupils travel to school in private cars or buses. There are 121 pupils on roll, arranged in four classes. The number on roll is about the same as at the time of the last inspection, with about equal numbers of boys and girls. The school population is stable with a low level of pupil mobility. The socio-economic background of the wide area served by the school is diverse, but overall is relatively advantaged.

The percentage of pupils who are eligible for free school meals is below average. All pupils are from white British backgrounds, which is typical of the area served by the school. The number of pupils who speak English as an additional language is lower than average. The percentage of pupils with special educational needs is below average and these pupils mostly have moderate learning difficulties. No pupils currently have statements of special educational needs. The school was successful in receiving a school achievement award in 2002, Investor

in People status in 2003 and the Healthy Schools award in 2002. Attainment on entry varies from year to year and represents the full range, but is above average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	English Science Information and communication technology History Geography Design and technology Physical education
9173	Sarah McDermott	Lay inspector	
32226	Teresa Quick	Team inspector	Foundation Stage Mathematics Art and design Music Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school, providing a very good quality of education. Leadership and management are very good and this, together with consistently good or better teaching and a stimulating curriculum, leads to very good achievement, particularly in English and mathematics. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Achievement in the Foundation Stage is good and in Years 1 to 6 it is very good.
- The headteacher provides very good leadership, and has an excellent vision for the future of the school.
- Pupils enjoy coming to school. They have very good attitudes to work and behave very well. Relationships throughout the school are very good.
- Teaching is consistently good and very good in English and mathematics. Lessons are well planned and provide stimulating activities to help learning.
- The move to a modern and attractive building has many benefits for the curriculum, although there is insufficient room for some arrangements and the outdoor accommodation for the Foundation Stage limits activities.
- Pupils are able to influence and play a full part in their school.
- The school is very outward looking and has exceptional links with the local community and extremely productive links with other schools and colleges.
- The governors are well informed and have a clear idea of areas where the school is most effective and where development is needed.
- Information and communication technology is not yet exploited fully to help pupils reach even higher standards.

Improvement since the last inspection has been good. The school addressed the issues raised very well. Standards of achievement have stayed high and the school's results show faster improvement than that found nationally. The move to new buildings has been of great benefit and, despite disruption, the school has kept a focus on providing a stimulating and interesting curriculum.

STANDARDS ACHIEVED

Achievement is **very good**.

Year 6 results

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

A very high - indicates that the school's performance is in the top 5% of all schools.*

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

Pupils make good progress and achieve well during their time in the Foundation Stage and most will exceed the early learning goals in their personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical and creative development. In Years 1 and 2, pupils continue to do well and attain consistently high standards in the national tests for seven-year-olds. Through Years 3 to 6, these standards are maintained and progress is very good. Pupils perform well in national tests, and value-added measures for the 2003 cohort of pupils show that the school adds very good value. The evidence of the inspection shows that in Years 1 to 6 achievement is very good in English and mathematics and that standards are well above average. Achievement is good in science, history, music, art and design and physical education and standards are above average.

Pupils' very good literacy and numeracy skills are very well used to help learning in other subjects. Pupils have good information and communication technology skills, but do not always have sufficient opportunities to use these skills across the curriculum.

Pupils' spiritual, moral, social and cultural development is **very good**. Pupils are very well behaved and have very positive attitudes to school. The attendance and punctuality of the pupils are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is **good** and often very good; pupils are given interesting and challenging work and learn well as a result. Assessment is good, especially in English, mathematics and science, and is used very well to set targets for improvement for all pupils, including those with special educational needs. The curriculum is very good and is very well enriched by the range of visits and visitors and out-of-school clubs. The school has very good links with parents and excellent links with the community and other schools which help pupils' learning. The school provides good care and support for its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher has very clear vision and has worked very well to develop a very good sense of shared teamwork at the school. Leadership by the headteacher, deputy headteacher and subject co-ordinators is focussed and is very effective in ensuring achievement is high. The governing body is very knowledgeable, has great commitment and supports the school very well. There are very good self-evaluation procedures and day-to-day systems to ensure that the school is very well managed, with a clear focus on raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive and greatly appreciate the fact that their suggestions matter. They are more than willing to help in class, provide resources and organise very successful fund-raising and social events for the good of the school and pupils. Pupils like the school and their teachers. They have great opportunities to express their views and know that these will be taken very seriously.

IMPROVEMENTS NEEDED

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

- Ensure that information and communication technology is used more effectively in all subjects.
- Continue to seek improvements to the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **very good**. Achievement in the Foundation Stage is good and in Years 1 to 6 it is very good. Standards are well above average in English, mathematics and science in both key stages.

Main strengths and weaknesses

- Attainment in the national tests for seven- and eleven-year-olds is consistently well above average.
- Children in the Foundation Stage achieve well in all areas of learning and by the time they enter Year 1 most exceed the early learning goals in all these areas.
- Pupils' achievement is helped by their very good literacy and numeracy skills, but opportunities to use their good information and communication technology skills are not fully exploited.
- Standards are above those expected for pupils in all year groups in history, art and design, music and physical education and in information and communication technology by the end of Year 6.
- Pupils with special educational needs and those with particular talents are very well supported and achieve very well.

Commentary

Foundation Stage

1. Attainment on entry varies from year to year, but children's skills and knowledge when they begin in the reception year are generally above expected levels. Pupils make good progress and achieve well during their time in the Foundation Stage and most will exceed the early learning goals in all areas of learning by the time they enter Year 1. This good achievement is due to the effective teamwork of the teacher and the teaching assistant and the effective management, which ensures a well-planned and exciting range of activities for the children to help them learn.

Key Stage 1

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

Standards in:	School results	National results
reading	19.0 (19.2)	15.7 (15.8)
Writing	16.7 (16.1)	14.6 (14.4)
mathematics	18.7 (19.7)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils attain consistently high standards in the national tests for seven-year-olds. In 2003, standards in reading, writing and mathematics were very well above average when compared to all schools and to similar schools. The trend of improvement over the

last five years has been better than the national trend. Unvalidated results for 2004 indicate that the school has maintained these high standards. Inspection evidence confirms that achievement is very good in English and mathematics and that standards are well above average. Achievement is good in science, history, music, art and design and physical education and standards are above average.

Key Stage 2

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

Standards in:	School results	National results
English	28.0 (29.8)	26.8 (27.0)
Mathematics	30.0 (30.2)	26.8 (26.7)
Science	32.0 (31.9)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2003 national tests for eleven-year-olds, attainment in English was above average when compared to all schools and well above average when compared to similar schools. In mathematics and science, attainment was very well above average when compared to all schools and to similar schools. The percentage of pupils who reach the higher level (Level 5) in English, mathematics and science is consistently well above average. Over the last five years the school has been improving at a higher rate than the national rate. Value-added measures for the 2003 cohort of pupils show that the school adds very good value. Unvalidated analysis of the 2004 results shows that the school has maintained these very high standards. Inspection evidence confirms that pupils achieve very well in English and mathematics and reach well above average standards. Pupils achieve well in science, history, art and design and physical education and standards are above expectation. In information and communication technology, standards are above expectations and achievement is satisfactory.
4. The high standards of achievement are due to very good teaching in English and mathematics and to the ways in which pupils make good use of their speaking and listening skills, reading and writing skills and their mathematics skills in other subjects. Very good leadership and management ensure that the results of assessments in English, mathematics and science are carefully analysed and any areas for development are identified and clear action is taken to address the issues arising. The organisation of the pupils in Years 3 to 6 into ability sets for literacy and numeracy has had a positive impact on pupils' achievement because of well-planned work which is closely matched to pupils' needs. Pupils in Years 3 to 6 have good information and communication technology skills and use these satisfactorily but some tasks lack challenge and there are also some ongoing equipment issues which limit the impact of information and communication technology in raising standards even further.
5. Pupils with special educational needs achieve very well because they are well supported by teachers and teaching assistants. The school carefully identifies those pupils with gifts or talents in a number of different subjects and provides very well for these pupils, for example by giving them extra challenge or using them to demonstrate and celebrate their skills. As a result, they also achieve very well. There is no significant difference between the achievement of boys and girls.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils enjoy coming to school. They have a very good attitude to work and they behave very well.
- Relationships throughout the school are very good.
- Pupils' personal development is very good, and they are willing to use their initiative and take responsibility.
- The attendance rate has recently improved significantly, but there are still some formal administrative routines which are not sufficiently tight.

Commentary

6. This is a welcoming school with a very good ethos built on a firm Catholic foundation. Pupils are interested and polite. Their behaviour is very good both in lessons and around the school. There have been no exclusions in the last school year. Pupils of all ages enjoy school and are happy to come to school. The school successfully promotes pupils' self-esteem and pupils feel secure and are self-assured and confident. Pupils are very interested in school life and the range of activities provided, and are willing to take responsibility very well. Playtimes and lunchtimes are happy and relaxed, with pupils having the opportunity to take part in extra-curricular activities. The school council plays a strong part in helping personal development. Pupils feel that the school is a very happy place with no bullying, racism or other forms of harassment. Relationships throughout the school are very good and this has a positive impact on learning. Pupils are spoken to with respect and they respond accordingly. Pupils work well independently, as part of a pair or in small or larger groups. They learn from an early age how to share resources and take turns in using the equipment. Older pupils help younger ones about the school. The school has very high expectations for pupils' conduct and works hard to support pupils to achieve these expectations. Parents feel that any incidents of unacceptable behaviour are dealt with quickly and very well.
7. Pupils' personal development is very good. Pupils are proud of their achievements, which are celebrated in assemblies and in displays. Pupils have a very good self-knowledge and spiritual awareness. Parents agree that pupils' spirituality is well developed. Pupils have a very good understanding of, and respect for, other people's feelings, values and beliefs. The school day begins and ends with prayer. Reflection days are held annually at the local priory. From an early age, pupils understand and apply the principles that help distinguish right from wrong. Pupils' social development is very good. They rapidly settle happily into the life of the school. They relate well to others, work and play successfully as members of a team, and demonstrate care for those less fortunate than themselves both abroad and locally. There is an ethos of care. Pupils' cultural development is very good. It is encouraged through art and the appreciation of the work of artists, through music that they hear regularly in school and the groups from the Bournemouth Symphony Orchestra who visit the school. They are developing a good understanding of other cultures. The pupils are encouraged towards a greater awareness and understanding of other faiths.

8. Pupils' attendance at school is good. The rate is better than at the last inspection and is much improved from last year. The headteacher keeps the parents very well informed on whole-school attendance expectations and how their children's rate compares with other pupils. She is very clear that only essential absence will be authorised in term time and, consequently, authorised absence has fallen dramatically. The school has effective ways to promote good attendance and punctuality, including the well-organised Early Bird club. Punctuality has improved since the last inspection. Nevertheless, the office does not always follow up unexplained absence on the first day a pupil is away.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.6	School data:	0.6
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education. Teaching is good and often very good. The curriculum is very good and very well enriched. Pupils are well cared for and have excellent involvement in their school. Links with parents are very good. The school has excellent links with the community and other schools.

Teaching and learning

Teaching and learning are **good**. Assessment is **good**.

Main strengths and weaknesses

- Teaching is very good in English and mathematics leading to very good achievement in these subjects.
- Lessons are well planned and provide stimulating activities to help learning.
- Teachers have very high expectations and relationships are very good.
- The teaching of pupils in ability groups for literacy and mathematics is very effective.
- Assessment in English, mathematics and science is very good, but is not consistent in some other subjects.
- Teachers do not effectively make use of pupils' good information and communication technology skills.
- Very occasionally the pace of lessons slows down and pupils do not make as much progress as they could.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	13	6	0	0	0

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

Commentary

9. Teaching is consistently good and in almost one lesson in three it is very good. This good quality of teaching, characterised by high expectations and challenge, is evident in all classes and has a very positive impact on pupils' achievement. The good teaching seen at the last inspection has been maintained and a higher percentage of lessons seen were good, which indicates that there has been good improvement. The teaching of literacy and numeracy are especially strong, with teachers showing very good knowledge and thorough planning. They are also good at ensuring that literacy and numeracy skills are well used in other subjects. The arrangement of the pupils in Years 3 to 6 into three ability groups for English and mathematics is very effective, despite one group having to work in the hall. The different needs of each group are well planned for and pupils with special educational needs are given very good support and set work which is carefully linked to their individual education plans. Very occasionally, and because of a lack of experience, teachers spend too long on one part of the lesson, for example when sharing poems the pupils have written, and some pupils lose interest. The teacher then has to focus too much on behaviour management rather than pupils' learning and progress suffers.
10. Teachers have good subject knowledge and make lessons interesting, for example when pupils experiment with simple circuits in Year 2 or when Year 6 enjoy modelling their writing on a modern poem, 'The Sound Collector'. In all lessons, teachers are clear about what they want pupils to learn, share it with the pupils, and then revisit it at the end of the lesson to judge progress. Relationships are very good and this leads to a good classroom ethos for learning. As a result of all these things, pupils are keen to learn and do well.
11. Assessment in literacy, numeracy and science is very detailed and regular and the information gained is very well used to identify areas for development. Targets are set and these are set out in language the pupils understand and easily accessed in their exercise books. As a result, pupils know what they need to do to improve and are well involved in their own learning. Teachers mark carefully and keep a balance of encouragement and praise whilst setting out what needs to be improved. In information and communication technology and foundation subjects, teachers are careful to assess achievement at the end of topics and these are used to compile the end-of-year reports to parents. However, recording systems have either lapsed, as in information and communication technology, or there is no consistent recording in a way that would enable the school to judge how high standards are.
12. Teachers are well aware of the need to make use of information and communication technology and planning often identifies where this can be used. However, the equipment is sometimes unreliable which limits its use or teachers do not fully exploit the potential of the resource, for example when simply asking pupils to copy a picture from the screen.

The curriculum

The curriculum is **very good**. The enrichment of the curriculum is **very good**. Resources and accommodation are **good**.

Main strengths and weaknesses

- The move to a modern and accessible building is a positive benefit to the pupils and the curriculum.
- There is insufficient room for pupils to be split into ability groups in Years 3 to 6 without using the hall.
- The curriculum provides broad coverage of the National Curriculum subjects.
- Provision for extra-curricular activities is very good and enhances and extends learning.
- Lack of a covered outdoor area limits some activities in the Foundation Stage.

Commentary

13. The modern new building helps meet the demands of the curriculum. The curriculum has improved well since the last inspection and is now very good. Children and pupils are very well prepared for the next stages in their education. All statutory requirements are met, including those for religious education and collective worship. The school provides a broad coverage of the National Curriculum subjects with many very good planned cross-curricular links. Good provision is made for pupils with special educational needs. Every pupil is valued and included in all aspects of the curriculum. The school provides very effective personal, social and health education, including sex and relationship education, and attention to alcohol and drug misuse. Pupils are encouraged to eat healthily and be fit and active. At the time of the last inspection, the school's facilities for the teaching of physical education were unsatisfactory. With the move to the new school site, they are now very good. There is equality of access and opportunity for all the pupils to the whole curriculum.
14. Curriculum provision is regularly reviewed and developed as the school strives for excellence. The school is aiming to make lessons more exciting and learning fun. They readily accept innovation in the curriculum. At the time of the inspection, Trailblazers was being introduced with the support of a secondary school. It seeks to make better use of the school's environment across several subjects. The very good leadership and management of the school have a positive impact on the curriculum.
15. Pupils are grouped by ability for numeracy and literacy and this has a positive impact on standards. It also identifies a shortcoming in accommodation in that a group has to use the hall. All classrooms are equipped with interactive whiteboards which staff use well to help pupils' learning.
16. The school provides very good enrichment of the curriculum. There are opportunities at both lunch time and after school for pupils to join extra-curricular activities. Activities are organised by the teaching staff, parents and sports coaches from clubs and organisations outside of the school. The Parent Teacher Association employs a teacher to take the choir. A good range of visits and visitors enhances the curriculum. All these activities have a positive impact on standards.
17. Pupils, staff, governors and parents greatly appreciate their brand new, 'state of the art' building. Classrooms and communal areas are bright, welcoming and accessible to all pupils. It provides good accommodation for all subjects of the curriculum, although there have been some problems with the sunlight and this has made the use of whiteboards and television more difficult. The key issue of the last inspection relating to inadequate facilities for physical education was addressed as soon as the school moved into their

new premises. The school now has extensive tarmac and grass areas for outdoor games and a well-equipped hall for indoor activities. There are limitations on the Foundation Stage curriculum with limited indoor space and no covered external area. Space is adequate in other classrooms but there is no spare room for the mixed-aged classes to be grouped by ability for mathematics and English. Planning has started for an extension. There will be an additional room for the literacy and numeracy sets, music and group meetings. This will further improve the facilities for the delivery of the curriculum. Resources are good throughout the school in all areas of the curriculum but storage space is at a premium. It is often positioned high up, making it difficult for pupils and staff to access.

Care, guidance and support

The care, welfare, health and safety of the pupils are **good**. The school provides **very good** support and guidance to pupils. There is **excellent** involvement of the pupils in the life of the school.

Main strengths and weaknesses

- Pupils are extremely influential and responsible members of the school community.
- The school goes out of its way to provide very good pastoral support to each individual pupil.
- Reception children are settled into school life very effectively.
- Pupils are safe and secure in their new school building.
- There is no member of staff with a full first-aid qualification.

Commentary

18. The school has effective systems to ensure pupils are looked after properly. Site security is very well monitored. The headteacher makes sure the governors are fully aware of any snags and, together with the contractors, they sort out hazards swiftly and effectively. In practice, first aid is well administered and recorded, although there is no member of staff with a full first-aid qualification. Child protection procedures are well established, but not all the staff have had a sufficiently recent refresher course on the latest guidance in keeping children safe. The minor issues raised at the last inspection relating to fire exit signs and storage of design and technology tools have been overcome with the move to the new site. Overall, the care and welfare of the pupils have improved since the last inspection and are now good.
19. Children starting school in the reception class are very effectively introduced to full education and parents are given very good information on the induction process. They are carefully consulted on which options for a settled start would suit them and their children best. Consequently, children and families arrive confidently for their first school days, knowing that their needs are being met very well.
20. The school recognises that the needs of each individual pupil are paramount. Staff know the needs of the pupils very well. Pupils have no qualms about asking adults in the school for help if they are worried or sad. The school is quick to notice if pupils are not achieving or behaving as expected, and goes out of its way to put them back on track. The headteacher is a very active member of the local group of agencies brought together to support children's wellbeing. Her excellent contacts mean she is able to access expert

advice whenever needed. Children who are looked after away from the family are carefully tracked and supported so that their personal achievement is just as good as their peers. The pupils with special educational needs are included well in all aspects of school life. Academically, pupils are assessed well, with an improvement in the marking of pupils' work since the last inspection. The school works very effectively with the very small number of pupils who do not always behave appropriately. Parents are informed at an early stage and the pupils soon learn to think through the consequences of their actions and improve their behaviour with consistent support from home and school. Support and guidance have improved since the last inspection and are now very good.

21. Pupils know that they do not just come to school to be taught, but also that they are extremely valuable members of the school community. Through formal questionnaires, whole-school surveys and discussions in class, the pupils' points of view are taken very seriously. The school council is a very good forum to learn the basics of citizenship and responsible democracy. Pupils keenly apply for the post of showing around visitors knowing that their roles as ambassadors for the school are greatly appreciated. Of particular note is the annual interview each pupil has with the headteacher, when likes or dislikes are discussed and changes can be suggested. The headteacher is very conscientious in feeding back the outcome of any research and explaining whether suggestions are feasible. Pupils soon learn to make suggestions that are workable and for the good of all members of the school. In lessons, pupils are very well involved in assessing their work and knowing what they need to do to achieve more. The influence that the pupils have on school life is impressive and bodes very well for well-rounded citizens of the future.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. Links both with the community and with other schools are **excellent**.

Main strengths and weaknesses

- The school is very outward looking and has exceptional links with the local community.
- Extremely productive links with other schools and colleges are of great benefit to pupils and staff alike.
- Parents are particularly supportive of the school and very well involved in their children's learning.
- The school places the utmost value on the views of parents.
- Reports do not always give parents an accurate message on how their children have progressed in each subject of the curriculum over the year.

Commentary

22. The links with parents are still very good and of great benefit to the pupils' confidence and achievement. The school keeps families very well informed about day-to-day activities and what is being covered in lessons. In September, parents know the outline curriculum for the year and are given regular opportunities to find out more about the teaching of reading, mathematics and science. However, parents have not yet been told enough about the teaching of information and communication technology. Homework routines are clear to parents and they are able to track their children's work between home and school. The school keeps parents very well up to date on the levels at which

their children are working and their targets for improvement. Annual reports give a good overview of pupils' personal and academic achievement, but are not sufficiently clear on the progress made in each subject over the year. Parents are keen to see their children achieve well and with information from school are able to give very positive educational support.

23. The school looks upon the parents as very valuable partners in education. It includes them exceptionally well in day-to-day and longer-term strategic decisions. Formal consultation of families is very well established and feedback is extremely thorough and open. Last year, because a survey revealed an inaccurate perception about behaviour, the headteacher was able to give clear information and this enabled parents to understand the situation better. Parents greatly appreciate the fact that their suggestions matter and, in return, they are more than willing to help in any way possible.
24. The school is an extremely vibrant and active part of the local community. Despite only having been on the new site a matter of months, the headteacher has forged congenial links with neighbours, who previously had worries about the impact of a new school on their doorstep. Pupils continue to have very strong links with the town of Lymington, with visits, amongst others, to the museum, library and swimming pool to bring an extra dimension to their learning. Of particular note is the very strong rapport with the Catholic parish. Good links are also established with the local Church of England parish and pupils have plenty of opportunities to visit places of worship of other faiths. The Senior Management Team is extremely adept at finding support and is able to call upon a very wide range of professionals to enhance learning and management. The school makes the most of supportive businesses in the locality to improve resources and bring expertise to the governing body. Moreover, pupils are encouraged to give back to their community with local fundraising and visits to the elderly and needy. The school is teaching the pupils the real importance of being a vital part of a mutually supportive community.
25. Relationships with other schools are impressive. The reception staff keep up very close links with feeder playgroups and nurseries to share expertise and to ensure children are settled in very effectively to main stream education. The headteacher ensures that the school makes the most of professional development through school groupings and clusters. Curriculum breadth is enhanced by working with other schools for music, design and technology, science and sports. The pupils benefit from being able to learn and socialise with other pupils and particularly enjoy their sporting competitions. Although pupils move on to a wide range of secondary schools, the headteacher and deputy headteacher together ensure that pupils are all very well prepared for their chosen secondary school. Project work with the associated secondary school from Year 6 to Year 7 allows the pupils to move as seamlessly as possible into their next stage of education. The school's links with the neighbourhood and other schools have improved even further and are an excellent example of a school's full involvement in the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. Leadership is **very good** and the school is **very well** managed. Governance is **very good**.

Main strengths and weaknesses

- The headteacher provides very good leadership and has an excellent vision and sense of purpose.
- The governors are well informed and have a clear idea of areas where the school is most effective and where development is needed.
- Subject co-ordinators lead their subjects well.
- The headteacher provides excellent communication with staff, parents and the local community.

Commentary

26. The headteacher provides very good leadership, with many excellent features. The school benefits from the dedication and vision of the headteacher. She has very high expectations for the wellbeing of the pupils that are reflected in a clear sense of educational purpose. Parents have great praise for the headteacher as the leader of the school who has established a good team. The headteacher inspires the staff team towards school improvement. The leadership of the curriculum by the Senior Management Team is very good, stemming from expert knowledge. Subject co-ordinators, led by the headteacher through differing forms of monitoring, have a good knowledge of the strengths and weaknesses within their subject area, although this is less secure in information and communication technology and some foundation subjects. The headteacher's commitment to inclusion, promotion of equality and concern for the needs of the individual is total. She is an example to the school community. She, the deputy headteacher and senior teacher are good role models for the other staff and pupils.
27. The knowledgeable governing body is very committed and supports the school very well. The governors ensure that the school fulfils its statutory duties. They are fully involved in the strategic planning for the school. They have a good understanding of the strengths and weaknesses of the school. Through the governors' school improvement committee, governors are well informed and have a good understanding of the curriculum. This committee keeps a monitoring brief on the actions in the school improvement plan and is involved in evaluating standards in order to judge the quality of education and value for money. Governors both challenge and support the leadership of the school. Together with the headteacher, governors work successfully to ensure very good relationships with the Catholic parishes that the school serves, the neighbourhood surrounding the school, and the community within the town.
28. The school regularly and effectively reviews its performance. Data is collected and carefully analysed. Future planning takes into account this analysis. Staff performance management is firmly in place and has contributed to the good improvement within the school. When new staff are appointed there is a good induction programme. Arrangements for mentoring newly qualified teachers are very good. This mentoring includes appropriate class observations and support. The headteacher manages the recruitment and retention of staff very well. She deploys staff very effectively and finds methods of ensuring that suitably qualified staff cover the entire curriculum.
29. Financial management is very good. Governors oversee and have a very good understanding of how to manage the money available to the school in order to ensure the school achieves its educational priorities. Day-to-day administration and accounting are managed well by a very efficient administrative officer supported by a welcoming

assistant. Best-value principles are implemented well and are central to the management and use of resources.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	387,386	Balance from previous year	36,373
Total expenditure	388,060	Balance carried forward to the next	35,699
Expenditure per pupil	3,339		

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 **good**.

Main strengths and weaknesses

- Children achieve well in all areas of the curriculum.
- The teaching of all areas of the Foundation Stage curriculum, including children's personal, social and emotional development, is consistently good.
- Very good use is made of assessment to track children's progress and to plan for the next stage of learning.
- Children are well supported by a capable learning assistant. The teacher and the support assistant work well together.
- Children benefit from working alongside older Year 1 pupils.
- There is no outside covered area and this limits the opportunity for outside learning.

Commentary

30. During the time of the inspection the number of children in the reception class varied from seven to 15 as, during the first few weeks of the reception year, parents choose whether their children attend for mornings only or for two full days a week before increasing to full time attendance. The teachers have a careful tracking system to ensure equality of opportunity. The teacher and teaching assistant have good experience of working together and form an effective team. They are effectively involved in the planning, teaching and assessment of children's learning. Standards on entry vary in each cohort, but generally, children's skills and knowledge when they begin in the reception year are above the expected levels. Achievement through the Foundation Stage is good.
31. Reception children benefit from working alongside Year 1 children in small or whole-class groups or with their working partner. In addition, their learning is significantly enhanced when they are withdrawn by a teacher or support staff for group or independent activities, and when they have opportunities to learn through structured play activities. The teaching and learning are consistently good, with many very good features. The teacher and the teaching assistant are encouraging and positive. The teacher has very good assessment systems in place, which show each child's progress and achievement. This enables the teacher to match work very well to the child's needs when planning the next stage of learning. The school works closely with the parents and fully involves them in their children's learning.
32. The leadership and management of the Foundation Stage are good. Since the last inspection, there has been good improvement in the Foundation Stage. The children are now provided with good opportunities to learn in all areas of the Foundation Stage curriculum. All children, including those with special educational needs, achieve well and most will exceed the early learning goals in all areas of learning by the time they enter Year 1. There is a large outdoor play area with a range of equipment to develop physical, practical, social and imaginative skills. These opportunities can be limited by the

weather as the area has no cover. The small size of the classroom limits practical activities in some lessons. Very good governor links are in place so governors have regular access to information that extends their understanding of the Foundation Stage.

33. In the area of **personal, social and emotional development**, the children achieve well and teaching and learning are consistently good. Children enter school happily. Pupils listen very well and are rapidly becoming self-reliant. They make choices and take responsibility for all they do with regard to their learning and behaviour. Attitudes to their learning and to other children in their class are very good. The class is very calm and the teacher has high expectations of behaviour. Despite their short time at the school, the children behaved very well, showed that they enjoyed school and responded positively to the other children in the class and the teachers. They work independently and collaboratively, helping and supporting each other. At break times, reception children have the benefit of their own play area and the ability to use their toys, helping to continue making them feel confident and secure.
34. The children make good achievement in **communication, language and literacy**, and the teaching and learning are good. There is a broad combination of activities that are led or directed by an adult. On entry, most pupils' speaking and listening skills are well developed and they offer confident explanations, speaking in full sentences when questioned about activities. There is an understanding of the need for young children to have plenty of verbal development and be confident. Opportunities for extending the children's spoken vocabulary are very good. Children develop a love of books of differing types. They enjoy stories and listened enthralled to a story from the bible at the start of the day. The children spend time individually and in groups enjoying a book with the teacher or the teaching assistant. Great interest was shown in books with pictures of other lands that Barnaby Bear had visited. Many are able to write their name and are excited by their achievement.
35. Pupils make good achievement in their **mathematical development**. Evidence shows that at the time of the inspection most pupils are on track to reach their early learning goals in mathematical development well before the end of their reception year. Teaching and learning are very good. The teaching assistant supports the children very well with their mathematical tasks. Standards are high with all children developing a good understanding of number and shape.
36. The children's **knowledge and understanding of the world** is good by the time they move to Year 1 and they achieve well. The teaching of reception children is good, with many very good features. It is best when the children are taught as a separate group and in a larger area enabling them to learn well through structured play activities and first-hand experience. The children are able to identify features of the landscape and can compare them with their own area. Work in this area is sometimes developed using the computer with the support of the teaching assistant.
37. In terms of their **physical development**, the children achieve well and teaching and learning are good. This is an improvement since the last inspection as the children now have a designated play area, extended with the support of the Parent Teacher Association, and opportunities to use the playground and playing field. There are regular opportunities, when the weather is suitable, for children to exercise and enjoy using ride-on toys and bicycles. Fine motor skills are taught well with pupils learning how to use

scissors and develop good control of pencils. The very few children finding difficulty are well supported by the teaching assistant.

38. In their **creative development**, teaching and learning are overall very good. Children achieve well and standards are good. Teaching is particularly good when children are provided with a range of activities from which they can make their own choice. This takes place outside when the weather is suitable. The teacher has sets of clothes for dressing up both inside and outside the classroom, although limited space in the classroom restricts opportunities. The children have regular access to craft and painting activities. Children enjoy their music and achieve very well. They are taught as a single year group. When pupils are engaged in music making activities they respond well to the high quality teaching. They sing, play their instruments and most children can clap in time to the beat of the music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Attainment is consistently well above average in the national tests taken at age seven and eleven.
- Pupils in all years achieve very well.
- Literacy skills are used very well in other subjects.
- Data is used very well to set future targets for improvement.
- Teaching and learning are very good, which ensure pupils learn and achieve well.
- Information and communication technology is not used sufficiently to improve standards even further.

Commentary

39. In the 2003 national tests for seven-year-olds, standards in reading and writing were well above average when compared to all schools and to similar schools. Above average numbers of pupils reach the higher level (Level 3) in reading and writing. Unvalidated analysis of performance in the 2004 national tests indicates that these very high standards have been maintained. In the 2003 national tests for eleven-year-olds, standards attained were above the average for all schools and well above average when compared to schools which had the same measure of prior attainment. An above average number of pupils are successful in reaching the higher level (Level 5). Analysis of value-added evidence shows that the school was well above average in this respect indicating very good achievement. As for the seven-year-olds, unvalidated analysis of the 2004 results shows that these very high standards have been maintained.
40. Evidence from the inspection shows that standards are well above average in all years and that pupils achieve very well as they progress through the school. In all classes, pupils with special educational needs are very well supported by teachers and teaching assistants and work is usually based on their well-written individual education plans. As a result, the achievement of these pupils is very good. The school carefully identifies those pupils with gifts or talents in English and provides enough challenge for these pupils so that they also achieve very well.
41. Teaching and learning are very good which is why pupils achieve very well. Teachers plan very well for the different needs of pupils and have very high expectations. As a result, pupils in Years 1 and 2 read accurately and fluently and organise their writing very well. They describe events logically and use imaginative and descriptive vocabulary. In Years 3 to 6, pupils are grouped into sets determined by their ability and this is particularly effective in improving achievement. The work set is well matched to the abilities of the groups and is stimulating and interesting, for example when pupils expressed their emotions through poetry about the senses. Pupils are able to read very fluently and many can understand the hidden inferences in the demanding texts they work on. Writing is extensive and presented in a variety of forms, for example letters, reports and poetry. There is, however, too little word-processed work. Pupils show good keyboard skills, but are given too few opportunities to draft and redraft writing on the

computer. The introduction of lap top computers has improved access, but teachers are not yet sufficiently planning their use which slows the progress pupils are capable of. Teachers are developing effective use of interactive whiteboards and use these to reinforce the key points of the lesson which improves pupils' learning. Where teachers are less experienced, the pace of lessons sometimes slows when too much time is given to pupils sharing their work at the end of lessons rather than returning to and reinforcing the key things the pupils were trying to learn in the lesson. Assessment is good, teachers mark work carefully and give encouragement and praise whilst setting out what could be improved.

42. Leadership and management are very good. The co-ordinator and headteacher are very well focussed on analysing the results of the national tests and the other standardised tests which the school uses. This leads to the setting of well-focussed annual targets based on the National Curriculum levels for each pupil. This process then generates targets written in language the pupils understand which are put into their working books so they can be easily tracked. Overall analysis of data and the scrutiny of work identifies areas for improvement, for example handwriting and spelling. By providing guidance and resources, very good management then ensures that standards are raised. The organisation of the pupils in Years 3 to 6 into three sets based on ability and the deployment of a part-time teacher to teach one set has had positive impact on achievement as the teaching group size is reduced and work is well matched to the ability of the set. Improvement since the last inspection has been good. The high standards have been maintained and the school's results have improved at a rate above the national trend.

Language and literacy across the curriculum

43. Language and literacy skills are used very well in other subjects. In all lessons, the very good speaking and listening skills of the pupils are used to increase understanding; for example, in science when pupils explain how a light bulb will or will not light up in a circuit, or in history when pupils look at evidence and express their views clearly on how the Tudors lived. Pupils write very good reports of experiments, investigations and descriptions of visits they have made. The very good reading skills of the pupils enable them to use books, CD-ROMs and the Internet to find out the information they need to help them develop greater knowledge, for example in history and geography.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average in all year groups.
- The setting arrangements for the teaching of mathematics have a positive impact on the pupils' learning.
- Pupils' achievement is very good overall.
- Pupils have very positive attitudes to their work and this supports the very good quality learning.
- The subject is very well led and managed.

Commentary

44. In the 2003 National Curriculum tests for seven-year-olds, standards reached were well above the average for all schools and for similar schools. In the same year's tests for eleven-year-olds, standards were very well above the average for all schools and for similar schools. The unvalidated test results in the national tests for 2004 suggest that standards continue to be well above the national average at the end of Years 2 and 6. The trend of improvement over the last five years has been above the national trend. There is no significant difference between the performance of boys and the girls. The school continues to set challenging targets for achievement. Overall, standards are well above average and the school, as in the previous year, has added very good value.
45. The quality of teaching and learning are very good overall. This is the prime reason for the strength of mathematics in the school. Together with the setting arrangements, which enable pupils to be taught in smaller ability groups, the well-targeted teaching gives pupils the opportunities to learn and achieve well. All pupils, including those with special educational needs, achieve very well. Teaching is particularly effective in enabling successful learning across the key stages. Lessons are consistently well planned and structured to build on previous learning. Throughout the school, there are very good relationships between the teachers and the pupils in their group. Pupils are secure and confident and their behaviour is very good. They enjoy their lessons and in a Year 3/4 lesson pupils were reluctant to stop work for playtime. Younger pupils work well together and happily share materials in support of their learning. Pupils readily ask if they do not fully understand what is required of them. Many are confident to demonstrate their mathematical understanding when invited to use the interactive whiteboard or to explain a strategy they have used. Pupils are very supportive of each other, working well in twos or groups.
46. Pupils' number skills are developed very well through the school. In the best lessons, the pupils benefit from being given the opportunity to develop their own strategies for solving problems and being able to share their ideas and approaches with their group or working partner. The best lessons move at a brisk pace. Teachers use imaginative ways of engaging the pupils' interest. Teaching assistants provide good support for the pupils' learning. Teachers have good subject knowledge. They are developing the use of the interactive whiteboards to enhance their teaching in mathematics. Homework is given regularly and follows up the work done at school which consolidates the learning.
47. Leadership and management are very good. The subject leader has a very good grasp of assessment and the use of collected data. She regularly monitors pupils' workbooks and supports teachers towards improvement in pupils' learning. Resources are good and readily accessible. Improvement since the last inspection has been good as high standards have been maintained.

Mathematics across the curriculum

48. The use of mathematics across the curriculum is very good. Teachers identify a good range of planned opportunities to develop pupils' mathematical knowledge and understanding in other areas of the curriculum. They also enable them to appreciate the importance of the subject in many aspects of life. Pupils have the experience of mathematics as a living subject. Pupils practise accurate measuring skills in their work in design and technology and science. There is an awareness of the value of information

and communication technology to support mathematics, but the use of pupils' good information and communication technology skills is not fully exploited.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Opportunities to investigate and experiment are good.
- Standards reached in the national tests are consistently well above average.
- Teaching and learning are mostly good leading to good achievement, but sometimes teaching does not engage pupils sufficiently.
- Information and communication technology is not yet sufficiently used.
- The co-ordinator manages the subject well.

Commentary

49. In the 2003 national tests for seven-year-olds, the standards reached were well above average as all pupils reached the expected level for their age. An above average number reached the higher level (Level 3). Unvalidated results of the 2004 tests show that high standards have been maintained. In the national tests for eleven-year-olds in 2003, the standards reached were very well above average, with a higher than average number reaching the higher level (Level 5). Once again, unvalidated results for 2004 would indicate that similar standards have been reached. The evidence from the inspection confirms these results and indicates that achievement across the school is good. Pupils with special educational needs are very well supported as teachers and teaching assistants know their needs and ensure they can take part in all lessons and achieve well. Pupils in Years 1 and 2 have good opportunities for scientific enquiry, for example when testing different materials or recording how seeds grow in different conditions. In years 3 to 6, this good focus on practical and investigative science continues, for example pupils who carried out tests to see how sugar dissolves in different water temperatures showed a very good understanding of variables and the need for fair testing. Across the school, pupils record their observations well and use their very good writing skills and speaking and listening skills to explain their reasoning. The use of information and communication technology is limited, with very little use of data-handling programs or the use of sensors to record and analyse temperatures around the school, for example.
50. Teaching and learning are good; teachers have good knowledge and have very high expectations of their pupils. Mostly the work set is practical and engages the pupils, but where teachers have less experience they do not use interesting or stimulating resources or methods to grab pupils' interests. As a result, some pupils do not pay enough attention and the teacher has to spend undue time in managing behaviour. Leadership and management are good. The co-ordinator produces a clear action plan each year for the development of the subject, which is used to inform the school development plan. Results are well analysed and planning is effectively monitored to ensure a good focus on practical learning which has had a positive impact on achievement. Good guidance is given on the health and safety issues surrounding science work and this ensures pupils work safely. Improvement since the last inspection has been good since standards have been maintained at a high level and the resources improved to facilitate the emphasis on practical work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards reached in information and communication technology are above average by the time pupils leave the school.
- Teachers make good use of the interactive whiteboards to improve learning.
- Information and communication technology is not used well enough in other subjects.
- Assessment procedures are unsatisfactory.

Commentary

51. In Years 1 and 2, standards in information and communication technology are in line with expectation, and by Year 6, standards are above expectations. Many pupils have access to a computer at home and draw on the skills they learn there to improve their achievement. Achievement is satisfactory overall. Pupils with special educational needs are well supported and a number of programs are used in conjunction with their individual education plans to ensure that they also achieve satisfactorily. The school identifies pupils who are gifted and talented but none are identified as having these gifts in information and communication technology. Pupils are very keen to use computers and the recently purchased set of laptops is being used mostly effectively. Pupils show they can access the Internet for information and have produced some simple PowerPoint presentations.
52. Teaching and learning are satisfactory. Little direct teaching of information and communication technology was seen, but all teachers show satisfactory knowledge when working with pupils to guide them on the computer. Teachers identify where information and communication technology can be used, but sometimes the resources are not effectively used, for example when pupils manage to access information about the Egyptian gods but their task is only to copy a picture rather than making full use of the resource to increase understanding and knowledge. Teachers have good skills in the use of interactive whiteboards and the school is very well resourced with these, with one in each classroom and a portable one to use in other areas, for example the hall for the literacy and numeracy 'sets'. Pupils' achievement is improved when the interactive whiteboards are used well, for example when Year 1 pupils 'drag' key words to make a list or when Year 4 pupils are encouraged to complete a grid to show they understand the relationships of metric measurement.
53. Leadership and management are satisfactory. The co-ordinator has a clear plan for improvement and as headteacher is very capable of driving the plan forward. There have been very real practical difficulties associated with the move into the new school building, but these are steadily being overcome. Assessment procedures had been established, but consistent assessment has lapsed and the school has little evidence to show what standards in information and communication technology are for each pupil or to enable the setting of targets for improvement. Improvement since the last inspection has been satisfactory.

Information and communication technology across the curriculum

54. Although planning is detailed and identifies where information and communication technology can be used in all other subjects, this planning is not yet implemented satisfactorily and, as a result, pupils have too few opportunities to use information and communication technology to improve standards across the curriculum. In mathematics and science, data-handling programs are not used effectively to record and analyse information. Pupils have good word-processing skills but there is little evidence that they use these skills sufficiently to draft and redraft their written work. There is some evidence that the Internet or CD ROMs are used to help pupils develop their research skills in history and geography but sometimes this is not followed through to increase knowledge and understanding.

HUMANITIES

55. Insufficient evidence was gathered to make secure judgements about the overall provision in geography. Religious education is subject to a section 23 inspection and was not inspected by the team.
56. In **geography**, pupils' work was scrutinised, teachers' planning and the subject co-ordinator files examined. Some discussion was held with pupils. There is a clear scheme of work for geography which ensures the statutory requirements are met and good links are made with other subjects, for example pupils use their numeracy skills to find the co-ordinates of places and their literacy skills when making lists of geographical features.
57. In the one lesson seen, the quality of teaching and learning was good. Year 1 pupils achieved well in gaining knowledge of different places in the world by finding Scotland, a place Barnaby Bear had visited. The teacher made good use of the interactive whiteboard to show photographs and pupils were able to increase their knowledge of geographical vocabulary and achieve well. Pupils' work shows that activities are usually interesting and that pupils take a pride in presenting their work, although the use of information and communication technology for this purpose is limited. The subject is enriched by the 'Trailblazers' initiative, which will give pupils opportunities to study the local environment.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well in all year groups.
- Very good opportunities are given to use literacy skills in history.
- Teaching is good, which ensures pupils increase their knowledge and understanding.
- Information and communication technology is not used effectively to further raise achievement.

Commentary

58. Standards across the school are above expectations. In Class 2, pupils show good understanding of the Fire of London, knowing how it was started, how it spread and how it was brought under control. In Years 3 and 4, pupils showed great interest and were well informed about the ways that the Ancient Egyptians worshipped their gods. Achievement for all pupils, including those with special educational needs, is good. This is because teaching and learning are consistently good. Teachers plan lessons well and use the interactive whiteboards, pictures and books to engage pupils' interest, for example when showing pictures of the scarab beetle brooch or a real Tudor inventory. Visits and visitors are used well to stimulate pupils' imagination and this helps their learning and brings history to life. Pupils make very good use of their literacy skills to increase their knowledge and understanding of history. They are able to write good diary accounts, reports of visits and letters, for example they showed understanding of what it would have been like to be an evacuee in World War Two by writing sensitively and with due account of the period.
59. Teachers satisfactorily plan to use information and communication technology in their lessons, but the effect on achievement is lessened when the computers do not work efficiently, resulting in frustration for teacher and pupils. However, sometimes teachers do not make effective use of resources, for example when research on the Internet only results in copying a picture or when the good introduction of genuine Tudor inventories is not fully exploited by allowing pupils to investigate and try to get more information from the resource for themselves.
60. Leadership and management are satisfactory overall. The co-ordinator has set out a clear development plan, but monitoring the subject has had a low profile. Assessment is satisfactory as pupils are judged on what they have learned from each topic. However, there is little formal recording to enable the school to be assured of standards or to identify areas for development. Improvement since the last inspection has been good, as the high standards and good achievement have been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. It was not possible to gather enough evidence for art and design and design and technology to make secure judgements about the provision in these subjects. Only one lesson was seen in art and design and no lessons were seen in design technology. Pupils' work in books, on display and in portfolios was scrutinised and inspectors spoke to the staff and pupils and considered the subject co-ordinators' files.
62. In **art and design**, pupils say they enjoy artwork and use a wide range of different media. There are good opportunities for pupils to experiment with colour and shading, and to investigate patterns. Teaching and learning in the lesson seen were good. There is no formal assessment in art and design, but ongoing teacher assessment is satisfactory. Pupils look carefully at their own work and those of others to support improvement. Planning indicates that the requirements of the National Curriculum are being followed. There are good cross-curricular links, especially with music and history. Good use is made of the art exhibitions held locally to stimulate pupils' interest and ideas for their work. Good use is made of visiting artists. One artist led some interesting work now displayed in the hall. Portfolios of pupils' art and the work around the school are of a good standard. This evidence would indicate that standards continue to be the same as at the time of the last inspection, which were above national expectations.

63. In **design and technology**, documents show that this subject is satisfactorily planned into the curriculum, with some interesting 'design and make' tasks. Analysis from the work available indicates that standards are at least in line with those expected and photographs show pupils working keenly. The subject co-ordinator has an expertise in design and technology and leads training for trainee teachers. She monitors the work of the school well and has identified that pupils need to develop better skills in evaluating their work.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The quality of teaching and learning are good and this helps pupils to achieve well and reach above average standards.
- The curriculum is good. There are effective links with other subjects.
- A good range of resources supports the delivery of a varied curriculum and interesting activities.
- Music makes an effective contribution to pupils' spiritual, social and cultural development.
- The subject is well led and managed and this supports the good level of improvement since the previous inspection.

Commentary

64. Standards are above average throughout the school and achievement is good for all pupils and at all levels of attainment. This represents a good level of improvement since the previous inspection when standards were only average by Year 2 and teaching was only satisfactory. Throughout the school, pupils are managed well and show very good attitudes towards their work. Their behaviour is very good. This is also an improvement since the last inspection. As a result of the good teaching, pupils have positive attitudes to challenging activities and this supports their learning well. Pupils concentrate well during lessons.
65. The music provision is strengthened by the contribution of a specialist teacher and music instructor. This provision is supported in part by the school's Parent Teacher Association. The activities of the large singing group led by the instructor, supported by the teaching staff, were well planned. The pace of the lesson was very good with a mixture of fun and serious learning. The action songs were well chosen to provide challenge and enjoyment to all pupils. The new learning, a Jewish song, supported pupils' cultural development well. Singing throughout the school is good and pupils in Years 5 and 6 sing with great enjoyment.
66. All pupils now have the opportunity to learn to play an instrument and many pupils avail themselves of this opportunity. This is having a positive impact on standards. Gifted and talented pupils are encouraged to learn more than one instrument.
67. There are good cross-curricular links with art and design, English, geography and history, and pupils' music books provide evidence of the good breadth and quality of the music curriculum. Much work linked to the Planet Suite is in evidence around the school.

There is no formal assessment in music, but ongoing assessment takes place and pupils develop an understanding of how they can improve.

68. A good range of resources supports pupils' learning well. Visits by groups of musicians from the Bournemouth Symphony Orchestra and involvement in local music festivals further support their learning and enjoyment. Leadership and management of the subject are good and have led to a good level of improvement since the last inspection, the development of a good quality curriculum and encouragement of high standards. Music makes an effective contribution to pupils' spiritual, social and cultural development.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils have good games skills and enjoy taking part in lessons and clubs.
- The subject is enriched well by the provision of expert coaching and a good range of clubs.
- The new accommodation and resources are used well.
- The management of apparatus in the hall limits pupils' progress in gymnastics.

Commentary

69. Standards overall are above average throughout the school and achievement is good. Achievement by pupils with special educational needs is also good as they are given good support and encouragement. There are also some pupils who have highly developed skills and talents in physical education and the school is good at recognising this and in providing challenge through the provision of expert coaching and extra-curricular clubs. This provision of, for example, tennis and football helps all pupils to achieve well. Pupils in all years develop good control of a ball and are able to throw, kick and use a range of bats to increase this control. Swimming lessons are well organised and good records are kept showing that almost all pupils reach the required standard in swimming well before they leave the school.
70. Teaching and learning are good, particularly by the staff the school specially employs to provide expertise and support. The teaching of gymnastics is satisfactory, but the arrangements whereby the apparatus is set out by Year 6 pupils at the start of the afternoon and remains in place for all classes is unsatisfactory and limits the progress some groups can make. For example, pupils cannot easily move around the floor to improve their speed and control. Moreover, pupils do not get the opportunity to set out the apparatus and thus learn how to take responsibility and also to learn good safety habits.
71. Leadership and management are good. The co-ordinator has good knowledge and gives good support to other staff. There is a real commitment to improving provision and raising standards. For example, extra time is devoted to physical education to redress the lack of opportunities pupils had in the old unsatisfactory accommodation. Matches are played against other schools and the school enters many different sporting competitions and has enjoyed success, for example, in winning the area netball tournament in 2003. This participation helps pupils to develop their teamwork and also a

healthy attitude to competition. Improvement since the last inspection has been very good. Standards have improved and the accommodation and resources are now very good. All pupils and staff now dress very suitably for lessons and clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. Only one lesson was seen so no judgements are made about overall provision. However, from evidence of planning, displays and discussion with staff and pupils, coverage of pupils' personal, social and health education is good, with many very good elements. 'To stay healthy' is now included in the school's Mission Statement. The school has a clear focus on developing pupils' self-esteem and helping them to make informed choices and decisions and be part of the school's decision making process. Pupils' personal development is good, with pupils proud of all their achievements both in and out of school. These are celebrated in assemblies and displays in the hall and around the school. There is an elected school council with a head boy and head girl. The school council has, as part of its work, initiated support for others, such as fundraising and charity work. Pupils willingly take on responsibilities within the school. The school is part of the healthy schools scheme and effectively uses a range of resources and visitors. The school grounds are being developed with fitness a key element in the planning. The school has developed the citizenship aspects within the curriculum well. Pupils can express their ideas and feel valued. There are close links with pupils' spiritual, moral, social and cultural development. Much of the work of this area is effectively incorporated within the whole curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	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).

