

# INSPECTION REPORT

## **Parley First School**

Ferndown, Dorset

LEA area: Dorset

Unique reference number: 113682

Headteacher: Mrs Joan Vincent

Lead inspector: Mrs Janet Watts

Dates of inspection: 8<sup>th</sup> to 11<sup>th</sup> November 2004

Inspection number: 267478

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First  
School category: Community  
Age range of pupils: 4-9  
Gender of pupils: Mixed  
Number on roll: 265

School address: Glenmoor Road  
Ferndown  
Dorset

Postcode: BH22 8QE

Telephone number: 01202 874400  
Fax number: 01202 872036

Appropriate authority: Governing body  
Name of chair of Mrs Cindy Lalani  
governors:

Date of previous 30<sup>th</sup> November to 3<sup>rd</sup> December 1998  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Parley First is of slightly larger than average size for a school of this type. There are 265 boys and girls on roll, aged from 4 to 9. There are gender imbalances, especially in the current Year 2, where there are 40 boys and 20 girls. Most pupils come from the surrounding area, although an increasing number are now coming from Bournemouth. The percentage of pupils for whom their first language is believed not to be English is below average. The percentage of pupils eligible for free school meals is well below average. The percentage with identified special educational needs and those with statements is about average. Pupil mobility is fairly high: between 2002 and 2004 it was about 25 per cent. Of the current Year 4, 10 out of the total of 58 pupils joined the school at Key Stage 2.

Attainment on entry is fairly wide but generally above average. The school has been awarded Investors in People status, the Basic Skills Quality Mark, the Healthy Schools Award and in 2003 received a School Achievement Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1945	Janet Watts	Lead inspector	English, History, Geography, Physical education
9880	Anthony Comer	Lay inspector	
22434	Sandra Bradshaw	Team inspector	Foundation Stage, English as an additional language, Science, Art and design, Music, Special educational needs
4099	Rodney Braithwaite	Team inspector	Mathematics, Information and communication technology, Design and technology, Personal, social, health education and citizenship (PSHEC), Religious education

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school with a number of significant strengths. It is highly respected by the parents and the local community. **The school's overall effectiveness is good.** The good leadership of the headteacher, very ably supported by the deputy and the positive contribution of key staff, results in a strong commitment by all to the school and its pupils. Pupils have mainly positive attitudes to school and their behaviour, in lessons and on the playground, is good overall. Pupils generally make good progress through the school and most of them achieve well. The school gives good value for money.

### Main strengths and weaknesses

- Across the school, pupils attain above average standards in English and science; currently, standards of writing are especially good.
- Standards in mathematics are above average in Key Stage 1 and broadly average in Key Stage 2 (Years 3 and 4).
- Pupils attain standards in music that are better than those expected nationally.
- Attendance is very good and well above the national average.
- The care, welfare and guidance provided for pupils is very good and there are very trusting relationships throughout the school.
- There are good links with parents and the community and links with other schools and colleges are very good.
- In some classes, more noticeably in Years 3 and 4, the higher attaining pupils are not always challenged sufficiently.
- The management of the school does not always delegate responsibilities and accountabilities clearly enough.

The school was previously inspected in November 1998. Good progress has been made in information and communication technology (ICT) and standards and provision are much improved. Standards in ICT are now in line with national expectations. A purpose built library has been provided but it requires further development in its use and the provision of more resources. Pupils have sustained above average standards in English and science; however, standards in mathematics dipped and have been inconsistent. Inspection evidence indicates that they are now improving and this is substantiated by the Year 2 results in 2004. Progress overall since the previous inspection is satisfactory.

### STANDARDS ACHIEVED

#### Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	B	A	C
writing	A	A	B	C
mathematics	A	C	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*

By the end of Year 2, results in the National Curriculum tests are well above the national average in English and mathematics. Standards are above average in science. In Year 4, pupils are currently attaining above average standards in English and science, and average standards in mathematics. Compared with similar schools, Parley First's results at Year 2 are average. In Years 3 and 4, whilst pupils attain standards that are usually better than the local education authority average, pupils do not always achieve as well as they should, especially the higher attaining pupils. In the Foundation Stage, these youngest pupils meet, and often exceed, the nationally expected levels for their age group. Across the school, standards in music are good and pupils achieve well. Standards in information and communication technology (ICT) and physical education are in line with those expected nationally. In religious education, standards are in line with those of the agreed syllabus. Art, design and technology, history and geography are taught regularly but were not a focus for the inspection. Pupils with special educational needs achieve well as they are given good support. Pupils' personal qualities are well developed; much is due to the school's good programme of personal, social, health education and citizenship. **Pupils' social, moral and cultural and spiritual development is good.** Attendance is very good.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good.** Teaching is judged as good overall. Teaching in Reception and in Years 1 and 2 is consistently good and often very good. In Year 4, some good and very good teaching occurs. In Year 3, whilst teaching is generally satisfactory, a lack of challenge and stimulation limits the pupils' achievement. The curriculum is broad, balanced and well enriched through visits, visitors and a good range of extra-curricular activities. The level of support and guidance given to pupils is very good. Teaching assistants especially give pupils very skilled support. Inclusion is good. The quality of relationships, and the trust and respect between pupils and staff, is a real strength of the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and governance are good. Management is satisfactory overall.** The headteacher provides good personal leadership, with a clear vision for the school. Governors are exceptionally supportive, knowledgeable about the school and are increasingly aware that they need to hold the school more rigorously to account. Subject leaders in English, mathematics, science, ICT, music and personal, social, health education and citizenship (PSHEC) provide very good role models as teachers of their subjects but their management responsibilities, and those of the senior management team, are not always clearly defined. Consequently, subject leaders are not able to devote much time to focusing on raising standards in their subject.

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

Parents are very positive and hold the school in high esteem. Pupils have a warm regard for the school and feel they are cared for well. A small number of parents are concerned that they receive too little information about their child's progress. This has been discussed with the school and the annual report on each pupil's progress is to be revised.

## **IMPROVEMENTS NEEDED**

The school has no major weaknesses; the refinements that are needed are:

- ensure that higher attaining pupils are challenged sufficiently through the more rigorous use of assessment;
- ensure that senior managers and co-ordinators have more opportunities to develop their role and thereby help to raise standards further.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement overall is good. From an above average starting point, pupils in the Foundation Stage reach and often exceed the levels defined nationally for their age group. Pupils achieve well in Years 1 and 2. Pupils' progress tends to slow in Year 3, particularly the higher attainers. Pupils in Year 4 are currently achieving satisfactorily and occasionally well in English and science. Pupils with special educational needs and those from ethnic minorities achieve well. Standards in English and science are above average in Years 2 and 4. Standards in mathematics are above average in Year 2 and are currently broadly average in Year 4. Standards in information and communication technology (ICT) are now in line with expectations for pupils aged 7 and 9, a significant improvement since the last inspection. Standards in religious education are in line with the expectations of the agreed syllabus. Standards in music are better than those expected for pupils at this age and stage. Standards in physical education are in line with those expected, although in the three lessons seen about half of the Year 2 and half of the Year 4 pupils attained standards above expectations for 7 and 9 year olds. Other subjects were not a major focus for the inspection.

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

- Standards across the school are above average in English, particularly writing, and in science.
- Standards in mathematics are above average at Year 2 and broadly average by Year 4.
- Boys and girls achieve equally well.

#### **Commentary**

1. Over the years 2002 to 2004, the Year 2 pupils' results in reading and writing have often been well above average, and in 2004 well above average in mathematics. Standards in mathematics dipped in 2002 and 2001, but then improved in 2003 and 2004. Compared with similar schools, reading, writing and mathematics results were average in 2004. Standards overall are similar to those at the previous inspection, apart from mathematics when they were judged to be above average in Year 4. Current standards in Year 4 are average in mathematics though above average in both English and science.
2. Core subjects have risen above the national trend over the last three years. Over time, there have been differences in the achievement of boys and girls but now they achieve similarly.
3. The pupils in the Reception classes (the Foundation Stage) make good and often very good progress as they are well taught. Assuming that the standard of provision remains the same, most are on track to meet or exceed the expected standards by the time they reach Year 1.
4. Pupils generally use their literacy skills well across the curriculum. Their numeracy skills are used satisfactorily in some subjects but the use of numeracy across the

curriculum is not carefully planned. Pupils are increasingly confident to use their ICT skills, especially when given the opportunity to do so and when they have been well taught to use these skills.

5. There are too many pupils identified as having special educational needs, and who have individual education plans, whose needs could be met within the usual grouping systems within classes. The majority of pupils who have been correctly identified as having special educational needs have moderate learning difficulties. Three pupils have statements that provide details of their needs and the school is effectively meeting the level of provision that must be made for them. These pupils achieve well.
6. Pupils who have special educational needs regularly meet their targets because of the good planning and good support they receive in lessons and when they are withdrawn for specific teaching. They receive appropriate feedback about their learning. Throughout the school there is no bias in respect of pupils' gender, ethnicity, disability, social background or capacity to learn. Most pupils have equal access to the curriculum.
7. Standards in science are above average across the school. In music they are above expectations for pupils aged 7 and 9. Standards in religious education are in line with those expected for pupils aged 7 and 9.
8. Art, design and technology, history and geography are all taught regularly but during the short period of the inspection it was not possible to make firm judgements about standards. These lessons were sampled but no weaknesses were apparent. In the three lessons observed in physical education, standards in games and gymnastics are better than those expected nationally for about half Year 2 and half Year 4, with the remainder attaining standards in line for their age group.

## Key Stage 1

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

Standards in:	School results	National results
reading	17.0 (16.9)	15.8 (15.7)
writing	15.5 (16.4)	14.6 (14.6)
mathematics	17.4 (16.5)	16.2 (16.3)

*There were 47 pupils in the year group. Figures in brackets are for the previous year*

## Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **very good**; pupils' attitudes and behaviour are **good** overall. Other aspects of pupils' personal development are also **good** overall.

## Main strengths and weaknesses

- Parents and carers respond very well to the school's efforts to ensure regular attendance.
- The school successfully promotes very good, trusting relationships.
- Pupils are willing to take responsibility and are very interested in all aspects of school life.

## Commentary

9. Attendance has improved since the last inspection to a level well above the national average. The school has effective procedures in place to monitor and follow up on pupils' absence. Unauthorised absence is rare. Pupils arrive punctually at school and lessons begin on time.
10. Pupils' attitudes towards school remain good, as stated in the previous inspection. The vast majority of pupils readily participate in the life of the school and in the range of activities outside the classroom. Pupils are prepared to take responsibility, they show initiative and are willing to learn. The planned establishment of a school council will enhance pupils' involvement still further. Relationships throughout the school are very good and the school stimulates in pupils a desire to learn. Pupils' questionnaires indicated positive views about all aspects of the school and those pupils who were interviewed confirmed these views.
11. Behaviour is also good overall, but it is very good when pupils are challenged by good teaching. Pupils move around the school sensibly and have good and trusting relationships with each other and with adults, both at work and at play. There was no evidence of oppressive behaviour at the time of the inspection. There have been no exclusions during the past year.
12. Provision for pupils' spiritual, social, moral and cultural development remains good overall. The provision for pupils' spiritual awareness is satisfactory and promoted through the religious education curriculum and assemblies. However, opportunities to develop pupils' spiritual awareness in other subjects are often missed and too little time is given for reflection. Provision for pupils' moral and social development is good. It is embedded in the school ethos and in the school and class rules, which pupils have helped to formulate. The recently revised citizenship curriculum, including personal, social and health education and circle time, provides good opportunities for pupils to discuss and reflect on a range of moral and social issues. The range of educational visits and visitors, the good range of activities outside the classroom and the various charitable fund-raising activities also encourage pupils to develop socially and morally, as well as contributing to their achievement and personal development. The provision for pupils' cultural development is satisfactory. Pupils have a good understanding of other religious faiths. The curriculum is enriched through art and literature, but this is mainly from a western European cultural background. The range of music and musical resources reflects a much wider cultural diversity. Pupils' understanding of the multi-cultural nature of society is more limited.
13. The school's aims and value systems ensure that pupils who have special educational needs are respected and supported by the whole community and as a result they are able to feel secure in their development.

## Attendance

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

Authorised absence		Unauthorised absence
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School data:	4.3		School data:	0.1
National data:	5.1		National data:	0.4

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

## Exclusions

There were no exclusions in the last academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. There is a good ethos, which focuses on promoting achievement and pupils' confidence. Staff genuinely care about the pupils and want to encourage them to do their best. Most teachers have high expectations of good behaviour and they expect pupils to work hard. The ethos of very positive encouragement, together with a rich and wide range of activities in lessons, gives pupils the confidence to try hard to improve their knowledge and skills. This positive ethos for learning is best exemplified in the Reception classes and in Years 1 and 2. The teaching of literacy, science, music and personal, social and health education and citizenship (PSHEC) is often good. The consistently good, and often very good, quality of teaching in the Reception classes gives pupils a really good start to their education.

## Teaching and learning

The quality of teaching observed during the inspection was good overall, with teaching being judged as good or better in about seven out of ten lessons. Interviews with pupils and the quality of work in their books show that the quality of teaching is consistently of a similar quality in Reception and Years 1 and 2. There is less consistency in Year 3. Across the school the teaching of mathematics, whilst at least satisfactory and often good at Key Stage 1, tends to focus too much on number work and too little on problem solving. This limits pupils' achievement, especially the higher attainers.

## Main strengths and weaknesses

- The teaching in the Foundation Stage is consistently good.
- The teaching of literacy and science is often good, especially in Years 1 and 2.
- Most teachers are developing the correct level of skills to teach ICT.
- The teaching of music is good.
- Teaching in Key Stage 2, especially in Year 3, does not always challenge the pupils enough, especially the higher attainers.

## Commentary

14. The good and very good teaching tends to be concentrated in the Foundation Stage and Years 1 and 2, although some good and very good teaching was observed in Year 4. The overall good quality of teaching is similar to the previous inspection. In Year 3, whilst the teaching is generally satisfactory, lack of challenge, especially for the higher attaining pupils, means that sometimes they become restless and lose concentration.
15. Teachers generally have good subject knowledge and expertise. Their expertise and knowledge of the teaching and use of ICT are much improved since the previous inspection and staff are now reasonably confident, thanks to the support and on-going

training offered by the ICT co-ordinator. Teachers are very confident when using the structure of the literacy hour and some very good literacy teaching was observed in both key stages.

16. Although there are only just sufficient teaching assistants, they are increasingly skilled and knowledgeable and use their skills to support pupils to good effect. Teaching assistants frequently show that they are able to observe closely and assess pupils' responses skilfully.
17. The teaching of pupils who have special educational needs is good. Pupils benefit from the productive partnership between teachers and teaching assistants. Teaching assistants regularly sit beside groups of pupils to support their learning. Individual pupils withdrawn from lessons also benefit from teaching by the special educational needs co-ordinator.
18. The setting arrangements in mathematics work well when teachers plan different and challenging tasks to which pupils of differing ability respond. They then achieve well. Occasionally, work that is too similar is planned for both higher and lower sets, which negates the impact of the setting arrangements. The setting arrangements are reviewed regularly. This means that, after discussion, pupils are able to move to a different set if it is felt that there would be greater benefit when the curriculum provided is more closely matched to their needs.
19. The teaching of music is consistently good and the pupils benefit greatly from the visiting teachers who provide instrumental tuition. The high level of musical skill and knowledge of the music co-ordinator, very ably assisted by a teaching assistant, helped pupils to compose and create a performance based on an African 'Rain Forest' theme. They performed this initially at the mayor's concert, in which other schools in the area also participated.
20. Provision for homework is generally good and occasionally specific tasks are set to match the needs of the higher attainers. The work pupils are asked to do at home supports and extends their learning in lessons.

***Summary of teaching observed during the inspection in 43 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8 (18%)	24 (56%)	10 (24%)	1 (2%)	0	0
<i>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.</i>						

## Assessment

The collection of assessment data and its use is **satisfactory**.

### Main strengths and weaknesses

- The systems used to collect assessment data are good.
- Assessment data is often well used in English to plan for the next stages of teaching and learning.
- In other subjects, the information collected is not always used and managed well.

### Commentary

21. The school has good procedures for the collection of assessment data in English, mathematics and science and this is analysed carefully to check for strengths and weaknesses. Results of the National Curriculum tests in reading, writing and mathematics are considered and the school used these, for example, to target improvements in reading and mathematics standards. However, the targets are not always written clearly into the school improvement plan as specific and measurable success criteria so it is difficult for staff and governors to judge the impact of action taken in terms of improvements in standards.
22. In English, pupils' progress towards their targets is clearly recorded in their literacy exercise books and this helps pupils to begin to be able to assess their personal achievements. Additionally, the pupils' writing progress books provide useful assessment evidence and a worthwhile and valued record of their achievement in the subject. In mathematics and science, assessment is not as rigorous and pupils are not well aware of what they need to work on to improve.

## The curriculum

The school provides a good breadth of curricular opportunities and a good range of enrichment activities for its pupils. Resources to support the curriculum are satisfactory overall, as is the accommodation.

### Main strengths and weaknesses

- The breadth and balance of the curriculum is good.
- There is good equality of access and opportunity in the curriculum for all pupils.
- The curriculum is enriched well by a good range of extra-curricular activities.
- Whilst generally satisfactory, some resources and accommodation are not always being used for effective learning.

### Commentary

23. The good curriculum report at the last inspection has been maintained. The curriculum meets all statutory requirements and pupils of all abilities and backgrounds have equal access to all activities. Religious education and daily acts of worship are provided in accordance with the local agreed syllabus.
24. The provision for pupils who have special educational needs is good. Individual education plans are regularly reviewed, having specifically targeted activities that will

help pupils to achieve. The methods and support needed to meet targets are clearly identified. All pupils are provided with a broad curriculum and teachers plan to ensure that pupils are able to work at their own level in most lessons. Pupils who have special educational needs are at times withdrawn from subjects such as physical education, music and science which means that they miss parts of the lessons. The school has some compensatory systems in place to ensure that pupils do not regularly miss the same subjects.

25. There has been a significant improvement in the provision for and standards and achievement in information and communication technology (ICT) since the last inspection, which has helped to improve curriculum provision. The curriculum is planned well to include wherever possible the use of literacy, ICT and personal, social, health education and citizenship in many subject areas. This makes learning more relevant and interesting to pupils and as a result their learning is improved and achievement raised. A good example of this is the way Remembrance Day was related to history, ICT, religious education, PSHEC and literacy during the inspection. The cross-curricular aspect was also very evident during an impressive assembly when pupils in Year 4 sang their presentation from an earlier concert for the local mayor. The 'African Rain Forest' sequence involved art, music, geography and speaking effectively and was produced by a teaching assistant and the music co-ordinator.
26. The school provides good opportunities for enrichment of the curriculum. Out of school activities include football, dance, computer and French clubs. Pupils take part in athletics and swimming events with other schools. The school helps learning and achievement particularly through special curriculum weeks such as Arts and Design and Technology and 'special days' such as those provided for Victorian and Egyptian studies. Many visits are made to places of educational interest. Places of worship are visited, broadening the religious education curriculum. Year 3 and 4 pupils visit Brownsea Island to extend the geography curriculum. Many visitors are invited to the school to help extend the learning of the pupils. Pupils in Year 4 also have good opportunities to prepare for the next stage of their education through several contacts with the local middle school.
27. The school is provided with an appropriate number of teachers and just sufficient teaching assistants to provide a broad and balanced curriculum. Leadership and management of the curriculum are satisfactory overall.
28. Variation in the numbers of pupils on roll have meant the school has had to organise a mixed age class in recent years, as budget pressures meant that it could not afford the staff to sustain small class sizes. There is no inspection evidence to indicate this was detrimental to pupils' learning. Outside resources such as the large field and playground are good. Since the last inspection, some additions have been made to resources and accommodation inside the school. ICT resources have improved markedly, but still need further upgrading in order to make them fully effective for learning. A new library has been provided, but is not being used effectively at present because of the pressure of space in other subjects such as music. The management of the school has yet to rationalise effectively the use of accommodation in the school to the benefit of pupils' learning, so accommodation remains satisfactory, as do resources.

## **Care, guidance and support**

The school ensures that pupils are cared for very well. The support, advice and guidance that pupils receive about their achievements and their personal development are good and the school involves pupils well in its work and development.

### **Main strengths and weaknesses**

- The school is a very caring and safe environment.
- All pupils have very trusting relationships with adults.
- Induction and transfer procedures are effective and good.

### **Commentary**

29. Policies and procedures for child protection and for promoting the general welfare of pupils are very good and have improved since the last inspection. The very successful 'travel plan' and the very effective involvement of the 'red and yellow monitors' at break times are good examples of the school's proactive approach. All staff know pupils and their families personally and cater for their needs very well. All pupils have very trusting relationships with one or more adults in the school. Adults provide good role models for the pupils.
30. The advice, support and guidance that pupils receive throughout their time at school are good. Citizenship, including personal, social and health education, is provided effectively through a new scheme of work. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education are good.
31. The views of pupils are sought and valued through questionnaires and through discussions at circle time. The planned introduction of a school council will improve pupils' involvement in school life still further.
32. The school has established good relationships with outside agencies that provide support for pupils who have special educational needs. The school has identified funds to provide an appropriate range of support.

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

The school's links with parents are good. The school's links with the local community are also good. There are very strong links with other schools and colleges.

### **Main strengths and weaknesses**

- There are very strong links with other schools and colleges.

### **Commentary**

33. Parents who responded to the pre-inspection questionnaire (approximately 30%) or who attended the parents' meeting (12) have very positive views of what the school provides and achieves. The concern of a small number of parents about the effectiveness of the school's behaviour policy is not substantiated by the inspection evidence.



34. The general information that parents receive through meetings, workshops, newsletters, the school website and reports is good. However, pupil reports contain few targets or strategies for improvement, neither do they contain comparative information about children's progress with others of the same age. The school is also aware that it needs to clarify with parents the use of the homework diaries. The governors' annual report to parents and the school prospectus now meet all statutory requirements.
35. Parents of pupils who have special educational needs are encouraged to be fully involved in the review of pupils' individual education plans. The school makes successful efforts to encourage parental involvement in the life of the school and in their children's education and consults them when necessary. There is a supportive Parley School Support Group, a committed group of parent governors and parents who help maintain the school environment at weekends. Parents and other adult helpers give really good support; for example, many regularly visit the school to listen to pupils' reading.
36. The school's links with the local community remain good. Pupils have recently performed with other schools at the middle school in the presence of the mayor. There are a variety of charitable fund-raising activities in which pupils are involved, including Operation Christmas Child. A number of members of the community visit the school to take assemblies and to help out in the classroom. There are also valuable contributions from a small number of business partners.
37. Links with other schools and colleges, particularly through the newly formed federation of schools, are very strong. There are very effective links with pre-school groups and with the middle school that ensure the smooth transfer of pupils to the next phase of their education. Links with local colleges provide opportunities for initial teacher training and for students to gain valuable work experience at the school. All of these links provide benefits for both pupils and staff as well as for the whole school.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and governance is good. The headteacher and deputy headteacher provide good leadership. Management is satisfactory overall. There is a most positive ethos, shared by the whole school community, and the quality of relationships at all levels is a real strength of the school.

### **Main strengths and weaknesses**

- The leadership of the headteacher is strongly pastoral and is good.
- The leadership of the deputy headteacher is good.
- Management of the school is satisfactory, but needs more rigour.
- The governors are well led by the chair, are very supportive of the school and know its strengths very well. They are less aware of areas for improvement.
- The financial management of the school is good.

### **Commentary**

38. The headteacher leads the staff with a clear vision for the successful development of each child. There is a strong, pastoral lead to the daily life of the school, with a determination that pupils should have as many curricular opportunities as possible to broaden their education. Together with the very competent deputy headteacher, the headteacher has led the staff effectively in the development of the school improvement plan and long term development of the school. This has resulted in an improvement in standards and resources in information and communication technology (ICT) since the last inspection and the provision of a new library. The library, though, is not yet being used effectively enough to benefit learning through its intended use: to browse, research or find information. The headteacher, deputy and other senior managers act as very effective role models to the rest of the school, in the school's vision of a caring environment and the raising of standards. Standards have improved in some areas, especially writing, but the school recognises that there have been inconsistencies, for example in mathematics.
39. Although the aim to create a happy learning environment with an enriched curriculum is achieved well, the management of the school, which is satisfactory, needs more rigour in order to maintain consistently high standards across the curriculum. Greater challenges should be set for the higher attaining pupils. Most subject co-ordinators, whilst being very good leaders and practitioners in their areas of responsibility, have insufficient time or opportunity to monitor teaching and learning effectively in their subjects and take action for improvement when necessary. Monitoring of teaching and learning in the main subjects does take place, but concentrates heavily on what takes place in lessons rather than on the learning of pupils and how it could be improved when necessary. Performance management targets for teachers are set regularly. Targets are set for the progress of nominated groups of pupils. Performance management targets are linked to an individual teacher's professional development and targets are also linked to the teacher's subject leadership responsibilities. All staff share in a strength of the school, which is the promotion of equality of opportunity for all pupils and attention to the needs of individuals. Inclusion overall is good.
40. The special educational needs co-ordinator (SENCO) provides satisfactory leadership and management. She is committed to her own professional development and recently has updated her training to teach pupils who have specific learning difficulties. Teaching assistants have received training and have occasional meetings with the co-ordinator. Withdrawal from lessons to receive specific teaching from the co-ordinator means that occasionally pupils miss parts of lessons, though this is usually managed to ensure that pupils do not always miss the same subjects. Valuable time is often wasted collecting individual pupils for teaching. The school is aware of the criteria for the identification of special educational needs. However, the co-ordinator is frequently involved in unnecessary paper work related to pupils who are given individual education plans when these pupils' needs could be met more effectively within the grouping systems within their classes. The governor with responsibility for special educational needs meets regularly with the co-ordinator, ensuring that all governors are kept up to date with developments and the provision made for pupils.
41. The governors, who are well led by a very committed chair, give great support to the school on a very regular and active basis. Individual governors are linked to all areas of the curriculum and are often in school to review their responsibilities. The vice chair

is in school virtually full time and is as well known to the pupils as the rest of the staff. Governors share the school vision and ethos, are committed to full inclusion of all pupils and fulfil their statutory duties well. They know the strengths of the school very well and are justifiably proud of and frequently praise everything to do with the school. They are less aware of aspects of the school needing improvement and consequently are reticent to interfere in areas where they feel unqualified. The school is fortunate to have such a highly supportive body of governors.

42. The school makes a good contribution to initial teacher training through its work with local colleges and universities. It also operates an effective induction scheme for teachers and teaching assistants new to the school. The management of the deployment and workload of staff is satisfactory and plans are in place to implement the new working practice act.
43. In recent years, the school has had a very tight budget, caused by a combination of variation of numbers on roll and a staff with a majority of teachers at the top of the salary scale. In spite of this, the headteacher, very ably assisted by the highly competent and conscientious school administrator, has taken the school out of deficit without compromising the educational priorities of the school. Difficult decisions have not been shirked, best value principles have been applied effectively and the school has been able to provide continuously a good education for its pupils. The financial audit of November 2003 was extremely positive and the small number of recommendations made have already been put into action. Overall. the school gives good value for money.

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

<b><i>Income and expenditure (£)</i></b>		<b><i>Balances (£)</i></b>	
Total income	642,032	Balance from previous year	-1,041
Total expenditure	621,629	Balance carried forward to the next	19,362
Expenditure per pupil	2,302		

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

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

44. Provision is **good** in the Foundation Stage. The standard of provision has been maintained since the previous inspection and children work in a stimulating environment that provides challenge and interest in all areas of the curriculum. About a third of the children attend full-time and the remainder who currently attend for mornings only will attend full-time next term.
45. Attainment on entry to the school is slightly above national expectations and children achieve well to reach the levels they do by the end of the Reception year. Most children will attain standards of work above the nationally defined expectations for their age group (Early Learning Goals). There is a good focus on learning in the Reception classes and this is one of the many reasons why children are achieving well. Teaching is good and sometimes very good in all areas of learning and a strong, unified team of adults, who are ambitious for the children, set high expectations and provide a good and imaginative curriculum which meets children's needs extremely well. Relationships are very good and as a result the children's personal skills rapidly improve. Both teachers work well together with good procedures for planning, monitoring and assessment. Assessments are used directly to plan work at the correct level for all abilities, including those who have special educational needs. The accommodation is good, well utilised and there are good quality resources, so providing children with an exciting environment in which to learn.

### **Personal, social and emotional development**

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

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

- Children achieve well through very good teaching.
- The caring atmosphere enables children to establish very good relationships.
- Well-established routines help children to learn about acceptable behaviour.
- Children are developing their ability to work independently.

### **Commentary**

46. Teaching in this important area of the curriculum is very good. This area of learning receives a high profile when children start in the Reception classes and the children achieve well. They make good progress and by the time they start in Year 1 most children are on course to exceed the early learning goals, assuming that the quality of provision remains as it is at present. This is due to the very good teaching and a well planned and ordered environment in which children settle and feel secure. The teachers and teaching assistants, who are kind and caring and work well together, encourage children to work independently and take responsibility. They often collect their own equipment, choose activities and take the register to the office very sensibly. Behaviour is very good. Staff are very skilled at knowing how young children learn effectively and they plan a range of activities which lead to sustained interest and concentration from the children and a strong desire to learn.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Teachers and teaching assistants take every opportunity to develop children's language skills.
- Staff develop children's language well through the wide range of activities they provide.

### **Commentary**

47. The quality of teaching is good and sometimes very good.. The children are engaged in conversation and taught to listen to one another as soon as they start school and this is reinforced in many activities. As a result, children in Reception listen exceptionally well to adults and to one another. Teachers provide challenging activities that are well matched to the needs of children and particularly those who have special educational needs. All children recognise their own names and most children are able to write them. Good support is given to help the children improve the way they form letters and most children freely write letters and make marks as a means of recording and communication. Most children are developing satisfactory pencil control. Children are provided daily with good opportunities to read and understand the sounds letters make. Several children are able to recognise simple words and enjoy reading along with the teacher. All children listen avidly to stories and parents take an interest in helping their children with reading at home.

## **Mathematical development**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Mathematical activities are interesting and motivate the children.
- Teaching is good and places a high emphasis on learning through practical experiences.

### **Commentary**

48. Teaching in this area is good and sometimes very good. Children benefit from the good support they receive from teaching assistants who patiently help them to understand new concepts as well as to practise the things they know. Teachers give a very good focus to helping children to use mathematical language as they explore weighing and develop ideas to solve problems through play. The children can count, recognise numerals and begin to understand simple computation. Skilled questioning helps children develop a keen interest and understanding of heavier and lighter objects as they use a balance. In these practical activities the good accommodation and good resources impact positively on children's achievement. Most children will exceed the expectations by the end of the year.

## **Knowledge and understanding of the world**

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

### **Main strengths and weaknesses**

- Good teaching ensures children learn about the world around them.
- There are good opportunities for children to find out more about themselves.

### **Commentary**

49. Teaching and learning are good and sometimes very good and help children to achieve well. The imaginative play areas are changed regularly to keep interest levels high. Children are presented with a challenge in each area so that play is focused and specific learning skills are developed. In religious education children learn about the culture of other children around the world, various festivals and simple Bible stories. Good use is made of the outside play area as children explore the garden to find mini-beasts. Currently children are focusing on their own bodies, can identify various body parts and are fascinated by X-ray photographs of parts of the skeleton. Computers are used regularly in the classroom and children will have regular access to the computer suite next term. They move the mouse confidently and several children successfully use the keyboard to write their names.

### **Physical development**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Children's physical control is developing well.
- A wide range of activities is provided for children to develop their manipulative skills.

### **Commentary**

50. Children will meet the expected standards for this age by the end of the year and many will exceed them. They use a wide range of tools and equipment confidently and their dexterity is developing satisfactorily. Most children change for physical education on their own. They also put their coats on and do them up independently. There is a limited range of outdoor toys and storage facilities are inadequate at this time. Even though there are no playground markings, very good use of the outdoor play area is made throughout the day and this facility supports the children's physical development very well. Teaching in this area is good and teachers have high expectations of the children, who respond with enthusiasm and enjoyment.

### **Creative development**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- A wide range of stimulating activities enriches children's learning experiences.
- Effective teaching of skills is combined with good opportunities for children to learn through play.

### **Commentary**

51. Staff plan a variety of stimulating activities and with good teaching most children will achieve the targets set and many will exceed them by the time they enter Year 1. Many already have good skills of cutting, glueing, drawing and applying paint. They are taught, for instance, the skills needed to mix paint and use brushes to paint self-portraits. There is a wealth of opportunities for imaginative play in the 'home corners'. There are very good suggestions to help children learn from the context provided; for example, 'Can you prepare a picnic to take to the zoo?'. In Reception there is a lot of fun and laughter when the children participate in the many activities that encourage them to use their communication and imaginative skills as they rise to the challenges set by teachers.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve very well in writing; they achieve well in speaking and listening and reading.
- Standards in Year 2 are above average.
- The overall quality of teaching is good.
- Marking is good and lets pupils know what they need to do to improve.
- Higher attaining pupils are not always challenged enough, more noticeably in Key Stage 2.
- The library remains underdeveloped.

#### **Commentary**

52. In Year 2, at the end of Key Stage 1, pupils reach standards in reading that are above the national average, similar to the last inspection. Standards of writing are frequently well above average and these have been consistent over past years. Results in the 2004 National Curriculum assessments were well above average in reading, with just over a third of pupils gaining the higher Level 3 in reading and nearly a quarter in writing. This represents good achievement. Standards are similar to those at the previous inspection. Pupils from ethnic minorities and those with special educational needs achieve similarly well. In Years 3 and 4, there are inconsistencies in pupils' progress. Higher attaining pupils are not always challenged enough, most noticeably in Year 3.
53. Across the school, speaking and listening skills are good and above average. Most pupils listen attentively. Year 4 pupils speak clearly and with good diction when using the microphone in assembly. However, in both classrooms and during assemblies pupils are not always encouraged actively to speak in a voice which can be heard by all. When given the opportunity through the teacher's skilful questioning, pupils are well able to express their views.

54. Teaching and learning are good overall. Some very good teaching was observed in Years 1 and 2, and a very good lesson in Year 4 in which pupils were identifying the key features of newspaper reports, composing headlines and using alliteration skilfully to communicate their message to readers. The activity really challenged the pupils, particularly the higher attainers, and as a result they learned especially well and produced some very good quality work. Year 2 pupils used their writing skills to very good effect when preparing questions to ask a 'World War One' veteran, as part of their study of Remembrance Day. The link with the history curriculum provided a very good context for writing and the pupils were well challenged. In Year 3 and occasionally in Year 4 pupils, especially the higher attaining pupils, are not always sufficiently challenged by the tasks they are given; as a result they become restless, finish quickly and lose concentration. Planning and on-going assessment is often good and this helps most teachers to match the work carefully to needs of individuals and groups. Marking is thoughtful and in the main helps pupils to improve. Teachers also assess frequently whether pupils have completely or only partially learned what was intended.
55. Standards of writing are very good and often well above average. The school is very effective in teaching the basic skills of writing. The youngest pupils, in Reception, are introduced to a simple joined script and this is having a very positive impact on the quality of the presentation of work, spelling and handwriting. Most pupils are able to use a joined script consistently by the end of Year 2, which is well above national expectations. Left handers, though, are not always taught the correct place to sit or how to position their book or paper. Pupils tackle, mainly successfully, a wide range of writing genres. There was evidence of sensitively written poetry. Playscripts, letters, descriptions and accounts also feature regularly.
56. Pupils read well and accurately, with correct attention to punctuation. Standards are above average but the co-ordinator has correctly realised, through monitoring of reading, that pupils could attain even higher standards. It has been recognised that pupils read with too little expression and that their skills of comprehension, inference and deduction are not highly developed. A good start has been made with the timetabling of planned guided group reading sessions. Teachers are increasingly using focused questioning to gain thoughtful responses from pupils. The books used are well chosen to appeal to boys and girls, they are appealing to the respective age groups and they are attractively illustrated. Very useful guided group reading record keeping and assessment sheets are being trialled currently and it is planned to pass these on to the next teacher. Reading books are now very well organised and pupils are able to choose from a 'colour banding' system.
57. Assessment procedures in English are good. Pupils' progress is tracked over time. A particularly good feature is the use of 'writing progress' books, which pupils begin to use on entry to the Reception class. These contain examples of writing which usually is unaided, and annotated and assessed by the teacher. Pupils and their parents can clearly see their good progress with writing as they move through the school. Targets are set and inside their literacy book each pupil has a 'Target Sheet' which is completed once they are successful. However, sometimes targets set are not really challenging enough for the higher attainers, reducing the expectations placed on them.



58. A new library area has been provided but its development has not been well managed. It is used for too many purposes and does not help to create a proper library 'atmosphere'. Shelving, furniture and the way in which books are displayed requires attention. There are barely sufficient books, although their quality is good.
59. The subject co-ordinator provides a very good role model in her own teaching of English. She leads the subject well but her management responsibilities are not yet clearly defined or delegated.

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

60. Language and literacy are effectively promoted in some subjects, especially history and geography. In history, pupils design questions, write factual and imaginative accounts. In geography, they write good descriptions of their visit to Brownsea Island and write letters and postcards to 'Barnaby Bear'. In science, pupils accurately record their findings from investigations and experiments. Their lack of understanding and comprehension has hindered the mathematical achievement of pupils, as they are not always able to understand a problem solving question. Occasionally opportunities to make sure that pupils use their literacy skills are missed; for example, in pupils' recorded work in the foundation subjects, the marking does not always ask pupils to correct the basic spellings and punctuation which they already know about and use frequently in English lessons.

### **MATHEMATICS**

Provision in mathematics is **good** at Key Stage 1 and **satisfactory** at Key Stage 2.

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

- Standards in mathematics have been inconsistent in the last four years, but are now improving.
- Standards are above average in Years 1 and 2 and average in Years 3 and 4.
- The achievement of pupils is good in Years 1 and 2 and satisfactory in Years 3 and 4, where some higher attaining pupils are challenged insufficiently.
- The leadership of the co-ordinator is good and management is satisfactory.
- Numeracy is not yet being used sufficiently to develop learning across the curriculum, except in ICT and science.

#### **Commentary**

61. Standards in mathematics have been variable in recent years. They were below average in tests at the end of Year 2 in 2000 and 2001, well above average in 2002, average in 2003 and well above average in 2004. In part these fluctuations are due to differing abilities in separate year groups and to the above average number of pupils moving in and out of the school. Currently the achievement of pupils in Year 2 is good. The standards they are likely to attain at the end of the year should be above average. Achievement in Year 1 is also good. Pupils with special educational needs and those from ethnic minority groups achieve similarly to their peers.
62. The majority of pupils in Years 3 and 4 are achieving satisfactory standards, although a few are attaining higher than average standards. Many lower attaining pupils and

pupils with special educational needs are achieving well, but higher attaining pupils' achievement, at present, is not better than satisfactory because they are not always challenged effectively enough. Overall, although standards in mathematics deteriorated following the last inspection, the position now in the school has returned to the levels reported at that time.

63. The quality of teaching and learning in Years 1 and 2 is almost always good. The learning of all pupils is positive because teachers plan well, based on the national numeracy framework, and use both written and daily ongoing assessments of individual pupils effectively. Groups of pupils with differing abilities are provided with tasks suitable to their needs, which give all of them good opportunities for learning. In Years 3 and 4 pupils' learning is generally satisfactory, although some higher attaining pupils could learn at a faster rate. Although teachers do plan for extension activities, they do not always accurately assess the pupils' understanding and extension activities are not always introduced at an early enough stage to help higher attainers move forward quickly enough. Pupils' lack of reading comprehension skills does on occasions limit their ability to solve mathematical problems. Work in books also indicates that some pupils repeat work unnecessarily where they have already demonstrated their successful understanding. Teaching assistants are particularly successful in all classes in helping pupils with special educational needs with their work and this enables them to make good progress. Whilst all aspects of the mathematics curriculum are taught, there is an over emphasis on number work and computation.
64. Teachers make good use of mental activities at the start of lessons. This works best to promote good learning when sessions are brisk and pupils are eager to join in and enjoy their work. Pupils throughout the school behave well in mathematics lessons, with the exception of a small number of older pupils who can sometimes be fidgety and lose concentration. Nearly all pupils take care with the presentation of their work. Mathematics work is usually marked regularly and accurately by teachers, except that too frequently misspellings of common mathematical words are not corrected. Targets for pupils are being introduced by teachers but are not yet sufficiently established to help progress through pupils' understanding of their own mathematical development.
65. The leadership of mathematics by the co-ordinator is good. As a teacher of mathematics she provides a very good role model. The co-ordinator's work on the development of good assessment procedures and regular analysis of pupils' progress has helped staff to achieve greater consistency in measuring progress. The management of mathematics in the school is satisfactory. Although some monitoring of teaching and learning takes place, it is not consistent enough or effective enough in identifying areas for improvement and ensuring they take place. The co-ordinator has insufficient opportunities to develop teaching and learning across the school either directly in classrooms or through demonstrating her own expertise.

### **Mathematics across the curriculum**

66. The basic skills of numeracy are developed well in science and good progress is being made to achieve similarly in ICT. The school policy for numeracy is clear on its proposed use across other subjects of the curriculum. However, the teaching of numeracy through most subject areas is not planned for sufficiently. Only isolated

examples are evident of encouragement to pupils to develop their numeracy skills across the whole curriculum.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards of attainment at the end of Year 2 and Year 4 are above the national average.
- Lessons are interesting and motivate pupils to learn.
- Assessment information is not used well enough.
- The co-ordinator has very good subject knowledge.

## Commentary

67. Standards are above average at the end of Year 2 and pupils' achievement overall is good. They have a good grasp of the concept of answering scientific questions by carrying out investigations. They explore their senses and have investigated, showing good scientific knowledge and understanding, a variety of the sources of sound. They have investigated the ways of ensuring a healthy body, including care of teeth and related dietary effects.
68. At the end of Year 4 standards are above average overall. Pupils have made good progress in their acquisition of scientific knowledge and understanding since the end of Year 2 and therefore achievement is good. Pupils have a good grasp of the 'scientific method' and carry out investigations with accuracy and attention to detail. About half of the pupils in Year 3 used their enquiry skills to find out about the properties of different soils. Pupils in Year 4 successfully carried out an investigation to find the 'grippiest' shoe. They clearly understood the concept of a 'fair test'. Standards by the end of Year 2 and Year 4 have been maintained since the previous inspection. Pupils with special educational needs and those from ethnic minority groups achieve similarly to their peers.
69. The quality of teaching and learning overall is good. Teachers plan interesting lessons and they are brought alive by the many opportunities for pupils to learn from practical situations, carrying out their own investigations. Pupils make good use of their mathematical skills using graphs and charts to record their scientific findings. Teachers' subject knowledge is good and most teachers use skilful questioning to extend pupils' knowledge and understanding. However, in one lesson in Year 3 investigations were carried out less methodically and calmly. Pupils were less successful in contributing ideas and suggesting methods for further investigations, losing interest and concentration and slowing the pace of their learning..
70. Leadership is good and management satisfactory. Careful analysis of answers to questions in regular assessments has led to appropriate modification of the curriculum. However, although assessment procedures are satisfactory overall because they note exactly what pupils have achieved at the end of each unit of work, the information is not used effectively to track individual pupils' progress and to plan work which is more precisely matched to different ability levels. The information is not used effectively to identify what needs to be done to raise standards further. The co-ordinator has very good subject knowledge and provides good support and inspiration for teachers.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- Resources and standards in ICT have improved since the last inspection.
- Teachers are more confident in their subject knowledge and teaching and learning are now at least satisfactory and often good.
- The appointment of an ICT technician has made a positive contribution to teaching and learning in the school.

- The leadership and management of ICT are good.

## **Commentary**

71. Pupils have regular and suitable learning opportunities and attain the expected standards by the end of Year 2 and Year 4. Pupils develop their skills in a new computer suite and also in a smaller work area between Years 3 and 4. A smaller number of computers are also available in classes but these are used less regularly by a few teachers and so opportunities are missed to develop learning. The provision of modern resources, including a new interactive whiteboard, and the raising of standards are good improvements on the findings of the last inspection.
72. Since the last inspection, through training and the considerable help of the co-ordinator, teachers have gained in confidence in teaching ICT. Lessons are carefully planned and focus upon the development of learning skills and using accessible information. Independent learning is encouraged and pupils were observed on a number of occasions progressing well in their word processing, choosing fonts and backgrounds and sharing ideas with each other without direct supervision. A very effective addition to the development of learning in ICT has been the appointment of a well-qualified technician. She also organises, with the support of the school, a successful computer club on several days a week, which also enhances the learning of pupils. Teachers are learning well how to use the interactive whiteboard, with consequent good gains to pupils' learning. Pupils with special educational needs are supported well by teachers and teaching assistants and make good progress. Nearly all pupils have improved their skills considerably in recent times and are achieving well.
73. Pupils enjoy their work in ICT and can be trusted to use expensive equipment responsibly when on their own. They are confident in preparing text and in accessing information in topics such as their study of Egypt. They are keen to use the Internet and email, although opportunities are still limited until the school has access to broadband.
74. The leadership and management of ICT by the deputy headteacher are good. The subject leader has shown considerable determination and incisive decision making in guiding the improvement in resources and teaching since the last inspection. The scheme of work and policy have been updated and good assessment procedures are being introduced. Most teaching staff have laptops, which has been a major aid to the raising of staff skills in ICT for the benefit of pupils' learning. The co-ordinator has had some, although not enough, opportunities to monitor teaching and learning. It is helpful that some teachers are set targets in ICT as part of their performance management reviews. Future plans, which include more resources and more effective use of accommodation, should help to maintain and improve existing standards.

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

75. Information and communication technology is beginning to be linked to other subjects of the curriculum. Word processing is used effectively by many pupils in their writing in English and the use of ICT to promote numeracy is improving, although there is a shortage of suitable software. ICT has also been used in history and geography. Plans

are in place to expand the use of ICT across the whole curriculum when the budget allows, which should have a positive effect on standards and learning.

## **HUMANITIES**

76. Geography and history are taught regularly, but were not a focus for the inspection so no judgement on standards can be made.
77. However, discussion with a group of Year 2 pupils showed they have a keen interest in history. They have been learning about the conditions which the soldiers in World War I endured in the trenches. As part of their studies, they prepared questions for a 'World War I veteran' (a teaching assistant in role) who was asked to respond to their questions. Additionally, pupils wrote poignant and sensitive letters home as if they were young soldiers. Their skills of empathy are obviously being well developed and those pupils who have older brothers realised that it was at a similar age that many young men of that time had to face the prospect of death.

## **Religious education**

Provision for religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching, learning and the achievement of pupils in religious education are satisfactory.
- The leadership of the co-ordinator is good and the management of religious education is satisfactory.

## **Commentary**

78. Standards in religious education have been maintained since the last inspection and remain in line with the expectation of the locally agreed syllabus. All groups of pupils throughout the school achieve satisfactorily.
79. Pupils in all classes have opportunities to learn about the life of Jesus and the scriptures, for example in Year 1 the baptism of Jesus and the story of Zacchaeus. In lessons in Year 2 pupils learn effectively about 'the lost sheep' and are encouraged to think about 'precious things', one boy showing his christening bible to the rest of the class. Older pupils in Years 3 and 4 in discussion know about the principal beliefs and traditions of Islam and Judaism.
80. Teaching and learning are satisfactory overall. Some very good teaching was seen in classes in Year 2 where learning was greatly helped by sympathetic and sensitive teachers who encouraged pupils to think about hope and loss. Much of the learning in religious education takes place through discussion and pupils sometimes write satisfactorily about what they have learned.
81. The knowledgeable co-ordinator has produced a relevant scheme based upon the locally agreed syllabus and has built up a sound resource base for the school. Her subject leadership is good but, although she has very occasional opportunities to teach the oldest pupils, she has little other time in which to monitor the teaching and learning in the school. The management of religious education is satisfactory.

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

### **Design and technology**

82. As no lessons were seen a judgement on provision in design and technology cannot be made. Work in the subject in the books of pupils in Years 3 and 4 showed that pupils understand the concepts of designing, making and evaluating such items as a bookmark, a purse and a chair. In discussion pupils in Year 2 had good recall of their work on puppets and the 'Lighthouse Keeper's Lunch' which they did in Year 4, and the sandwiches they invented and made in food technology. The small number of models made by pupils displayed in the school indicated satisfactory standards. There are also satisfactory cross-curricular links with science. The co-ordinator has secure subject knowledge and has ensured that resources are adequate for the needs of the school.

### **Art and design**

83. This area of the curriculum was not a focus for the inspection. Only one lesson was seen so it was not possible to judge standards or teaching.

### **Physical education**

Provision for physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Standards attained are in line with those expected nationally.
- Pupils achieve satisfactorily and in some lessons well, making good progress.
- The quality of teaching is mainly good; teachers have a good level of subject expertise.
- Pupils enjoy lessons and mainly work hard and with concentration.

## Commentary

84. Pupils achieve consistently satisfactorily and often well. In the three lessons seen, about half of Year 2 and about half of Year 4 pupils attained above average standards in games and gymnastics. Pupils enjoy the subject and participate in lessons with enthusiasm. In games and gymnastics lessons pupils are well co-ordinated and agile. They work well individually and in pairs or small groups. There was no clear judgement on physical education standards in the previous report, so it is not possible to make comparisons.
85. In the gymnastics lessons observed, nine-year-olds showed that they are able to use imagination and good control to design a sequence of balances that include changes of speed, direction and height. They are developing a good ability to evaluate and improve their performance, so improving their level of individual skills.
86. Pupils aged seven are developing good control when using racquets and tennis balls. They have been taught well how to hold a racquet correctly, using the proper grip. They are becoming skilled and confident and their hand and eye co-ordination is improving.
87. In the lessons observed, teaching was mainly good. Teachers have a good level of subject expertise and impress upon pupils the need for personal safety and to consider the safety and well-being of others. In the main, teachers manage the pupils well and have clear expectations of good behaviour to which pupils respond. Teachers give clear instructions and as a result pupils know what they are expected to do. Good use is made of positive praise, constructive criticism and pupils' achievements are celebrated when they are invited to demonstrate to the rest of the class; this raises their self-esteem and confidence. Physically disabled pupils are included and given good support so that they can participate in physical education lessons and they do so with great enthusiasm.
88. Pupils take care of resources and equipment, which are of sufficient quantity and of good quality. The knowledgeable co-ordinator gives good leadership and has helped both staff and pupils to recognise the importance of good health through physical exercise. Swimming lessons are not provided. The high cost of transport and the time spent getting to and from the school proved prohibitive. Pupils do receive swimming instruction when they transfer to the next school.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Standards are above average and achievement is good.
- Leadership of the co-ordinator is good and her enthusiasm and drive supports other staff.

## Commentary

89. The pupils' enthusiasm for music was obvious in lessons and in assemblies. Music is played to set the scene for assemblies and pupils listen attentively. They develop their



skills of appreciation as they learn more about selected pieces of music and composers in assemblies.

90. The quality of teaching is good and the school benefits from having two pianists as well as a teaching assistant who takes an active part in school productions as a producer. Pupils work well together to make music. For example in lessons in Year 1 pupils joined together as they responded to music that helped them maintain a steady beat. They enjoyed using their bodies for percussion as well as playing a variety of percussion instruments to form a band. Pupils in Year 2 made good progress as they practised the ocarina together, skilfully using fine finger movements to locate specific notes as they read the music. Pupils in Year 4 entertained the whole school with a singing and percussion performance that they had earlier presented to the mayor. They sang tunefully together and in a two-part song. The use of percussion instruments to create atmospheric sounds within a cultural theme was delivered with sensitivity and expertise under the guidance of a very skilled teaching assistant. This performance of the 'African Rain Forest' theme, repeated during the period of the inspection, was of a very good standard indeed.
91. Leadership and management of the subject are good. The co-ordinator is very enthusiastic and inspires confidence in both staff and pupils. Pupils' understanding of the subject is enhanced by the many additional experiences that she arranges, for example instrumental teaching in guitar, violin and brass. Many pupils benefit greatly from these lessons and reach good standards of performance under the tuition of music specialists. Pupils are involved in regular musical productions and perform for the school and for the wider community. Resources are of good quality and quantity. Standards have been maintained since the previous inspection and music continues to be a strength of the school.

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

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

### **Main strengths and weaknesses**

- Learning, teaching and achievement in personal, social and health education and citizenship is good.
- Health awareness is well promoted and the school has received a healthy schools award.
- The leadership and management of PHSEC are good.

### **Commentary**

92. Personal, social and health education is well provided for in the school. Many examples of the health consciousness of pupils are displayed throughout the school and they also talk enthusiastically about healthy eating, through links with science and design and technology work, and healthy bodies following the visit of the 'Life Van'.
93. Teaching is generally good which helps pupils greatly in their learning about lifestyles, relationships, their place in the community and the nature of citizenship. This learning is enhanced by visits from respected members of the community such as the police, nurses, NSPCC officers and lifeboat representatives. All groups of pupils are achieving

well in this aspect of their education as it is woven into many areas of the curriculum. During the inspection, many references based upon 'Remembrance Day' enabled pupils to think about 'precious things', 'hope', 'loss' and the nature of conflict.

94. The experienced co-ordinator leads PSHEC well and has produced a good scheme of work which she is constantly reviewing, for example the sex education and drugs awareness programme. She has maintained an impressive collection of evidence of pupils' learning and experiences in PHSEC over recent years. Although she has very little release time to monitor this area of the curriculum, management is generally good because all staff have good subject knowledge and ensure that PHSEC is constantly to the forefront of the education of the school's pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	