

INSPECTION REPORT

Springdale First School

Broadstone, Dorset

LEA area: Poole

Unique reference number: 113702

Headteacher: Mrs Karen Gillis

Lead inspector: Malcolm Weaver

Dates of inspection: 10 to 13 May 2005

Inspection number: 267715

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 to 9
Gender of pupils: Mixed
Number on roll: 301

School address: Springdale Road
Broadstone
Dorset
Postcode: BH18 9BW

Telephone number: 01202 692700
Fax number: 01202 659021

Appropriate authority: The Governing Body
Name of chair of Mrs Jill Gorham
governors:

Date of previous 23 November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated in a pleasant residential area close to Broadstone town in an above average socio-economic area that attracts pupils mainly from the Broadstone and Corfe Mullen wards. Attainment on entry to school is average, although there is a small proportion that is above average. The cohort entry to school in 2001, however, was significantly different, two thirds of which was boys of which two thirds were also summer-born children, in addition to a higher than usual proportion of pupils with special educational needs. The school has 301 boys and girls on roll with more boys than girls, including 60 children attending the two reception classes full time, all children having received some pre-school nursery or playgroup experience. The greater majority of pupils are white British with only four pupils from other ethnic origins. Only one child speaks English as an additional language, but does not receive support funding. Thirty-four pupils have special educational needs, which is below average. The majority have moderate, social, emotional and behavioural or specific learning difficulties. Three pupils have a statement of special educational need and this proportion is broadly average. No families claim eligibility for free school meals. The number of pupils joining school after the normal starting age and leaving before the end of Year 4 is low. The school has recently gained School Achievement, Healthy School and Investors in People awards. The school has links with the Borough of Poole SCITT programme, but has no trainees present in school this year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	Malcolm Weaver	Lead inspector	Personal, social and health education and citizenship
9173	Sarah McDermott	Lay inspector	
22990	Christopher Furniss	Team inspector	English English as an additional language Science Geography History Physical education Religious education
22452	Mary Farman	Team inspector	Mathematics Information and communication technology The Foundation Stage curriculum Art and design Design technology Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This very effective school enables pupils to achieve **high standards** in English, mathematics and science in Years 1 to 4. The quality of teaching and pupils' achievement are very good. The leadership and management of the headteacher are excellent, and there are elements of excellence in other aspects of the school provision. Children in the Foundation Stage achieve well and most exceed the Early Learning Goals before they enter Year 1. Pupils' attitudes, behaviour and relationships are very good overall. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides a very effective vision and educational direction for the school.
- Standards at Year 4 are well above average in English, mathematics and science and above average in all other subjects of the curriculum.
- The quality of teaching and learning is very good.
- Governors are very effectively involved in setting the school's direction.
- The school's ethos, where every child counts, and provision for pupils' spiritual, moral, social and cultural development are very good. Pupils' attitudes and behaviour are very good and relationships are excellent.
- The curriculum is good and ensures that all pupils, including those with special educational needs, have equal opportunity.
- The accommodation is of high quality and displays of children's work celebrate their achievements well.
- Pupils' attendance and punctuality continue to be better than the national average.

STANDARDS ACHIEVED

The school has made good improvement since the time of the last inspection because of the effectiveness of the headteacher and the commitment by all other staff to provide a high level of education. The school has successfully resolved earlier weaknesses in national tests and, as a result, is well placed to sustain high standards. Standards have improved in English, mathematics, and science in particular, and in all other subjects fully inspected. The earlier issue of lack of attention to levels of the National Curriculum has been very successfully addressed, the quality of teaching and learning has improved and more challenge for higher-attaining pupils has been fully implemented. Pupils' attitudes, behaviour and relationships have improved, as have their attendance and punctuality.

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

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

Achievement is **very good**. Children in the Foundation Stage achieve well with the majority exceeding the Early Learning Goals in each of the six areas of learning by the time they enter Year 1. Pupils' achievement has improved and is good in Year 2 and very good by Year 4, with

well above average standards being achieved in English, mathematics and science in Year 4 and above average standards in all other subjects. Rigorous and successful action has been taken to eliminate weaknesses identified in the 2004 tests in reading and writing and there is very clear evidence that standards have improved, particularly in writing. Inspection findings show that the pupils from the 2004 year group are achieving well. Early indication from assessment results in 2005 shows that standards are significantly better than in 2004. Pupils with special educational needs and the highest attainers are achieving very well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils' attitudes and behaviour are also very good, as are their attendance and punctuality. Relationships throughout the school are excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching throughout the school is **very good**. Children in the Foundation Stage make an effective start to their education, which is built upon well in Years 1 to 4. Assessment systems are of high quality and the effective use of assessment information ensures that pupils achieve well in relation to their prior learning and ability. The school provides a good and enriching range of learning opportunities. Provision for pupils' care, welfare, health and safety is very good. Links with parents are good and links with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher provides excellent leadership and management and gives a particularly clear direction for the work of the school. She has ensured that effective systems for improving the provision for all pupils are continually and systematically developed. As a result, staff confidence and morale are very high and all teachers and teaching assistants are committed to high standards within the very caring school community. The headteacher is well supported by the deputy headteacher and the school leadership team, and the leadership of subject co-ordinators is very good. The role of governors is **very good**. They are fully involved in developing the strategic management of the school and fulfil their role as critical friends very well. The principles of best value are implemented very effectively. All statutory requirements are met. Performance management for all staff is an effective element of the school's provision and development. The school and governors pursue all aspects of health and safety diligently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school and appreciate the support and care shown for their children, but a small percentage of parents believe that improvement in the consistency of homework is required and do not feel at ease in raising concerns or complaints. Pupils enjoy school and say that learning is fun. Inspectors agree with these comments, except that their findings indicate that the school is open to receive parents' comments and that it frequently seeks their views.

IMPROVEMENTS NEEDED

There are no major issues that the school should address, but the following are areas for ongoing improvement:

- reorganising curriculum planning provision for science *
- giving school council members more independent responsibility for school council matters
- ensuring consistency in the quality of provision of homework across the school

(Note: the school is already planning the change marked *)

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good. By Year 4, standards are well above average in English, mathematics and science. Children in the Foundation Stage achieve well with the majority of children attaining standards that are above average in all areas of learning by the time they enter Year 1.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well overall.
- Standards in pupils' writing have improved, but more attention is required to teachers' modelling the school's style in their own handwriting.
- Standards in English, mathematics and science have improved.

Commentary

1. Children start in the reception classes with average standards of attainment overall. By the end of reception most children exceed the expectations of the Early Learning Goals in all areas of learning. They achieve very well in their personal, social and emotional development and in their physical and creative development. This indicates good achievement for all pupils, including those pupils with special educational needs.

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

Standards in:	School results	National results
Reading	17.0 (17.4)	15.8 (15.7)
Writing	14.9 (16.3)	14.6 (14.6)
Mathematics	17.5 (18.1)	16.2 (16.3)

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

2. The results of the national tests for Year 2 in 2004 were well above average in reading and mathematics and average in writing. Standards attained by higher-attaining pupils achieving the higher Level 3 were well above average in reading, above average in mathematics and average in writing. When compared with similar schools, standards overall were average in reading, below average in writing and above average in mathematics. The school's rate of improvement was marginally below the national improvement trend because of the high proportion of pupils with special educational needs, the very high proportion of boys and the high proportion of summer-born pupils in both 2002 and 2004. This had an adverse impact on standards in writing in particular in 2004, with the boys under-performing compared with the girls. The school has rigorously analysed results data and implemented effective strategies for meeting these pupils' individual needs. This action enabled the 2002 cohort to leave school at Year 4 with standards that were well above average in English and above average in mathematics.
3. Inspection findings show that standards in Year 2 are above average overall in English and well above average in mathematics. The good pace and challenge set in Years 1 and 2 have continued to be built upon effectively in Years 3 and 4, and pupils are

achieving well above average standards in English and mathematics by the time they leave school. Pupils' attainment in science as a result of revised teaching and less severe marking has resulted in much improved results that are confirmed by the inspection team as above average in Year 2 and well above average in Year 4. This indicates very good achievement since entry to school. Early indication from 2005 teacher assessment shows that standards at Year 2 are in the upper quartile for similar schools, demonstrating significant improvement over 2004 at both the expected level and the higher Level 3.

4. Teacher assessment in science in 2004 showed standards to be well below average overall, with only studies in 'Life processes and living things' reaching average at the expected Level 2 and above, and at the higher Level 3. The school has rigorously reviewed and evaluated the results and marking criteria and identified that teachers were assessing pupils' work too harshly. This review has led to greater accuracy in teachers' marking and has had a very positive impact on pupils' attainment.
5. Standards in religious education remain above average at Years 2 and 4 against the locally agreed syllabus, as at the time of the last inspection. Standards in geography have risen and are now above average at Years 2 and 4, due to greater rigor in gathering and using assessment to give a better match of work to pupils' abilities. Standards in music are also above average in Years 2 and 4 as a result of effective teaching, with a large proportion of pupils learning to play a wide range of instruments and many singing in the school choir. Although no firm judgements are made in art and design and history, which were sampled as they were not a focus for inspection, indications from scrutinising pupils' work show that standards have also improved in these subjects. No judgements are made in physical education as no lessons were observed.
6. Throughout the school, pupils with statements of special educational need and those on the school's register of special educational needs receive very good support and achieve very effectively when set against their own individual starting points. This support enables them to reach national standards and expectations in all subjects.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes and behave **very well**. The school promotes spiritual, moral, social and cultural development **very well**. The attendance and punctuality of the pupils are **very good**.

Main strengths and weaknesses

- Pupils' social development is excellent and they take a full part in the school community.
- The very effective promotion of pupils' spiritual development results in pupils being proud of their achievements and very respectful of the views of others. The school develops pupils' understanding of other cultures well.
- The school is a very orderly place where learning is very rarely disrupted by silly behaviour.
- Attendance levels are very good; pupils are keen to come to school and to take part in the wide range of activities.

Commentary

7. Pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now very good. All pupils, including those with special educational needs, develop very positive attitudes and behaviour resulting in their becoming mature and sensible members of the community, with a very clear awareness of what is right and wrong. Opportunities for their social development are impressive, enabling pupils to develop a very strong awareness of the need to look after their peers and the environment. Pupils readily support one other, for example through the 'buddy system' and responsibilities such as 'technical assistants' and 'office helpers'. Relationships in the school are excellent. Pupils collaborate extremely well.
8. Pupils develop their spiritual awareness very well. They are successfully encouraged to think more deeply about their values and beliefs and those of others, not only through assemblies and religious education, but also across their school life. Pupils are thoughtful and respectful in times of quiet reflection in school assemblies and take a keen interest in the faith of others. The school instils in the pupils a strong sense of self-worth and makes a positive effort to introduce pupils to other cultures. The predominantly white British heritage of the school limits the opportunities for pupils to mix with people from a wider multi-cultural background. However, the school covers the major faiths well in religious education lessons and by studying other cultures through art, music and geography.
9. Attendance levels have improved since the last inspection and are well above average. Pupils arrive happily in the morning and keenly look forward to their lessons and activities. However, a significant number of parents take their children out of school in term time for family holidays, despite the clear message from the school that regular attendance is in the best interests of the pupils. No pupils have been excluded from school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.7	School data:	0.2
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The quality of teaching and learning is very good. The school provides a good curriculum that is supported very well by a wide range of enriching opportunities. The school's care for pupils' welfare, health and safety is very good and links with parents are good.

Teaching and learning

The quality of teaching and learning is **very good**. Assessment is **very good**.

Main strengths and weaknesses

- The consistently good and substantial number of very well taught lessons have a positive impact on pupils' achievement throughout the school.
- Teachers' planning, expectation and challenge are very good and pupils are actively encouraged and engaged effectively.
- Whole-school assessment systems are thorough and used very effectively to match work to pupils' abilities.
- Pupils with special educational needs are supported very well and achieve very well.
- There is some inconsistency between classes in the provision of homework.

Commentary

10. The quality of teaching is very good overall with some excellent teaching being seen. No unsatisfactory teaching was seen. This indicates an improvement since the time of the last inspection, with much more very good teaching now being evident. The headteacher and staff have been very focused and successful in improving on the standards attained in the national results in 2004. The work provided in all subjects and the challenge in most lessons is very well matched to the individual abilities of all pupils, particularly as teachers now build very effectively on pupils' prior learning. A particular focus has been placed on improving the effectiveness of teachers' planning and this is having a positive impact on the standards being attained. Particular attention has also been given to ensuring that higher-attainers receive sufficient challenge. This has successfully addressed the weakness identified at the time of the last inspection. Standards in English, mathematics and science have risen as a direct result of this effective strategy, the improved quality of teaching and the continuing effective support provided by the competent teaching assistants. This action has successfully addressed the weaknesses in writing, particularly when compared with similar schools in 2004 test results, and in science. The very good quality of teaching encourages pupils' enthusiasm and independence in their learning. The stimulating and imaginative teaching enables pupils of all abilities to raise their learning very effectively. Very many good instances were seen where pupils supported one another effectively when working in pairs and groups. In the few lessons that were judged as only satisfactory, the lack of differentiation and insufficient challenge resulted in a slower rate of progress amongst the higher attainers in particular. Teachers' written marking is good and gives pupils a clear indication of how to develop further, with many pupils seen to take note of the teacher's comments in subsequent pieces of work. The quality of developmental support in lessons is generally very good.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	20 (49%)	17 (41%)	3 (7%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. Assessment systems are rigorous and good notes are made for all pupils individually to ensure that they are making the progress of which they are capable. This quality of assessment is an improvement since the last inspection when it was judged to be good. The headteacher, as assessment co-ordinator, and staff have rigorously addressed the weakness identified at the last inspection that work was not planned against the curriculum expectations. Records of teachers' assessment clearly show this to have been addressed effectively. The headteacher is particularly concerned to ensure that all pupils make the progress of which they are capable and this results in very effective tracking by staff, from which realistically challenging targets are

discussed and set with pupils. Teachers use a range of strategies to remind pupils of their targets and learning objectives that are consistently identified and then reviewed at the end of most lessons. These strategies ensure that pupils are aware of the teachers' expectations and gain a clear awareness of how they might improve their work.

12. The support for pupils with special educational needs is very good and enables them to make very good progress toward the targets in their individual education plans. Teachers and teaching assistants work together closely to provide precise, targeted support for individual pupils and groups, and carefully assess their progress to aid all future learning. All adults have very positive attitudes toward these pupils that markedly increase pupils' confidence and self-esteem. Very good planning ensures that the highest-attaining pupils also receive work that meets their needs very well.
13. A small number of parents at the pre-inspection meeting expressed some concern at the lack of consistency across several classes, such as in Year 4 where insufficient homework is given in mathematics to extend the learning in lessons and pupils' homework diaries are completed sporadically. Parents do not see the quality of homework as sufficiently supportive of the school's intent to develop pupils' independent learning. By contrast, many parents are pleased by the quality of homework in science with experiments that engage boys' interest in particular. Inspection findings judge homework provision as satisfactory overall, although some inconsistency between some classes is evident.

The curriculum

The curriculum is **good**. Curriculum enrichment is **very good**. Accommodation is of high quality and resources are **good**.

Main strengths and weaknesses

- Cross-curricular planning is very good and supports pupils' learning across all subjects. This very good planning ensures that all pupils receive equal opportunity.
- By the time they leave school, pupils are very well prepared for the next stage of education.
- Very good use is made of computers in classrooms and across the curriculum.
- The accommodation is of high quality and contributes well to pupils' learning.

Commentary

14. The school's curricular provision fulfils all statutory requirements well. This is an improvement since the last inspection. Arrangements for teaching religious education meet the requirements of the locally agreed syllabus. The planning for pupils' personal, social and health education is a particularly strong feature, including sex and relationships education and drugs awareness. The headteacher's clear focus on high quality provision and continuing development is having a positive impact on the curriculum. Although the curriculum fully meets the recommended teaching times for each subject, the school has recognised that the best use of time may not have been achieved by teaching the majority of subjects other than English and mathematics in the afternoon sessions. This has now been fully reviewed, leading to a revised timetable to be implemented next September. The quality of curricular planning has at its heart the fact that every child matters, which is thoroughly interwoven throughout all subjects and whole-school provision. This provision has a major impact upon the

value and respect pupils receive that very positively influences their behaviour and social and moral development and their developing citizenship. Pupils co-operate very well in classes and in the playground, where their play was seen to be harmonious and socially inclusive.

15. All pupils, irrespective of their background, have full access to the curriculum, including the wide range of activities organised outside the school day. The school has a positive inclusion ethos. Robust procedures for monitoring pupils' access to the curriculum are effective and ensure that the diverse needs of pupils are met. The school has a good range of resources that reflect the diversity of Britain as a multi-cultural society, conveying an unequivocal message about the value of each pupil. Provision for pupils with special educational needs is very good. In most lessons, teachers adjust the curriculum well to ensure that the needs of all pupils are met. The school maintains a separate register for the highest-attaining pupils and the wide range of extended activities in lessons and after-school clubs contributes well to developing their particular skills. This has a very positive effect on standards and achievement.
16. Work planned by teachers is firmly directed to the needs of pupils of all abilities, who are well supported by teachers and teaching assistants in lessons, particularly in English, mathematics and science. As a result, the very effective teaching and learning that ensue throughout the year groups prepare pupils very well for the next stage of their education, both between years and in preparation for transfer to local middle schools.
17. Information and communication technology is used effectively throughout the curriculum. The recently increased resources of overhead projectors and interactive whiteboards, personal computers and laptops are being used well to build on what pupils are learning. Although a small proportion of teachers are less proficient in using interactive whiteboards, they are progressively developing their skills in using this equipment. A governor who is employed as an information and communication technology technician is very effective in both training and supporting staff in improving their skills, and pupils when they use computers in the information and communication technology area.
18. Much work has been done to improve the accommodation since the last inspection, resulting in many classrooms becoming larger, a much improved library, very well developed grounds and a spacious staff room and reception area. Good use is made of the space available to support small groups of pupils withdrawn from classes and the previous caretaker's bungalow has been adapted well to support teaching in the creative subjects of music, food technology and art and design. The school is maintained to a very high standard and the display of pupils' work is stimulating, reinforcing the value that staff place on individual pupils' learning.

Care, guidance and support

The care, welfare, health and safety of the pupils are **very good** and pupils are guided and supported very well. The involvement of pupils by seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- The school is meticulous in ensuring that the safety of the children is a high priority.

- The views of the pupils are highly valued and pupils have a very strong contribution in the school community.
- Pupils are very much at ease in school and justifiably confident that they can turn to an adult should they feel sad or worried.
- Staff work very effectively to ensure that each individual pupil, irrespective of their area of need, is very well supported in every aspect of school life and learning.

Commentary

19. The school has excellent procedures to ensure that pupils, staff and visitors are safe and free from harm. Staff are extremely vigilant in all activities throughout the school day and a recent and very effective health and safety audit promotes safe learning. Staff assess possible risks very thoroughly, even to the extent of formally seeking the parent helpers' views when they accompany pupils on school trips. Older pupils have undertaken a road safety survey and developed a safe 'Travel Plan' for ensuring pupils' safety in travelling to and from school. They have had the opportunity to present their findings successfully to the local council members. Procedures for first aid are very good and the administration of medicine is meticulously recorded. Child protection procedures are very secure and training has been completed to ensure that all staff are up to date with the latest recommendations. The school has worked very methodically to achieve the Healthy School Award and prove that the pupils' learning and well-being are able to thrive in an extremely safe and secure place.
20. Pupils know that their ideas and suggestions matter. The school has very good ways to find out what pupils think from formal systems such as the school council, specific audits and everyday opportunity to air their views through the 'thinking board' and the 'problems boxes' in the school hall. Members of the school council take their tasks seriously, although there is still scope for the older ones to take responsibility for chairing and taking minutes at the meetings. Pupils contribute very well to the running of the school through a wide range of jobs and responsibilities. In lessons, pupils are well aware of their targets for learning and take responsibility to improve their work.
21. The exceptional relationships in the school mean that the pupils are looked after very well. Pupils know that staff will do all they can to help them and sort out their problems. Right from an early age, pupils learn to trust school adults and feel able to confide in them should they have concerns. Parents are very happy with the way their children are looked after.
22. The school is successful in supporting all pupils effectively. New children are settled in very well and are soon able to cope with the routines of the school day. The school has a very efficient 'transfer of information day' to ensure that thorough details are passed to the next teacher and when older pupils leave to join a middle school. Members of staff encourage pupils with special educational needs to become independent in their personal and social skills. They check pupils' personal development very systematically, including the highest-attaining pupils. The school is well ahead in meeting the recent government requirements on ensuring cohesive support for every child. The headteacher gives sensitive and very effective guidance to pupils and families with domestic, health or other identified needs. Together with the very well established assessment systems in the classroom, the academic and personal needs of the pupils are tracked very carefully to ensure that teachers plan effectively for each pupil to make the most of their education.

Partnership with parents, other schools and the community

The school has **good** relationships with parents. Links with the community and with other schools and colleges are **very good**.

Main strengths and weaknesses

- The headteacher is particularly thorough in seeking parents' views on a wide range of school issues to enable parents and school to work together effectively for the pupils' benefit.
- The school provides very good information to parents on what their children are learning.
- A significant number of parents do not feel comfortable in approaching the school with queries or concerns.
- The school is very outward looking and makes the most of its links with the local area and other schools to enhance the pupils' learning and the teachers' professional development.

Commentary

23. The headteacher has impressive systems to seek, value and act on the views of parents. Parents are valued as important stakeholders in the school and are regularly asked for their ideas and suggestions through audits and questionnaires. Parents played a vital part in the school's success in achieving Healthy School status. They have excellent personal access to the headteacher as well as having a special chance each half term to 'Hot seat the Head' on general management aspects. The results of surveys are analysed very carefully and communicated clearly to parents. A special group, The Springdale Parents' Voice, gives parents good opportunity to meet and discuss any issues with the headteacher.
24. The school works extremely well in ensuring that parents are very effective partners in their children's education. They receive a wealth of information on school events, news and termly newsletters that keep parents up to date on what is being taught, with useful suggestions on how they can help at home. Pupils' end-of-year reports give parents a good overview of how their children are doing, although not all teachers are consistent in giving a clear message on progress in each subject over the year. The regular teacher-parent consultations are very well attended by parents and enable them to discuss their children's progress with teachers. The school invites pupils with special educational needs and their parents to contribute to pupils' individual education plans at regular reviews. The links held with other schools and external agencies in supporting these pupils are very good. Very good links are also maintained with outside agencies to support the highest-attaining pupils.
25. Recent audits of parents have been positive and most areas of school life receive unanimous support from home. However, a few parents are not clear about homework expectations. Inspectors find that homework is well matched to the needs of the age of the pupils, but agree that there are some inconsistencies in the setting of homework. A significant number of parents perceive that they are not as welcome in school as they would expect. Inspectors confirm that the headteacher is taking positive actions to remedy this aspect of concern.
26. The school has very effective links with the local community. Pupils visit the local area to find out more about their neighbourhood and enhance their learning. Pupils have

successfully developed a 'Travel Plan' with local residents to ensure pupils' safety, and actions have been implemented by the local council to support the recommendations. Support of local charities and hospices and involvement in music and sports festivals allow the pupils to contribute to the community and this strongly promotes their social development. The school has very important links with other schools to advance the training and expertise of its staff and others. Particularly effective is the school's training programme for student teachers through the SCITT¹ programme, which was graded 'A' by Her Majesty's Inspectors during the last year. The school is an important member of the very well organised 'pyramid' of local schools, which ensures a positive impact on learning resources and pupils' learning. Arrangements for pupils' transfer to their next stage of education are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher provides **excellent** leadership and management. The leadership and management of key staff are very good. Governance is **very good**.

Main strengths and weaknesses

- The headteacher has introduced and developed very effective strategies for all aspects of the school's work. Her clarity of vision, sense of purpose and high aspirations are excellent.
- The school improvement plan is a very cohesive and effective document for setting and monitoring the school's direction; performance management is an intrinsic part of this plan.
- Key leaders provide good guidance and support to other staff and support the aims of the school effectively.
- Governors fulfil their role in helping to plan and monitor the strategic work of the school very well.
- Financial controls are very good and are well matched to school development planning.

Commentary

27. The headteacher has had a substantial impact in developing systems and strategies to monitor and improve the work of the school. This and the quality of her leadership and management are improvements since the last inspection. She has very high expectations of her staff and pupils within the very caring school community and has engendered and set the tone for the school ethos where every child matters. She has focused on their individual achievement and very positive relationships where all pupils can achieve effectively according to their individual abilities. Her strategic overview of the school is excellent. She has successfully built a strong and well co-ordinated staff team that is equally committed to fulfilling the school aims and strengthening the already good management systems in the school. As a result, she provides very clear educational direction for the school. Her delegation to senior staff is successful and very effective follow-up systems ensure that all management responsibilities are completed well.
28. The processes for school improvement planning are very comprehensive. Planning is very well focused to include all aspects of the strategic direction of the school where

¹ The school is linked with the Borough of Poole to provide Primary School Centred Initial Teacher Training.

enjoyment and excellence are strongly interwoven with well-focused educational support. Very effective review of the progress of all pupils takes place and gives staff the information needed to develop further any areas of learning where evidence indicates a need. This is clearly represented by the school review of low attainment in science at the end of Year 2 in 2004, where thorough scrutiny of pupils' work has led to reorganisation of the curriculum plan, revision of teaching aspects of science that were weaker and to improving the quality of assessment, including accurate marking, against National Curriculum attainment levels. The school development plan fully integrates staff performance management objectives and the clear identification of the actions planned.

29. The deputy headteacher and senior leadership team provide positive support for the headteacher's aims and aspirations and contribute very well to the guidance and development of other teachers. This has also been recognised by Her Majesty's Inspectors during the last year as providing excellent training for teachers on the SCITT programme. Leadership and management in English, mathematics, science, Foundation Stage and music are very good. All subject leaders have had opportunity to monitor the quality of teaching and learning and the whole staff team scrutinises pupils' work on a regular basis. Very effective assessment information enables staff to target work to particular groups of pupils where necessary, resulting in high standards being achieved. Rigorous review and very effective action has been taken to identify and resolve the weaknesses in national tests and assessments and these have been implemented very effectively, with clear indication of good improvement in standards. The leadership and management of special educational needs are very good. Future plans are thorough and very effective systems are in place for supporting pupils in meeting the very well focused targets in their individual education plans. The co-ordinator for the highest-attaining pupils has a very clear vision and tracks their progress very carefully. This ensures that all members of staff have a very clear picture of these pupils' needs, abilities and achievement.
30. Governors are very effective and play a key role in helping to chart the school's direction. They attend strategic management meetings to plan and review the school's work and have developed their own very comprehensive monitoring document for governors to monitor all aspects of school provision. This ensures that they have very clear understanding of the school's strengths and areas for further development. A governor, although not qualified as a teacher, provides very good support, guidance and training to staff in information and communication technology that contributes very effectively to the teachers' and pupils' development. They fulfil their statutory duties very well.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	786,953	Balance from previous year	31,252
Total expenditure	793,870	Balance carried forward to the next	24,335
Expenditure per pupil	2,637		

31. Finances are managed very effectively and have been organised well to enable work-life balance planning to be set effectively against a tight budget. The decision to lease the information and communication technology equipment was taken against clear financial criteria in which the school and governors were fully involved. Funding for pupils with special educational needs is spent very effectively and in-service training is

deployed well to meet the needs of the teachers in accordance with school development planning. All recommendations of the recent audit have been implemented and effective checks and balances for the monies spent ensure probity. The headteacher and governors pay close attention to the principles of best value.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

32. Provision has improved well since the previous inspection and reflects the very good leadership and management provided. Children enter the reception classes very smoothly from a large number of pre-school and nursery settings. Their preparation for entry into Year 1 is good overall and very good in their personal, social and moral development and their physical and creative development. All children, including those with special educational needs, achieve very well in their academic and social development because of the consistently good and very good teaching, wide range of stimulating and relevant activities and very thorough monitoring of individual children's needs and abilities. Leadership and management are very good and the excellent teamwork between adults gives children very good examples to follow. Children's good achievement is an improvement since the previous inspection. Vibrantly decorated classrooms and the exciting outdoor learning areas make a very positive contribution to children's positive attitudes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well.
- Teaching is very good and all adults have very high expectations.
- Excellent teamwork and very supportive relationships make children confident and secure.

Commentary

33. Children's personal, social and emotional development meets the expectations for their age when they enter the reception class. This is lower than at the time of the previous inspection, when their attainment was above average, and makes their very good achievement even more significant as they enter Year 1 with well above average levels of attainment. They understand classroom and school routines very well and settle to work with very high levels of eagerness and concentration. The consistently patient, firm and very good teaching ensures that children learn very well; this successfully promotes children's high levels of trust and independence. All children, including those with special educational needs, are continually encouraged to have confidence in their achievements. Adults make their very high expectations of behaviour abundantly clear and children respond very positively.
34. The excellent teamwork of adults in both reception classes ensures that children quickly become confident and independent in their learning. All adults know the children very well and have very trusting and supportive relationships with them. This gives children very positive examples to follow and helps them share equipment and take turns happily. They clear up with the minimum of prompting, are very friendly and talk sensibly with adults.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well.
- All adults take every opportunity to encourage children to speak clearly.

Commentary

35. Children enter the reception classes with skills that meet age-related expectations. Some have poor speech patterns, but the effective teaching ensures that all children achieve well in developing their communication skills. The vast majority enter Year 1 with above average levels of attainment. Teachers and the very effective support staff insist on children speaking clearly, listening carefully and forming letters correctly. They make learning fun and children thoroughly enjoy the interesting activities. Reading standards are above those expected for reception-age children. Books are everywhere and children are eager to look at and talk about them. There is a very strong focus on increasing all elements of communication and adults take every opportunity to increase children's knowledge and understanding of vocabulary. Consistently good and very good teaching ensures that children learn effectively and increase their ability to write neatly and to structure words into sentences. They enjoy talking about and reading their stories. This, and adults' clear diction, helps develop children's speaking skills and awareness of the need to speak audibly to an audience.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children have plenty of opportunities to explore number and shape because of the very good planning.
- Excellent teamwork and very good teaching ensure that children achieve well.

Commentary

36. Children show high levels of enjoyment as they work with numbers and explore how to use them. Adults base their planning on children's previous knowledge and experience. This ensures that all work meets individual needs and abilities. Most children achieve well and are already attaining above average levels when they enter Year 1. This is evident in their ability to handle numbers and describe different shapes. They recognise pattern and sequences of number in very well planned practical activities. The consistently good and very good teaching uses probing questions that challenge all children to achieve to the best of their ability. Children's work over time shows good progress from entry to the reception classes and much pride in presenting work neatly. The outstandingly good teamwork between teachers and the high quality support staff ensures that all children work very hard. There is a buzz of concentrated thinking in both classrooms as children work out subtraction problems and explain their reasoning. This makes a very positive contribution to the above average standards they achieve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well because all staff encourage them to explore and ask questions.
- Teaching is very good in enabling children to gain very effective skills in using tools and machines.

Commentary

37. All children increase their curiosity about the world around them because of the encouragement they receive from adults. This makes them want to ask questions and become independent in using books and computers to look for answers. Adults answer all questions honestly and, if they are not sure, point children to where they can find out. Children achieve well as they increase their trust in adults and their skills in carrying out independent research. Teachers and support staff make very good use of the interesting and stimulating outdoor learning area to increase children's awareness of natural events. This ensures that children have a good knowledge of change and of how creatures live. Very good teaching by teachers and support staff enables children to increase their control over tools and machines. For example, children experiment with cutting and joining materials to make very effective shadow puppets. They use the overhead projector confidently to show how the puppets move. This makes a very positive contribution to their self-esteem. The consistently good and very good teaching ensures that children are on target to attain above average standards by the time they leave the reception classes.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Very good planning for indoor and outdoor activities ensures that all work has a clear focus.
- Children achieve very well because work builds effectively on prior learning.

Commentary

38. The planning for indoor and outdoor activities is very good in this area of children's work. All adults ensure that work is carefully planned to improve skills and techniques, based on very clear steps of expected progress and very careful observations of prior achievement. Children use the outdoor learning area regularly, which enables them to gain confidence in moving with control and co-ordination as they manoeuvre wheeled vehicles, climb and balance and run safely around this large area. The quality of teaching and learning is very good, with very clear emphasis on children's physical development, with children achieving very well in their physical skills and awareness and use of space. For example, they navigate amongst each other skilfully and pass and trap footballs very effectively. Throughout the reception classes children develop very good listening skills and very good control of their limbs and bodies. Overall children have average skills in using tools and equipment when they enter the Foundation Stage. Adults take every opportunity to increase children's ability to use

tools and manipulate materials such as play dough. This means that most children achieve very well in developing their skills of manipulating tools and materials and achieve well above average standards.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Consistently very good teaching ensures that children achieve very well.

Commentary

39. Teaching by all adults is consistently very good in this area of the curriculum. This ensures that children achieve very well in all aspects of their creative development. The quality of learning is very good and results in standards that are well above average by the time they enter Year 1. Teachers and the highly effective support assistants give a wide range of opportunities for children to develop their skills and techniques. The very good use of resources helps children develop and increase their imagination and act out different scenarios that interest both boys and girls. For example, a mysterious dark area helps the children develop their speaking and writing skills. Adults give children a wide range of different materials and expect them to discuss and select their own resources confidently and sensibly. This is evident in their independent work on making spiders. It increases children's independence and prepares them very well for transfer to Year 1. Their finished work shows an above average level of attention to detail and finish and they are justifiably proud of their achievements. Very effective teaching of musical skills enables pupils to sing acceptably melodically and learn many songs from memory. They clap accurate rhythmic accompaniments to songs and clearly enjoy these activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good overall and pupils achieve very well.
- Standards in writing are improving, but are still not as high as in other areas and teachers are not always consistently modelling good handwriting.
- There is very good monitoring and evaluation of the subject, and well thought out strategies have been implemented to raise standards.
- The subject leader has a very clear overview of the subject, a very clear vision of priorities for future development and leads and manages the subject very well.
- Literacy and language are well developed through other subjects and very good use is made of information and communication technology.

Commentary

40. The results of the 2004 national tests showed that standards in Year 2 were well above average in reading, but only average in writing. When compared with similar schools,

pupils' attainment in reading was average and below average in writing. The 2004 year group contained a very high proportion of boys, which is inconsistent with the gender and attainment levels in most other years. Two thirds of boys in the 2004 year group under-performed girls. A high proportion of these pupils were also of late summer birth and this, linked to a higher than normal proportion of pupils with special educational needs, resulted in a dip in standards. The school very thoroughly evaluated the lower attainment of boys and introduced a range of effective strategies to raise pupils' standards of writing. Inspection findings show that writing standards are now above average in Year 2 and well above average in Year 4. Standards in speaking and listening and reading are well above average in Year 4. Year 2 pupils make good progress when set against their prior attainment on entry to school, with very good progress seen by Year 4. Pupils with special educational needs are very well supported and also achieve very well in the school. Improvement since the last inspection has been good.

41. Pupils sustain well above average speaking and listening skills throughout the school. Teachers use questions very well to focus and challenge pupils and encourage them to express and explain themselves. 'Talking pairs', drama, role-play and 'hot-seating' are used regularly to develop their vocabulary, as pupils are encouraged to discuss, ask questions and explain their thinking. Pupils sustain their high standards in reading skills throughout the school and have very positive attitudes to reading and to books, Year 4 pupils regularly using books to research topics and projects independently. Guided reading is very effectively assessed against clear objectives and this assessment is used very well to set targets for all pupils' progress.
42. A number of very effective strategies have been introduced to improve writing. Standards have risen but are not as high as in reading in Year 2 and this remains a priority for the school. Writing skills are being taught more systematically and this is having a positive impact, especially in Year 1. Pupils are given clear targets to help improve their writing and these are referred to in lessons and in marking. Handwriting is taught regularly and is satisfactory, sometimes good, but teachers do not insist on pupils using cursive script in their work in other subjects and teachers do not consistently reinforce the expected style in their own handwriting, such as on the whiteboards. Pupils' spelling is satisfactory, but considerable emphasis is already being placed on developing and improving accuracy.
43. Teaching is very good overall with some excellent features being seen. Planning is very good, with clear learning objectives that are shared with pupils and referred to so that they know exactly what is expected of them. Pupils have very positive attitudes, respond very well to teachers, behave very well and work well independently and in groups. Teachers have high expectations for pupils' behaviour and work and plan and structure lessons well to get the best out of them, targeting work accurately to pupils' needs, though sometimes the higher attainers could be more challenged. Adults use interactive whiteboards very well to support and extend pupils' learning and pupils make very effective use of computers to organise and present their work. Teachers use assessment and tracking information very well to monitor pupils' progress and to target work to pupils' needs. Marking is generally good and pupils know how they can improve. The very competent learning assistants contribute very well to pupils' learning.
44. The very knowledgeable subject leader leads and manages the subject very well. The quality of teaching and learning in lessons is monitored regularly. The well thought out action plan shows a very clear grasp of what needs to be done and the well focused strategies have clearly improved standards in writing since the 2004 national tests.

Language and literacy across the curriculum

45. Language and literacy are very well promoted across all subjects. Opportunities for pupils to develop their extended writing skills impact well on their knowledge and understanding of literacy, including recording and investigating in science and reporting on visits such as to Upton Park and the Mary Rose exhibition.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because of the overall very good teaching, teamwork and learning.
- Information and communication technology is used very well to support learning.
- Very strong leadership ensures very effective use of assessment to identify needs.
- Pupils experiment confidently with numbers and use their skills very effectively in other subjects.

Commentary

46. Standards in Years 2 and 4 are well above average and the school has maintained the very high standards in the 2004 national tests when set against their attainment on entry to school. This is an improvement since the last inspection. When compared with similar schools, pupils' attainment was above average. Achievement is very good throughout the school because of the high quality teaching. The school gives all of its pupils a very good quality education. Pupils with special educational needs receive very good support from well-qualified classroom assistants and their teachers. Their rate of achievement is similar to their classmates and they make very good progress towards the targets on their individual education plans. There is no significant difference between the performance of girls and boys. The introduction of setting in Year 4 makes very good provision for pupils' different abilities and extends the skills of higher-attaining pupils very well.
47. The school's continual search for ways of improving standards is having a positive effect on achievement. This is evident in the number of pupils now achieving well above average standards in Year 2. Most pupils enter the school with average skills in mathematical knowledge and understanding and leave school with well above average standards and a very high level of confidence. Throughout the school, teachers and support staff build carefully on pupils' knowledge and understanding. They give pupils interesting and challenging work that motivates them to learn very effectively. Pupils of all abilities thoroughly enjoy trying to solve problems. For example, some higher-achieving Year 2 pupils concentrated very hard to program a 'Roamer' to make half and quarter turns to follow a planned route. These very positive attitudes to learning make a very strong contribution to the standards that pupils achieve.
48. Overall the quality of teaching and learning in lessons is very good. This is confirmed by the quality of work in pupils' books and around the school. It is a significant improvement since the previous inspection and makes a positive contribution to pupils' standards and achievement. Teachers have good subject knowledge and use this very effectively to plan interesting and stimulating work. Their very good relationships

with pupils ensure that all pupils are confident enough to contribute to lessons without fearing failure. Very well briefed classroom assistants work closely with teachers and make a significant contribution to the pupils' success. This very high quality teamwork features strongly in all lessons.

49. Pupils make very effective use of computers to organise and present information in pie graphs and charts. This helps them realise how technology can be used in everyday life to save time and paper. All adults use interactive whiteboards very well to support and extend pupils' learning; they heighten pupils' interest and enthusiasm and encourage them to try out ideas in a non-threatening way.
50. Leadership and management are very good. The subject leader is very successful in motivating staff and pupils to give their very best. She carries out very thorough analyses of achievement and shares strengths and weaknesses with the staff. This enables teachers to plan work that meets the needs and abilities of all pupils irrespective of their starting point. Regular marking gives clear pointers for improvement and is helping to raise pupils' awareness of their own learning. The school makes very good provision to extend the knowledge and skills of pupils who are particularly good at mathematics. This makes a very significant contribution to the very high standards.

Mathematics across the curriculum

51. Mathematics is used very well across the school as part of pupils' work in other subjects. This increases their understanding of the use of mathematics well as an everyday tool. They record data in science and geography and make accurate measurements in design and technology. Teachers structure their planning well to include these opportunities in their lessons.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is consistently good with a very good emphasis on experimental and investigative science enabling pupils to achieve very well.
- Leadership and management are very good.
- The subject is monitored very well, with very effective evaluation and implementation of strategies for improvement.
- The timetable for teaching science may not have made the best use of time available.
- Information and communication technology is used very well.
- Assessment is used very well, but teachers have not always accurately assessed the level at which pupils are working.
- Work is well matched to the needs of pupils, but some higher-attaining pupils could be challenged further.

Commentary

52. Standards in the teacher assessments for pupils for Year 2 in 2004 showed that pupils performed well below average overall. Inspection findings indicate that these assessments may not have been entirely accurate. The subject leader has already planned and begun to implement strategies to ensure that future teacher assessments

accurately measure against the attainment levels of the National Curriculum. Inspection findings show that standards are above average in Year 2 and well above average in Year 4. All pupils, including those with special educational needs, make good progress and achieve well. Improvement since the last inspection has been good.

53. The quality of teaching is good overall with a significant amount of very good teaching also being seen. This enables pupils to achieve well. Teaching is well planned and teachers have a clear view of what they expect pupils to learn. All pupils are given specific targets that will help them to improve and, in the better lessons, targets are referred to in the course of the lesson to help focus pupils' learning. Teachers have high expectations of pupils' behaviour and pupils respond well to this because they also know that they are respected and treated fairly and because of the really positive ethos in the school. Pupils have very positive attitudes and behave very well, being keen to learn and improve. Teachers foster these attitudes very well, with very good encouragement and positive reward systems. Teachers use daily assessment very well and most use it well to match work to the capability of different pupils, but sometimes higher attainers could be challenged more in some classes. Teachers, teaching assistants and learning support assistants work very well together and are committed to further raising standards.
54. The school has recognised that best use may not always be made of time by timetabling science mostly to the afternoon sessions and a reorganisation of curriculum planning is to be implemented in the autumn term. Within the present constraints, though, time is used effectively, with a very good emphasis being placed upon experimental and investigative science. Pupils enjoy their work and even in Year 1 are making predictions about light passing through different materials and testing those predictions. Year 4 pupils have a very clear idea of scientific investigation and discuss whether or not a particular investigation needs to be a fair test. They work co-operatively in groups and devise and carry out their own investigations such as separating a mixture of pea shingle, sand and salt. They record their findings accurately and clearly and have a good understanding of all areas of scientific knowledge. Very good use is made of communication and information technology to support pupils' learning.
55. The subject leader has a very clear picture of the strengths and needs of the subject because she monitors teachers' planning and pupils' progress very well. Leadership and management are very good and the subject leader has already identified the areas of development in a clearly thought out action plan. The good quality and range of resources contribute well to pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching and specialist support ensure that pupils achieve well.
- There are very effective procedures for monitoring pupils' achievements.
- The subject management is very good.
- Information and communication technology is used effectively in other subjects.

Commentary

56. Standards have risen considerably since the previous inspection. Current standards are above average in Years 2 and 4 in all aspects of information and communication technology. Pupils of all abilities, including those with special educational needs, achieve well and clearly enjoy their work. This is a direct result of the good and knowledgeable teaching, and the employment of a subject specialist has considerably increased teachers' confidence and subject knowledge.
57. Teaching and learning are good and build successfully on pupils' prior learning. Pupils across the school are very confident in using technology and are enthusiastic about their work. They use the bank of laptops and computers very effectively and efficiently. Very skilful direct teaching enables pupils to increase their knowledge, skills and techniques quickly as, for example, where some Year 3 pupils learned how to use and interrogate databases and were able to explain confidently how to access the information. Year 2 pupils use programs such as Clipart to very good effect and have above average skills in word processing techniques.
58. There has been a good level of improvement to the school's resources since the last inspection. The addition of a bank of laptop computers and interactive whiteboards in each classroom is making a significant difference to standards and achievement. All teachers have received recent training, which has improved their knowledge and computer skills. This is making a positive contribution to the quality of teaching throughout the school. Very effective systems are in place for monitoring pupils' achievements and teachers use their findings very well to plan the next steps of learning for pupils of all abilities. This, and the regular use of computers, develops pupils' skills and achievement very well. The computer club for higher-attaining pupils enhances and increases their knowledge and skills.
59. Pupils respond very well in lessons and work with high levels of motivation and interest. They collaborate very well and give each other very good support. Teachers build very effectively on pupils' previous learning and this ensures that pupils are very secure in their knowledge, concentrate very well and have high levels of self-discipline.
60. The very good management of the subject provides very good quality monitoring of standards and good achievement. It enables teachers to set targets for improvement and check pupils' progress towards their targets. The good leadership of the co-ordinator is making a positive contribution to the development of information and communication technology across the school and supports teachers well.

Information and communication technology across the curriculum

61. Computer technology is used across the curriculum very effectively. Pupils use it very well to support learning in subjects such as English, mathematics, science and history and all teachers use the interactive whiteboards very effectively in lessons to interest pupils and enhance their learning. Pupils from Year 1 to Year 4 use the Internet on a regular basis to find information and this has a very positive impact on their learning.

HUMANITIES

62. No lessons were seen in history as it was not a focus of inspection. The limited amount of evidence meant that it was not possible to make a judgement about standards and provision.
63. Scrutiny of pupils' work in **history** shows that little written evidence was available for Year 2 pupils overall, but they had clearly studied a range of British history including the Great Fire of London and the notable life of Grace Darling. In contrast, a good range of work has been covered by pupils in Years 3 and 4, including Ancient Egypt, the Tudors and World War Two. This work supports pupils' English and information and communication technology development well. Visits to notable places of historical interest have been made including the Portsmouth Historic Shipyard to visit the Mary Rose exhibition.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The quality of teaching is good and pupils learn well.
- Geography supports the development of language and literacy well and effective use is made of information and communication technology.

Commentary

64. Standards are above average in Years 2 and 4. This is an improvement since the last inspection when standards were average. All pupils, including those with special educational needs, achieve well and make good progress. Pupils with special educational needs are well supported by teachers and teaching assistants and enabled to make good progress towards the targets set for them. Pupils enjoy geography, have very positive attitudes and behave well.
65. The quality of teaching is good overall, with examples of very good teaching seen. Teachers plan and prepare lessons well, giving clear objectives so that pupils are able to focus well on what they are learning. Class organisation and management are good. Pupils are stimulated by a range of teaching methods and activities that engage their attention and interest well. In a Year 2 lesson, role-play was used effectively to get pupils to think and ask questions about similarities and differences between their own town and Struay. Teachers use questions very well to focus pupils' thinking processes and to assess how well they understand.
66. Good links are made with other subjects which supports pupils' use of literacy and language well, with pupils developing correct vocabulary as they undertake planned opportunities for extended writing and reporting. Good use is made of information and communication technology that enables pupils to develop their own research and to present their work in different ways. This was seen in a variety of work across the school and in a Year 4 lesson, where pupils were making a class book about Africa. This showed very good development of book and research skills, with pupils having a suitable opportunity to undertake independent guided research using the Internet. This led to very good personal development as pupils extended their independent learning.

67. Leadership and management are good. The subject leader has a clear view of the subject and monitors effectively. Resources are good and are used well to contribute to pupils' learning. Good use is made of the local environment.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have very good attitudes and are keen to learn about and respect the views of different people.
- Leadership and management are good.

Commentary

68. Standards throughout the school are above average. This reflects the findings of the last inspection. All pupils make good progress, including those with special educational needs, who are well supported. Teaching follows the locally agreed syllabus that is broad and well balanced, combining Christianity and other major faiths, including Hinduism, Sikhism and Judaism. Religious education supports pupils' spiritual, moral, social and cultural development well, encouraging them to think about issues that are important to people of a range of traditions and cultures and affect lives of different people throughout the world.
69. In Year 2, pupils have studied the importance of the Jewish Shabbat. They are encouraged to think about differences and similarities between Jewish and Christian beliefs and there is very positive promotion of respect for the beliefs of others. This mutual respect is an integral part of the ethos of the school and is one of its strengths. Year 3 pupils considered the Christian parables, with drama used effectively to enable them to reflect on the feelings and emotions of different characters in the parable of the 'prodigal son'. Year 4 pupils were thinking about Sikhism and visited a prepared 'Gurdwara' that had been set up very effectively by staff in the school. Pupils showed a good sensitivity to Sikh beliefs and ceremonies and performed them with dignity and respect. In addition to factual knowledge about different faiths, pupils are considering how people of different faiths might feel. This is supported by a clear school policy as they seek to help prepare pupils for life in a multi-cultural and multi-faith society.
70. The quality of teaching and learning is good and some very good teaching was seen. Planning is effective and teachers set out clearly what they want the pupils to learn. Teachers treat the pupils with respect. They have high expectations for their behaviour and manage them well, using a positive behaviour approach. Pupils enjoy the lessons and are keen to take part, showing very positive attitudes and behaving very well. They settle to work quickly, keep on task and co-operate well.
71. Leadership and management are good and the subject leader has a clear grasp of the subject in the school. Although there have not been any opportunities to monitor lessons recently, pupils' work and teachers' planning are monitored regularly. Resources are good and are used well, although the subject leader has noted that there will be a need to review these when the new locally agreed syllabus is brought out later in the year. Satisfactory use is made of information and communication technology to support the subject, but this is recognised as an area that needs further planning and development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Art and design, design and technology and physical education were sampled as they were not the main focus of the inspection. The limited amount of evidence meant that it was not possible to make a judgement about standards and provision in these subjects.
73. It is evident from the work seen in **art and design** that pupils are effectively developing their skills and techniques as they move through the school, using a wide range of media and materials by Year 2. In the one lesson seen in Year 4, teaching was good and built on pupils' learning well, enabling them to combine textures and media to create effective pictures of African animals. This work provides good links with geography, music and pupils' cultural development, with the range and quality of work indicating a good quality curriculum. This is further supported well by the 'arts week' and by visitors such as illustrators. The enthusiastic subject leader provides good support for all other teachers and confidence-building that leads to good achievement by pupils. Assessment is of good quality. Pupils are enthusiastic about the art club and use computers effectively to support their learning.
74. It was possible to see only one lesson in **design and technology**. In this Year 3 lesson, where pupils planned and made a range of sandwiches and designed packages for selling their product, teaching was good. The lesson was effective because of the good support by adult helpers and a teaching assistant who effectively promoted pupils' thinking in the preparation of their sandwich fillings. Throughout the lesson, good attention was paid to health and safety and a very good quality risk assessment had been undertaken by the headteacher. The quality of pupils' work around the school is of a consistently high quality, clearly indicating that pupils take great care over finishing their products carefully and accurately. This was seen in examples of Year 2 pupils' glove puppets and Tudor chairs and buildings in Year 4. Throughout the school, pupils evaluate their work and suggest ways to improve on the design and finished product. The subject leader is enthusiastic, has monitored lessons and provides good leadership that increases teachers' confidence. Pupils receive a rich curriculum that is linked effectively to other subjects, including science and art and design. Assessment is of good quality.
75. No lessons were seen in **physical education**. Good links are maintained with primary schools within the primary cluster group and with a local secondary school. Most pupils are able to meet the requirement of 25 metres unaided swimming by the end of Year 4, even though this is the national expectation for pupils at the end of Year 6. Assessment is good.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well because of the good teaching.
- Pupils are very enthusiastic about music and join in lessons eagerly.
- The leadership and management of the subject are very good.
- The school provides a wide range of extra-curricular musical activities.

Commentary

76. Standards in music are above average for most pupils in Years 2 and 4. This is a good level of improvement since the last inspection when standards were average. This is because of improved teaching and leadership. Pupils of all abilities, including those with special educational needs, achieve well as a result of the consistently good teaching by class teachers and instrumental specialists. The school gives pupils a very wide range of high quality activities that build on their previous skills effectively as they move through the school.
77. The quality of teaching and learning is good. Teachers plan their lessons very well and ensure that all pupils, including those with special educational needs, are fully involved. Very skilful and knowledgeable teaching enables pupils to develop their musical abilities and to extend their skills in lessons and in school performances. The very knowledgeable and enthusiastic co-ordinator ensures that pupils of all abilities develop their individual skills and places much emphasis on pupils' enjoyment of music. Throughout the school pupils have well developed singing skills and use these very well in performances and assemblies. They work well together in lessons and, in a very effective Year 4 lesson, built up layers of sound to create an African-style song. This made a positive contribution to pupils' cultural development and awareness and linked very well with work in geography and art.
78. The quality of singing in assemblies, lessons and the choir is very good. It makes a very positive contribution to pupils' spiritual and social development. Teachers develop singing skills very well and the brisk pace in lessons engages and maintains pupils' interest and enthusiasm. All pupils work hard, concentrate very well and clearly enjoy their work. They quickly learn to use correct musical vocabulary and understand, for example, the musical use of words such as 'conductor'.
79. The very effective subject leader uses good quality assessment systems that focus clearly on pupils' achievement. Staff use this information very well to develop and increase pupils' learning. There is a very good range of out-of-school activities that enriches pupils' musical development, including recorder groups, a choir and a strong school orchestra. The school works with the local education authority's music service to provide very good quality instrumental tuition for pupils who request it. There are arrangements available for pupils who may not be able to afford the tuition costs. This ensures that all have equal access to the school's provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. This aspect was sampled. The school promotes pupils' personal, social and health education very well and includes sex education, drugs awareness and information on ensuring personal safety. The school programme ensures that pupils develop their self-esteem very effectively, develop healthy, happy lifestyles and very good relationships that are built among pupils irrespective of their social or personal backgrounds. Pupils' moral and social development is promoted very well. School council members develop their communication and skills in democratically representing others effectively and are keen to represent and support their schoolmates. Although they are actively involved in council meetings, members of the council could be given more independence in fulfilling roles of responsibility.

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	2
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	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
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).