

INSPECTION REPORT

St Katharine's C of E Primary School

Southbourne, Dorset

LEA area: Bournemouth

Unique reference number: 118841

Headteacher: Mrs Carole Coomber

Lead inspector: Hazel Callaghan

Dates of inspection: 13th to 16th June 2005

Inspection number: 267842

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	436
School address:	Rolls Drive Southbourne Bournemouth Dorset
Postcode:	BH6 4NA
Telephone number:	01202 426663
Fax number:	01202 430047
Appropriate authority:	Governing body
Name of chair of governors:	Mr Mark Andrews
Date of previous inspection:	18 January 1999

CHARACTERISTICS OF THE SCHOOL

St Katharine's is a larger than average primary school with 436 boys and girls on roll. It is a voluntary aided Church of England school and has close links with three local churches. Most pupils live in the area around the school. The socio-economic characteristics of the area are above those found nationally. There are no pupils with English as an additional language in the school and no asylum seekers or pupils from traveller families. The proportion of pupils eligible for free school meals is below average. The pupils identified as having special educational needs is also below that found nationally, although the proportion of pupils with Statements of Special Educational Need is average. The main areas of special needs in the school are specific learning difficulties, pupils within the autistic spectrum of difficulties, speech and communication difficulties, social, emotional and behavioural needs and pupils with multi-sensory and physical impairment. The proportion of pupils leaving or joining the school at other times than in reception or at the end of Year 6 is below that found nationally. The school has recently appointed a new headteacher after several years with an acting headteacher. The school attained a Healthy Schools Award in 2003 and the FA Charter Standard in 2005. The school has links with several local schools. Bournemouth School provides support for the teaching of French, St Peters provided an Artist in Residence and Porchester School has supported the development of physical education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	Foundation Stage ¹ Physical education Music
	Pat Edwards	Lay inspector	
31801	Yvonne Baccetta	Team inspector	Science Design and technology Geography
32048	Russell Griggs	Team inspector	Mathematics Information and communication technology Art and design Personal social and health education and citizenship
18498	Denise Morris	Team inspector	English History Modern foreign languages Special educational needs

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that is improving quickly under the very good leadership of the new headteacher. Standards are well above average in English and mathematics and above average in science and information and communication technology (ICT) by the end of Year 6. Pupils achieve well through the school because of good teaching. The Christian ethos of the school is well promoted. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher has a clear vision for the school and high aspirations for its pupils.
- Pupils achieve well through the school because teaching is good and often very good.
- The school sets high expectations for pupils' behaviour, and the provision for pupils' moral and social development is very good.
- The curriculum lacks balance and does not fully meet the needs of the pupils.
- Assessment in some subjects is not used sufficiently to identify the development of pupils' skills or to support pupils in evaluating their own progress.
- Subject leaders are enthusiastic, but some are not sufficiently monitoring standards and learning in their subjects.

There has been satisfactory improvement since the previous inspection. Uncertainties created by changes in leadership of the school slowed the pace of improvement, but it has accelerated over the last year. The provision for ICT has significantly improved since the previous inspection and standards have risen. The provision for children in the Foundation Stage has also improved.

STANDARDS ACHIEVED

Pupils **achieve well** through the school. Children enter the reception class with standards that are above average in language, in their understanding of number and counting skills and in their knowledge and understanding of the world. Standards in the other aspects of their development are broadly average when they start school. Children in the Foundation Stage achieve well and they became confident enthusiastic learners and are well prepared for more formal work when they enter Year 1. At the end of the reception year standards are above average in most aspects of their development with physical and creative development being broadly average. Standards in Year 2 and in Year 6 are well above average in English and mathematics and have been effectively maintained since the previous inspection. Standards in science are well above average in Year 2 and above average in Year 6. Pupils' achievement this year is an improvement on that seen in 2004. Teachers are more focused on developing the quality of pupils' learning.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	A	A	C
Mathematics	A	A	A	C
Science	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 whose pupils attained similarly at the end of Year 2.

Pupils with special educational needs are well supported and make good progress towards their individual targets. Higher attaining pupils also achieve well. Pupils use their literacy and numeracy skills well to support their learning in other subjects. Standards in ICT are above average. Pupils

have made good progress since they were in Year 2 but achievement overall in ICT is satisfactory because standards could be higher. Pupils achieve well in music and physical education and higher attaining pupils are provided with very good opportunities to excel. Standards in geography are average in Year 2 but below average in Year 6. This is because insufficient time is given to the teaching of geography in Year 6 and consequently achievement is unsatisfactory at the end of Key Stage 2. Art and design, history and design and technology were only sampled during the inspection so it is not possible to judge standards. The provision for pupils' personal development is good overall and is very good in their moral and social development. The provision for pupils' spiritual development is good. Their awareness of living in a multi-cultural society is satisfactory and improving. Pupils' attitudes to work and behaviour are good.

QUALITY OF EDUCATION

The curriculum provided is **satisfactory** overall. It meets statutory requirements but is unbalanced. In some subjects it is over-loaded, in others the aspects taught are not appropriate. The time between units of work is sometimes too long for pupils' skills to be effectively consolidated and improved. The school has recognised the need to challenge pupils' thinking skills more and to develop this aspect of the curriculum. The use of after-school clubs and extra-curricular activities significantly enhance pupils' learning in physical education and music. Very effective links with other schools and colleges promote pupils' learning and social skills. The quality of teaching is good and often very good through the school. Teachers often use very effective teaching methods that stimulate pupils' interest and desire to learn. ICT is used well as a teaching resource. Teaching assistants are used well to support pupils' learning especially in the reception classes and those with special educational needs. Assessment of pupils' work is satisfactory. Clear assessments are made in English, mathematics and science, and the information is used to identify areas of weakness and to adapt planning. Assessment in other subjects is underdeveloped. Opportunities to involve pupils in evaluating their own work and progress are improving but are inconsistent. Parents are very supportive of their children's learning and the school encourages parents' participation and understanding. Pupils' care, welfare and safety are promoted well.

LEADERSHIP AND MANAGEMENT

Leadership and management overall are both **good**. Governance is satisfactory. The leadership of the headteacher is very good and she has successfully developed an effective team of staff who are committed to providing the best education possible for the pupils. Many management systems are new but already having a positive effect on the quality of pupils' learning and teachers' ability to evaluate their work. Subject co-ordinators are enthusiastic but many have not had the opportunity as yet to monitor their subjects, and they do not have a clear view on standards, teaching and learning. The leadership of English, mathematics and science are good and of ICT is very good. The governors are very supportive of the school and are developing their strategic role well under the guidance of the new headteacher. Many governors are new and the governing body is more effective as they recognise the strengths and weaknesses of the school. Financial management is good. All statutory requirements are met effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

There is a **good** partnership with parents and most are very supportive of the school. Information for parents about their child's learning and the life of the school is very good. Pupils enjoy school and their views are effectively taken into account through the school council and in class discussions.

IMPROVEMENTS NEEDED

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

- Further develop assessment procedures so that pupils' knowledge and skills are monitored in all subjects and pupils know how they can improve.
- Structure the curriculum to ensure pupils' enquiry skills are progressively developed through the school.
- Develop the role of the subject leaders so they have good awareness of standards and the quality of teaching and learning in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good**. Standards are **above average** overall.

Main strengths and weaknesses

- Pupils achieve well through the school.
- Standards are well above average in English and mathematics in Year 2 and Year 6.
- Standards in ICT have improved
- Higher attaining pupils excel in music and physical education.

Commentary

1. Children enter the reception class with standards that are above average in language, in their understanding of number and counting skills and in their knowledge and understanding of the world. Standards in the other aspects of their development are average when children start school. Children in the Foundation Stage achieve well. They became confident enthusiastic learners and are well prepared for more formal work when they enter Year 1. At the end of the reception year standards in their personal, social and emotional development are above average as are their standards in speaking and listening, reading, writing, mathematics and knowledge and understanding of the world. Standards in their physical and creative development remain broadly average.

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

Standards in:	School results	National results
Reading	17.5 (17.4)	15.8 (15.7)
Writing	16.3 (16.5)	14.6 (14.6)
Mathematics	16.8 (17.8)	16.2 (16.3)

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

2. Pupils in Year 2 attain standards that are well above average in their speaking and listening skills, in reading, writing, mathematics and science. In the 2004 tests for pupils in Year 2 standards were also well above average in reading and writing when compared with all schools nationally and above average when compared with similar schools. In mathematics and science standards are higher now than in the 2004 tests when pupils attained above average standards in comparison with all schools. Standards are similar to those at the previous inspection. Pupils achieve well in Years 1 and 2 and achievement is often very good in Year 2 because of very good teaching. Standards in ICT are above average by end of Year 2 and pupils are becoming confident learners who are happy to explore new ideas and skills.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
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English	28.7 (28.4)	26.9 (26.8)
Mathematics	28.9 (28.7)	27.0 (26.8)
Science	30.6 (31.3)	28.6 (28.6)

There were 63 pupils in the year group. Figures in brackets are for the previous year

3. Standard in Year 6 are well above average in English and mathematics and are similar to those seen at the previous inspection. Standards dipped a little last year in the 2004 test. They were above average in comparison to all schools nationally and average compared with similar schools. This dip was due partly to the greater range of abilities in the year group and partly to the changes in leadership of the school. Achievement in English and mathematics was satisfactory last year but is now good. Pupils often achieve very well in Year 6 because of very good teaching. In the 2004 tests, pupils in Year 6 attained standards in science that were well above average when compared to all schools nationally and above average for those found in similar schools. This is similar to the previous inspection. Standards in ICT are above average by the end of Year 6. Pupils have made good progress in their learning since they were in Year 2 but achievement is satisfactory overall because they are capable of higher standards in line with those attained in English and mathematics.
4. Standards in geography are average in Year 2 but below average in Year 6. Standards by the end of Year 6 have declined since the previous inspection. This is because insufficient time is given to the teaching of geography in Year 6 and consequently achievement is unsatisfactory at the end of the key stage. Standards in physical education by the end of Year 6 are above average and pupils achieve well in both music and physical education. The other subjects of art and design, history and design and technology were only sampled during the inspection so it is not possible to judge standards.
5. Higher attaining pupils make good achievement. Their learning is effectively challenged in English, mathematics and science as can be seen from the above average proportion of pupils attaining Level 5 and higher. In ICT, however, the more able pupils are not sufficiently challenged and although satisfactory progress is made the standards attained could be much higher. The able pupils are given good opportunities to excel in music and physical education. All pupils achieve well in music and physical education and benefit from the wide range of additional activities available.
6. Pupils with special educational needs achieve well and benefit from good inclusion into all the activities that the school offers. They make good progress towards the targets on their individual education plan, but their successes are not always evaluated well enough to ensure that there is clear information about their overall progress and achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work and their behaviour are **good**. Pupils' spiritual and cultural development is **good**. Their moral and social development is **very good**.

Main strengths and weaknesses

- Pupils enjoy school and the majority of them try to do their best.
- Behaviour in lessons and at break times is good.
- The school provides very good opportunities for pupils' moral and social development.

- There are limited opportunities for pupils to take the initiative to extend their learning in lessons.

Commentary

7. Pupils have a high regard for the school and its staff. They are friendly and polite. They clearly enjoy working co-operatively in the welcoming atmosphere of the school. Pupils know they have to work hard and try to do their best. Their general good motivation in lessons makes a positive contribution to their progress.
8. Pupils’ behaviour in lessons, around the school and outside in the playground is good. Pupils know and discuss the school rules. They know the behaviour expected of them and the consequences when they misbehave. In discussions with pupils many expressed concerns about bullying. They were, however, quick to point out that since the new anti-bullying initiative had been put in place few instances of unpleasant behaviour had arisen and any that were reported were dealt with swiftly and firmly by staff. Two pupils have each been temporary excluded on two occasions over the past year because of their unacceptable behaviour. There are effective systems in place to support these pupils in managing their difficulties.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	415	4	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Pupils’ personal development is good. The relationships formed between pupils and teachers are good. Pupils are comfortable chatting to adults in the school about work and personal issues and there are high levels of mutual respect. The school provides pupils with a good knowledge of and insight into the values and beliefs of others through its religious education programme and collective worship. Staff give pupils time to discuss their ideas and feelings. Pupils are encouraged to discuss moral issue and personal dilemmas. Pupils effectively learn right from wrong. They are encouraged to make positive decisions about conduct and attitudes and to show respect for each others contributions.
10. Pupils willing take responsibility and enjoy acting as, for example, monitors, school councillors and prefects. They carry out these roles to the best of their ability. However, there are limited opportunities for pupils to take the initiative to extend their learning in lessons. The school is very successful in teaching pupils to appreciate their own cultural traditions through visits to museums, places of interest and visitors to the school. Plans are well advanced to link with a school in Africa, and a school in Southampton where a high proportion of pupils come from diverse cultural backgrounds. These links will provide pupils with an insight into diverse cultures and of England as a multi-cultural society.
11. Attendance is broadly in line with the national average and pupils arrive punctually at school. Staff monitor attendance well. Teachers call registers at the beginning of every session and consistently follow up absence on the first day. Parents know the school

rules regarding absence. The percentage of attendance is adversely affected by the number of family holidays taken in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	0.0
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 provided is **good**.

Teaching and learning

Teaching and learning are **good** through the school.

Main strengths and weaknesses

- Children make a good start to their education in the reception class because of good teaching.
- Teaching is often very good in English and mathematics, especially in Years 2 and 6.
- Teaching of ICT has improved and pupils’ learning is good.
- The teaching of geography in Years 3 to 6 is unsatisfactory overall.
- Assessment procedures for English and mathematics are good.
- Pupils are not sufficiently involved in evaluating their own work and helped to see how they can improve.
- The quality of marking is inconsistent.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	9 (18%)	23 (46%)	14 (28%)	2 (4%)	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.

12. Children in the reception classes make a good start to their education because teaching and learning are good in both classes. The teaching of language skills and mathematics are particular strengths and pupils achieve well. Very good relationships are evident and children respond very well to the support and encouragement of all adults. Their personal and social skills develop well. Teaching assistants are well utilised, especially in the rota of groups in the afternoons. Activities stimulate children’s interest and they are eager to explore new activities and to learn new things.
13. Teaching in Years 1 to 6 is good overall. Teaching is often very good, especially in Years 2 and 6. In the best lessons, expectations for pupils’ concentration and achievement are high and pupils respond well to the interesting activities that

challenge their thinking. Lessons move at a good pace and teachers use effective strategies to develop pupils' good understanding. Teachers generally have high expectations for pupils' good behaviour and consequently pupils attend well. The quality of teaching and learning in English is good through the school. Very good teaching was observed in many lessons with excellent teaching seen in both Years 2 and 6. Standards in speaking and listening are promoted very well, resulting in the high standards observed. The key strategy of using 'talking partners', particularly in the younger classes, provides many opportunities for pupils to talk to each other, practise their language and listening skills, and learn from their peers across the curriculum. Effective questioning and discussion are also used successfully in mathematics. This year more time has been allocated for teaching and learning science investigative skills, which has increased pupils' enjoyment and independence in testing their ideas.

14. The quality of teaching and learning for ICT is good throughout the school and improvements in staff expertise and resources enable pupils to make good progress in their learning. Teachers are confident and adept at using the whiteboards to introduce and explain key points and stimulate interest in learning. Pupils are also keen to use these resources and many older ones have both the confidence and ability to do so but there are too few opportunities to extend and challenge their skills and knowledge.
15. Unsatisfactory teaching occurred in two geography lessons. Behaviour in one lesson prevented effective learning taking place. In Year 6, teaching expectation in the geography lesson was too low and pupils were not challenged sufficiently so they made insufficient progress.
16. The quality of teaching for pupils with special educational needs is good and there are pockets of very good practice in some classes. Teachers devise satisfactory targets to improve pupils' skills, but do not always monitor these as well as they could. In most lessons pupils with special educational needs work closely with teaching assistants. This ensures that they are fully included in lessons and that they benefit from good support and guidance.
17. Teachers' use of assessment is satisfactory overall, and is good in English and mathematics. The progress of pupils in English, mathematics and science is carefully monitored by analysing end of year test results. The information provided is used to adjust planning and make interventions in pupils' learning, such as attendance at 'booster' classes, if required. Pupils' progress in ICT is satisfactorily tracked against national expectations for each area of the subject. Assessment and monitoring procedures for other subjects are not so well developed but feature prominently in the school improvement plan. Teachers commonly share the learning objectives and success criteria at the outset of lessons and use these well as the basis for day-to-day assessment. Pupils are not sufficiently enabled to evaluate their learning so they know how to improve. Pupils have a satisfactory knowledge of the targets set for them to improve their attainment in English and mathematics, although these could be referred to more often in everyday lessons. The quality of marking varies between teachers and sometimes between subjects. Often, comments are just congratulatory and too general without letting pupils know what they need to do to improve. The school is currently exploring ways to increase pupils' involvement in evaluating their own learning, a present weakness, and plans to review its assessment policy next year having trialled various ideas.

The curriculum

The curriculum is **satisfactory** overall. Enrichment and extra-curricular opportunities are **good**. Resources and accommodation are **good**.

Main strengths and weakness

- The balance of time given to teaching is not planned to sustain pupils' development of important learning skills in all subjects.
- Creativity in the curriculum has improved and pupils' interest and motivation are stimulated .
- The curriculum for children in reception has improved.
- Participation in sporting and musical events is very good.
- Preparation for pupils' later stages of development is very good.

Commentary

18. The curriculum provided is satisfactory overall but planning of the units of work is an area for development. Large gaps of time between units in history and geography mean that pupils do not gain regular opportunities to develop skills specific to these two subjects effectively. The school is conscious of the need to improve the balance of the curriculum for pupils in Year 5 and 6 to ensure that they achieve as well as they can in all subjects. The curriculum meets statutory requirements, but curriculum changes have not moved on with national guidelines provided by 'Curriculum 2000'.
19. Under the very good leadership of the headteacher, teachers are developing a more creative and exciting curriculum. They have begun to combine subjects and use the locality more so pupils get greater enjoyment from their learning. Teachers are very supportive of each other in sharing ideas to plan more effectively for pupils' achievement. This year due to initiatives by the headteacher, there is greater planning in most classes for pupils to use their thinking skills and to apply forms of literacy, numeracy and ICT skills. As a result, pupils are beginning to find learning more stimulating and enjoyable and they benefit from visits and visitors as part of topics. The use of a specialist teacher for music and the skills of an ICT technician contribute very well to the quality of provision. The curriculum is enriched by the teaching of French in Years 5 and 6, and by the varied range of extra-curricular activities. Frequent musical sessions for singing, orchestra, and a wide variety of instrumental tuition develops pupils with musical talents as well as those who take part for enjoyment. Pupils are inspired to take part in musical festivals and a wide variety of sporting competitions, many at County level.
20. Changes in the curriculum for pupils in the Foundation Stage have made learning more active so that pupils are more fully engaged in learning experiences with an element of fun. It is more in line with the curriculum recommended for these young children and responds well to their learning needs. The outside area has been improved but still lacks many of the facilities that make it a stimulating outside classroom. The teachers have tried to further develop the area but vandalism in the evenings and over the weekends makes it difficult.
21. The well planned programme for pupils' personal development effectively ensures that they are very well equipped in how to keep safe and healthy. Their social skills are well promoted and they are confident learners. As a result they work confidently on 'transition units of work' used as a link with their next school. Activities such as a residential course, and a wide range of sporting and musical events with frequent opportunities for pupils to raise funds for charitable causes, develop pupils' talents, social skills and Christian attitudes.
22. Accommodation and resources are used well to support and further promote pupils' learning. Computers and interactive whiteboards in all classes significantly improve the quality of teaching and learning of difficult ideas. Resources for control technology and design and technology, however, are underused. Good lesson planning to use computers in shared areas means they are well used for pupils to become independent in their learning. This relieves the

cramped space in a few classrooms. The music room and spacious computer suite provide very good environments for learning.

Care, guidance and support

The care, guidance and support provided throughout the school are **good**. The involvement of pupils in the work and development of the school is **good**.

Main strengths and weaknesses

- Staff care for the pupils well.
- Pupils are not sufficiently aware of what they need to do to improve their work.
- Provision for pupils with special educational needs is good.
- Parents appreciate the school's arrangements to help pupils settle happily into school.
- All necessary health and safety requirements are fully met.

Commentary

23. The school continues to provide a caring Christian environment where pupils are valued as individuals. Staff closely, but informally, monitor the personal development of pupils and class discussions play an important part in the process. The pastoral care of pupils is very good.
24. Provision for pupils with special educational needs is good overall. In most lessons pupils benefit from the good support of teaching assistants. This helps them to achieve well and succeed with their tasks. The best practice is seen in the core subjects of English and mathematics, when pupils with special educational needs work alongside others, often of similar abilities. The evaluations of pupils' achievements on their individual education plans are not always clear. This has an impact on future target setting and on the monitoring of pupils' achievements. Teachers build good relationships with all their pupils and teaching is good but pupils are not always clear on their targets for future improvement and the ways they can improve their work. Parents and pupils feel homework successfully builds on work undertaken in school.
25. In reply to the questionnaire most parents say they are happy with the schools induction arrangements for the youngest children. These allow the children to settle quickly and feel safe and secure in their new environment and to develop trusting relationship with adults working in their classrooms. Pupils feel their views and ideas are now considered. There is a very worthwhile school council, which meets fortnightly with elected representatives from all classes except the reception classes. Members are very enthusiastic about their work and feel fully involved in the life of the school. Parents and pupils have been consulted on various issues including most recently new procedures to deal with bullying.
26. The school has an effective health and safety policy and carries out regular risk assessments. This is an improvement on the previous inspection. All necessary safety checks are now in place. Child protection training is undertaken regularly by the member of staff responsible for any child protection issues that may arise.

Partnership with parents, other schools and the community

The school's partnerships with parents and the community are **good**. The partnerships with other schools and colleges are **very good** and make a positive contribution to pupils' achievements.

Main strengths and weaknesses

- Regular newsletters, annual progress reports, parent teacher consultation meetings and curriculum information keep parents very well informed.
- Parents and members of the local community have a very high regard for the school.
- The school has strong links with the three local churches.
- The school has developed a very strong partnership with several local schools and colleges.

Commentary

27. The school has developed a good partnership with parents. Most parents think well of the school and feel comfortable about approaching staff with any questions or concerns. Parental involvement in classes, on trips and in out of school activities is very good and this involvement has a positive effect on pupils' learning. Staff greatly appreciate the help of parents in classes and on educational visits. The Friends Association is at present informally organised, however, it assists the school with raising considerable funds which help enrich pupils' learning.
28. As reported at the time of the previous inspection the school continues to provide very useful information for its parents. Pupils' annual progress reports have improved since the previous inspection. They are clear about what pupils can do and the standard of work they have achieved, with broad targets for improvement for the coming year. The detailed prospectus provides a useful, practical guide to the school. The home school agreement supports the schools policies on attendance, behaviour and homework. The school works closely with parents of pupils with special educational needs. Pupils are satisfactorily involved in the target setting process, as are parents. Referrals to the education support services are not always dealt with quickly enough and this has an adverse impact on provision for the pupils concerned.
29. The school has strong links with local churches and parishioners are encouraged to help in school. Links with local businesses are developing with assistance received from a local nursery and supermarket. J.P Morgan has helped with the outdoor environment and it is hoped that this link can be further developed. The school has productive links with nearby schools and colleges, particularly for drama, dance and French, with specialist teaching and in service training for staff making a very good contribution to pupil' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The leadership of the headteacher is very good.
- An effective team of staff has the strong commitment to raise standards further.
- Subject leaders are enthusiastic but some are not sufficiently monitoring standards and learning in their subjects.
- The leadership of ICT is very good and significant progress has been made in provision of the subject.

- Leadership in English, mathematics and science is good.
- The governors' understanding of the strengths and weaknesses of the school is improving.
- Financial management is good.

Commentary

30. The new headteacher has a clear vision for the future of the school and the experience and expertise to make it happen. She provides very good leadership and has built a strong staff team which is well supported by the deputy headteacher. The headteacher has the significant support of the governors in the strengthening of the Christian ethos of the school.
31. Many management systems are new but are already having a positive effect on the quality of pupils' learning and teachers' ability to evaluate their work. Pupils' standards in English, mathematics and science are recorded and monitored effectively to identify pupils' achievement and possible areas of weaknesses. The headteacher has personally monitored teaching and learning through the school and this has given her a clear view of the areas that need further improvement so that strategies are already in place to address them. The areas for improvement identified by the inspection team are already priorities for development in the current school improvement plan.
32. Subject co-ordinators are enthusiastic but many have not had the opportunity as yet to monitor their subjects, and they do not have a clear view on standards, teaching and learning. The training needs and procedures for developing the role of these co-ordinators are being planned. The leadership of ICT is very good and has ensured good all-round improvements since the previous inspection. The subject leader demonstrates a very good role model in her teaching. The leadership of English is good, but there has been limited monitoring of lessons by the subject leader and this has led to some inconsistencies in practice and quality. Management of the subject is very good. Mathematics is well led and managed. Standards and teaching are monitored and areas for development identified and acted upon.
33. Leadership and management of special educational needs are good. Very good attention is paid to documentation in line with the Code of Practice. Some very good training has been provided for staff to highlight difficulties that some pupils may experience in their learning. This all helps provision to be good.
34. The governors are very supportive of the school and are developing their strategic role well under the guidance of the new headteacher. Many governors are new and the governing body is now more effective as they recognise the strengths and weaknesses of the school. They meet statutory requirements through a range of satisfactory committees. Financial management of the school is good. Secretarial and financial support staff in the school office work very closely with the headteacher. The budget is efficiently controlled and well monitored. The current chair of the finance committee has a clear oversight of the budget and clear future financial planning is enabling the headteacher and governors to have a good view to long term financial planning. Governors evaluate their spending decisions satisfactorily and the principles of best value are satisfactorily developed.
35. Given the high standards, pupils' good achievement and average costs, the school provides good value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	1,098,286
Total expenditure	1,120,933
Expenditure per pupil	2,576.90

Balances (£)	
Balance from previous year	61,550
Balance carried forward to the next	38,903

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the Foundation Stage is **good**.

36. Children achieve well in most aspects of their development and are well prepared for more formal learning in Year 1. By the end of reception, standards are above average in children's personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Standards in their physical and creative development are average and children achieve satisfactorily in these aspects of their learning. Teaching and learning are good with the strengths being in language and mathematical development. The teaching assistants are a strong part of the team and support both teachers and children well. Children's standards and progress are satisfactorily monitored and targets for their future learning are identified. Leadership and management are good. The provision for the Foundation Stage has improved since the previous inspection. The curriculum now provides for the age, maturity and ability of the children better and is in line with the curriculum recommended. The outside area has been improved but is not used as effectively as it could as an additional learning area because equipment and resources left outside are taken or become damaged out of school hours. Further developments of the interior planned for the holidays will add significantly to the flexibility of teaching space.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's confidence and self-esteem are developed well.
- Children's interest and eagerness to learn are well promoted.
- Children organise themselves well and take responsibility for their resources.
- They do not have enough opportunities to plan their own work and to organise their activities.

Commentary

37. Children achieve well in this aspect of their learning due to very good relationships and good levels of support and care shown by the class teachers and teaching assistants. Teaching and learning are good. Children are happy in school and join in activities willingly and co-operatively. They wait patiently to take their turn and take responsibility for tidying up, and dressing and undressing themselves. Children work and play collaboratively, benefiting from a wide variety of activities planned to develop increasing co-operation. As a result, children become more involved and confident, often willingly taking responsibility for their own learning. Positive attitudes and confidence provide children with a very good start to their wider education. They show interest in their activities and readily settle to work, showing good levels of concentration. A satisfactory range of activities is available from which children can choose and they organise themselves and their equipment well. There are insufficient opportunities for children to plan their tasks over time so they learn to develop greater independence. The time given for children to develop their own ideas is often short

and so opportunities to evaluate, revise and improve their game/model/picture are not available. Children are very aware of the feelings of others and show care for each other and the adults in the class. There are regular opportunities to participate in prayers and moments of reflection and to develop a growing awareness of people of other cultures. By the time children enter Year 1 their standards in personal, social and emotional development are above those expected and they are well prepared for the next stage in their education.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well in all aspects of their learning.
- Children are articulate and confident to speak.
- Children's interest and enjoyment of books is well promoted.
- Children's writing skills are well promoted and many are eager to write.

Commentary

38. Children achieve well in this aspect of their learning because of good teaching. The teachers effectively develop children's confident and clear speech so they express their ideas and opinions in small groups, and with growing confidence in whole-class discussions. The teachers respects their contributions, often asking sensitive questions to elicit more information and waiting patiently as the child phrases what they want to say. Teachers effectively motivate children's interest in books and stories. They listen with concentration to stories they hear, asking relevant questions and sharing comments about the characters or plot. They enjoy reading their own books and have a good knowledge of letter sounds that they use to help them read new words and in their writing. The teaching of writing is good and children are often eager to express their ideas and write. Good levels of support are given to children in their writing so they feel successful. All are well launched into writing, with the less able using letter-strings, and the higher-attaining children using recognisable words. By the time children enter Year 1, all have attained the standards expected in reading and writing and the majority are already working within the early stages of the National Curriculum levels.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good** overall.

Main strengths and weaknesses

- Children's knowledge of number and shape is well promoted.
- Children's mathematical skills are developed systematically.

Commentary

39. Children achieve well in this aspect of learning. Teaching is good, especially in the matching of activities to children's understanding. New learning builds well on what children already know and understand. Their knowledge of number is good and many accurately count beyond 20. Children's understanding of addition and subtraction is good and activities develop these skills in many ways. Children were using real money

to buy toy insects at the class mini-beast shop and to calculate the change, for example. These activities were then recorded as number sentences/stories in preparation for more formal work in Year 1. They have a good understanding of two and three-dimensional shapes, recalling their names well and developing a good understanding of their properties. Number songs and games strengthen children's understanding of number order, counting on and backwards. Teachers and support staff frequently bring counting and number into other activities to further extend children's understanding and to consolidate skills. By the time children enter Year 1, most have attained the standards expected and many are above average.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's awareness of people, places and things outside their own experience is well promoted.
- Effective links are made between different areas of learning to make learning more meaningful and interesting.
- Sometimes children do not have sufficient opportunities to learn through investigation.

Commentary

40. Children enter reception with many and varied experiences of the world around them. Many take holidays abroad with their families and have a good range of general knowledge that comes from chatting with parents and other adults. This interest in the world they live in is well nurtured in the reception class. Children's curiosity about themselves and how they grow is effectively stimulated and simple discussions about how they have changed since they were babies are effectively discussed. Children's learning is effectively promoted through the use of topics that link many areas of learning. A visit to a local wildlife sanctuary with its rivers and ponds stimulated lots of interest into mini-beasts and their habitats. This was effectively extended in lessons, for example, on the life cycle of the butterfly. The story of *The Very Hungry Caterpillar* used in literacy sessions consolidated their understanding of the how the caterpillar changes from an egg to a butterfly. Links with symmetry in mathematics helped to enrich children's learning experiences. Computers are a regular attraction for many children. Programs are effectively linked to many areas of learning. Formal lessons in the computer suite, as well as free choice activities in the classroom, extend children's knowledge and skills. Children achieve well in their knowledge and understanding of the world. Sometimes too much emphasis is placed on telling children information rather than letting them explore and discover for themselves, but teaching and learning are good overall. Effective planning and teaching ensure that children's above average standards have been maintained and their enthusiasm for new learning goes with them into Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children are given many opportunities to use a variety of tools and implements.
- The outside areas are large and provide plenty of space for all kinds of activities.

Commentary

41. On entry to reception, children show average standards in this aspect of their learning. Children's skills of using pens, pencils, and other tools are developing satisfactorily. They are given many opportunities to develop these skills in formal writing and number lessons as well as in creative activities. Many show good co-ordination and write their letters and numbers clearly and of even size. Many are becoming quite accurate in their use of scissors. Regular opportunities are provided for children to develop a range of games and gymnastic skills, but no formal lessons in physical education were observed during the inspection. Observations of a small group session using small games apparatus and another using a parachute shows the variety of opportunities for children to explore how to control a range of apparatus and experience early team building activities. Children show satisfactory mobility, balance and control as they move around the playground balancing balls and quoits on different parts of their bodies. The hall, playground space and playing field provide large areas for games and play activities and so enable teachers to develop the full range of physical activities including the use of large gymnastics equipment and large mobile trucks and scooters. The play area outside the classrooms is large but not fully developed and there is no climbing frame just for children in the Foundation Stage to use and so develop their adventurous physical play. Teaching and learning in children's physical development are satisfactory. By the time children transfer into Year 1, most have attained the standards expected.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Stories are used well to stimulate children's ideas.
- A good range of opportunities are provided to stimulate children's imagination and skills.
- Resources for this aspect of learning are satisfactorily used to stimulate children's creativity.

Commentary

42. On entry to reception, children show average standards in this aspect of their learning. Children's imagination is well promoted through the use of books and stories and to develop their interest in characters and language. Opportunities are regularly provided for children to use a variety of media to create pictures and models. The displays around the school are testimony to children's enjoyment when using paint and other media to create their bright and colourful pictures. New skills and ideas are taught and enable children to explore their own ideas. The role-play area, although available for the children to use, was not a significant focus of their attention in either classroom during the inspection. Regular music lessons with a specialist teacher ensure

children's musical skills are well promoted. There are opportunities to create their own music within these lessons. Overall, teaching in this aspect is satisfactory and the children's achievement is also satisfactory. By the time children enter Year 1, standards are broadly average, except in music where standards are often above those expected.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

French

43. No lessons of French were seen during the week of the inspection. Planning indicates that the teaching of French in Years 5 and 6 follows a published scheme, enriches the curriculum and helps to prepare pupils for their entry into secondary school. Pupils were observed chatting to each other using simple French phrases and showing great enjoyment in their own successes.

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 6.
- Teaching in English is good, leading to good achievement overall.
- Questioning is a major strength of English lessons, promoting very good achievement in speaking skills.
- In a few lessons, pupils' learning is not monitored well enough, leading to a dip in achievement.
- Leadership is good and management is very good.

Commentary

44. Standards in the 2004 tests showed that pupils attained well above the national average in reading and writing in Year 2 and in English in Year 6. Inspection evidence shows that these standards have been maintained and remain well above average. This is similar to standards at the time of the previous inspection. Pupils of all abilities achieve well in all aspects of English and very well in speaking and listening.
45. Standards in speaking and listening are promoted very well in English lessons, resulting in the high standards observed. The key strategy of using 'talking partners', particularly in the younger classes, provides many opportunities for pupils to talk to each other, practise their language and listening skills and learn from their peers. Very good attention is paid to questioning and drama techniques in all literacy lessons. Teachers are skilled at asking good open-ended questions that encourage pupils to think carefully and improve their language and communication skills. Overall provision and achievement in speaking and listening are very good.
46. Standards in reading are also well above average and pupils achieve well in reading. Good systems are in place to ensure that pupils' reading is recorded and regularly assessed. This enables teachers to monitor pupils' progress and identify any

difficulties quickly and efficiently. Just occasionally there are lost opportunities to promote reading aloud together, and this has a small impact on achievement overall.

47. Pupils achieve well in writing. They write for a wide range of purposes, both in literacy lessons and in many other subjects. In the younger classes, pupils quickly begin to communicate meaning through simple phrases, and the good attention paid to phonic skills helps them to attempt any unknown words. As they move through the school, pupils make good progress in writing so that by Year 3, for example, they are using a good, joined, fluent style of writing and are producing extended pieces of work with many sentences that are logically woven together. The oldest pupils in the school adapt their writing well to its purpose. They use both personal and impersonal styles and many complex sentences in their work.
48. The quality of teaching in English is good, leading to good learning. The best teaching was seen in Years 2 and 6 where some excellent practice was observed leading to very good achievement in all aspects of the lesson. Very high quality questioning and pupils' enjoyment resulted in very positive relationships and a willingness to learn. Provision for pupils with special educational needs is good overall. In most lessons pupils benefit from the good support of teaching assistants. This helps them to achieve well and succeed with their tasks. There are occasional times when pupils' achievements and their work in lessons are not monitored as well as they could be. This is sometimes due to expectations of their concentration being too high, and sometimes to the fact that teachers and support staff are engaged with other groups. Those pupils who are expected to work independently sometimes do not work hard enough and may exhibit behaviour that distracts them and others. No unsatisfactory teaching was observed but at these times, pupils' learning dips and they do not achieve as well as they should. In most lessons, however, pupils learn well due to the good teaching they receive.
49. Leadership of English is good. A good overall curriculum is in place and consistent planning is evident across the school. However, there has been limited monitoring of lessons by the co-ordinator and this has led to some inconsistencies in practice and quality. Management of the subject is very good. Standards are very well monitored and analysed so that strengths and weaknesses in achievement can be clearly identified. Patterns in pupils' achievements over time are tracked carefully to help teachers to focus on areas of weakness and monitor steps towards improvement. Resources for English are good and pupils make effective use of the good library both for reading and for research.

Language and literacy across the curriculum

50. Literacy skills are used well across other subjects of the curriculum. Speaking and listening skills are promoted very well in almost all lessons, resulting in confident, fluent language and communication in each class. Reading and writing are components of many lessons. In mathematics in Year 5, for example, pupils were asked to explain and then write down step-by-step instructions to a partner on how to use a protractor. There are many examples of pupils labelling and annotating diagrams and pictures in design and technology, science and art and design and for research in many subjects. In history and geography, pupils' books show that they write for many audiences and in many styles; however, there is limited extended writing or extended project work by older pupils in particular in these subjects to foster literacy and research skills further.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve well.
- Pupils have very good mental calculation skills.
- Teachers and pupils make good use of mathematical language.
- The marking of pupils' work is not constructive enough and does not tell pupils what they need to do to improve their learning.
- There is scope for more investigative work throughout the school.

Commentary

51. In 2004, test results were well above the national average by the end of Years 2 and 6. This was a similar picture to the previous inspection. A large proportion of pupils are attaining the higher standard of Level 5 in Year 6. Pupils achieve well because the teaching is good and they have positive attitudes to learning. The 2004 test results revealed that the Year 2 results were below those of pupils in similar schools. The school has responded effectively to this by focusing upon improving pupils' problem-solving skills. Through staff discussions, guidance from a local authority adviser and observing good practice in another school, teachers in Years 1 and 2 are now more knowledgeable and confident in this area of the curriculum. By the end of Year 6, pupils achieve well, including those with special educational needs. Booster classes are provided for pupils who need them, and those who attend achieve well and attain levels that are, at least, expected for their age. Year 7 material is introduced to challenge higher attaining pupils in Year 6. Most pupils achieve well within the setting arrangements in Years 4 to 6.
52. There is scope, particularly for the highest attaining groups, to extend mathematical investigations so that pupils pose their own problems more regularly and apply their mathematical skills in real-life contexts. The school has already started to address this through staff training and by using more practical resources. To this end, teachers are making effective use of questions, paired discussions and 'thinking time'. As a result, pupils are gaining more confidence in sharing ideas and accepting that problems can be solved in different ways. For example, in one good lesson on measuring angles pupils in Year 5 were frequently asked to explain their strategies through questions such as 'how do you know', 'can anyone explain why' and 'what questions might I be asking you here'.
53. The quality of teaching and learning is good. Teachers show how to use mathematical language correctly and encourage this by displaying key vocabulary and common mathematical signs. Consequently, when pupils explain their thinking they make good use of correct terminology. Through the school pupils make very good progress in their knowledge and understanding of number, including place value. Pupils' mental calculations are sharpened when teachers set challenging games and puzzles on the interactive computer whiteboards.
54. Improvement since the previous inspection is satisfactory. The good quality of teaching and the high standards have been maintained. The two previous weaknesses in teachers' use of time and pupils' skills in handling data have been addressed. Lessons seen during the inspection were characterized by good pace and pupils made good use of ICT to present data using various graphs. While teachers

assess work regularly and maintain good records of pupils' progress, they do not give enough pointers for improvement when marking. The subject leader has plans to introduce more consistent marking procedures. Overall, the subject is well led and managed. Standards and teaching are monitored and areas for development identified and acted upon. Improvements this year in teachers' questioning skills illustrate this. The subject leader has also responded to results which indicate that girls do less well than boys by introducing new resources and strategies. In lessons observed, teachers took care to involve girls as well as boys and there was no marked difference in their achievement.

Mathematics across the curriculum

55. Mathematics across the curriculum is not planned but pupils make satisfactory use of their mathematical knowledge and skills to support learning in other subjects. For example, Year 6 cost products in design and technology lessons, while Year 4 pupils measure solids and liquids in science. As teachers in Years 4 to 6 do not teach all of their own pupils in mathematics, some opportunities for using mathematics in other subjects are missed.

Science

Provision for science is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and above average in Year 6.
- Pupils' achievement is good because of effective teaching.
- Improved planning for pupils' to investigate for themselves has increased pupils' interest and understanding of science facts.
- Teachers make effective use of resources.
- Pupils' progress throughout the school is not analysed sufficiently.
- Marking of pupils' work does not sufficiently include comments about how to improve their work.

Commentary

56. In the 2004 tests for pupils in Year 6, standards were well above average. Standards have been maintained well above the national level for the last four years. Pupils attain well above average standards in Year 2 and above average standards in Year 6. Current strengths in pupils' enquiry skills in science are higher than those observed at the previous inspection and represent a good improvement. Achievement for pupils of all abilities is good through the school. Standards overall are similar to the previous inspection.
57. By Year 2 all pupils attain at least average standards and more pupils than in the previous year exceed this. Pupils' skills and ideas are very effectively developed at the same time. Because teaching creates a sense of wonder and fun, pupils reflect on what they might find in the wildlife area in the school or on the beach and are enthusiastic learners. They confidently suggest reasons why different animals live where they are found. They interpret information from their tally charts recording their results with very good independence.

58. Pupils in Year 6, produce 'mind maps' of their ideas for each aspect of science which show a high level of understanding and use of scientific terms. This year more time has been allocated for teaching and learning investigative skills, which has increased pupils' enjoyment and independence in testing their ideas. However, their high literacy skills are not reflected in the quality of their report writing because it is limited by writing frames and pressure for Year 6 pupils to 'catch up'. Many pupils in Year 5 are already exceeding national expectations in their understanding of why they repeat measurements when collecting the results of their investigations, but make insufficient use of the computers to look for patterns and trends in graphs. This was a weakness at the previous inspection. Pupils make good use of computers to research information, however.
59. Teaching and learning overall are good. Teaching is knowledgeable and pupils are well prepared for national tests. Good teaching was seen in most lessons. When teaching is very good, it makes clear what pupils are expected to learn and constantly challenges pupils with probing questions helping them to expand their ideas. Teaching stimulates pupils' interest with effective use of digital microscopes and an interactive white board to help them observe and extend their understanding of structures or functions of parts of a plant. Teaching assistants are used very well, for example, in Year 3 to help groups of pupils to make and record accurate measurements to compare changes in plants. No unsatisfactory lessons were observed but less effective lessons occurred when pupils with special needs found difficulty in fully engaging with tasks that were not visual enough or when they miss the introduction to a lesson. There is an inconsistency in teachers marking, ranging from unmarked work to useful comments that help pupils extend their ideas and inform them how to move on to the next steps in their learning.
60. As a result of good leadership by the subject leader, very well supported by the headteacher, the school has increased opportunities for pupils to be fully involved in practical activities throughout the school. This has enhanced pupils' understanding of scientific facts and improved their enjoyment of learning. Management of the subject is satisfactory. The subject leader provides a good role model for teaching the subject and helpful guidance for staff to use a systematic approach to inform and raise pupils' progress in skills. A good start has been made on gathering information about pupils' performance to identify strengths and weaknesses to adjust planning. Since the assessment system is new this year the subject leader is just beginning to have an overview of standards and achievement throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Information and communication skills are taught well.
- Teachers make good use of interactive computer whiteboards.
- Teachers do not set sufficient challenging tasks for more able pupils.
- Pupils in Years 5 and 6 have limited opportunities to investigate the use of control technology.
- Very good leadership and management of the subject have ensured good all-round improvements since the previous inspection.

Commentary

61. Standards in ICT have risen since the previous inspection and are now above the national average by the end of Year 2 and Year 6. Pupils in Year 6 have made good progress in their computer knowledge and skills since Year 2. This is largely because teachers' confidence and knowledge have increased and pupils have more time using the computers. The provision for ICT is now good but older pupils are not as yet attaining the standards of which they are capable. More able Year 6 pupils express their desire to extend their boundaries a little further, for example, by using digital cameras more independently in their everyday learning. Overall pupils' achievement is therefore judged as satisfactory
62. The quality of teaching and learning is good throughout the school and improvements in staff expertise and resources enable pupils to make good progress in their learning. By the end of Year 2, pupils have acquired good basic keyboard skills. Pupils' general awareness of technology is well developed through Years 3 to 6. Teachers have responded positively to training received on the use of interactive whiteboards. They are confident and adept at using the whiteboards to introduce and explain key points and stimulate interest in learning. Pupils are also keen to use these resources and many older ones have both the confidence and ability to do so but require more opportunities. Pupils are enthusiastic about technology because many are self-motivated and bring into the classroom experiences of using computers at home. They settle quickly in the ICT suite, work well together and respond well when challenged. In one lesson on spreadsheets, Year 6 pupils indicated their real sense of achievement by exclaiming 'Yeah we've done it!' when, having successfully entered a formula, their calculation appeared on screen. Such excitement is shared by younger ones, as when Year 3 pupils open and send e-mails linked to their geography work.
63. Pupils in Years 1 and 2 are introduced to the control functions of technology through suitable computer games and the use of programmable toys. Older pupils use a digital microscope in science lessons, but there are not enough opportunities for pupils in Years 5 and 6 to explore this aspect of the curriculum. These older pupils produce a range of interesting presentations that combine text and graphics. These include background research into lifestyles around the world that adds to pupils' understanding of different cultures. However, more able pupils could cope with more challenging multimedia presentations, for example, ones that involve video and music input.
64. The subject is very well led and managed. The subject leader has overseen the good progress since the previous inspection and demonstrates a very good role model in her teaching. The good provision through the school is still developing and older pupils although making good progress are not yet achieving as well as they could. Teachers and pupils also benefit from the support afforded by a part-time technician. Although the school has invested considerably in new hardware and computer programs, some of the older computers in the suite are slow and limit the speed at which pupils are capable of working.

Information and communication technology across the curriculum

65. Satisfactory use is made of ICT to support pupils' learning in other subjects. The subject leader has firm plans to extend these links and this is something for which pupils have expressed their support. Pupils in Year 2 word-process simple reports, for example, when describing the life cycle of a frog in science. Older pupils occasionally use computers in the process of editing and re-drafting their writing. Pupils make

satisfactory use of the Internet to research different subjects, for example, when Year 3 pupils find information on Victorian child labour and education.

HUMANITIES

Religious education is subject to a Section 23 inspection because St Katharine's is a voluntary aided Church of England School.

Geography

Provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 6.
- Achievement in Year 6 is too low.
- Standards are rising in Years 3 and 4.
- The curriculum has not been updated to meet current national requirements.
- Fieldwork is not evaluative enough in Years 5 and 6.

Commentary

66. Standards in Year 6 are below those expected for their age because pupils have not had sufficient opportunities to learn. The curriculum used was not changed in 2000 to recognise the greater emphasis on sustainable development or to make it possible for pupils to draw inferences and make deductions. In Year 6 achievement is unsatisfactory. Standards are average in Year 2 and pupils' achievement is satisfactory.
67. Teaching for pupils between Years 3 to 6 is satisfactory overall but inconsistent. Only one lesson was seen for the younger pupils and so no firm judgement could be made on teaching for this age group. Very good and good teaching were observed in Years 3 and 4 that used a wide variety of methods to prompt pupils to raise their own questions. Effective use of technology as a visual resource and searching questions helps pupils to explain similarities and differences between how an environment different from their own, influences the way people live. Teaching and learning in both year groups includes strong elements of citizenship in the subject. Time was given for pupils to reflect and discuss in groups, helps them empathise and become curious about how the needs and rights of other people, for example, those living in a desert community, are met. Year 4 pupils are very involved in their own learning and use persuasive language to effectively write the points of view of different members in the locality. They use computers purposefully to collate and analyse information gathered from politely interviewing local residents invited into school.
68. Unsatisfactory teaching occurred in two lessons. In Year 6, teaching expectation was too low and pupils were not challenged, for example, to consider how their area relates to the wider region or provide explanations. Behaviour in the one Year 1 lesson prevented learning taking place. Inconsistency in marking linked to learning purposes hinders pupils' progress.
69. Leadership and management are satisfactory overall but improvements being made to the curriculum are recent and have not had time to impact on all classes and the curriculum for geography is unsatisfactory. Time lapses between planned units of work

are too long and there is insufficient time given to teaching the subject in Year 6. Teachers have correctly modified their units to meet requirements of personal, social and health education and citizenship in the subject but other weaknesses need to be addressed. End of unit assessments are used to inform reports to parents but not used by the subject leader to gain an overview of what standards are in the school. Standards have declined since the previous inspection.

History

70. No overall judgement is being made about provision in history as only one lesson was observed during the inspection. In this lesson, pupils in Year 2 made satisfactory gains in learning about Bournemouth life in the past. They showed that their historical skills, particularly observational and enquiry skills are developing satisfactorily. Although the whole school curriculum has been recently reviewed there are still weaknesses in the curriculum for history. Scrutiny of past work across the school shows that a satisfactory range of learning activities is provided but there is an imbalance in planning. Some year groups do more history than others, and from Year 5 to Year 6, pupils do not study history for almost a year. This is unsatisfactory planning. Literacy skills are used well in history work and enrichment, through visits to the community and special interest days, is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. **Art and design** and **design and technology** were both sampled as it was not possible to see sufficient lessons to make secure judgements on provision, standards teaching or learning.
72. One good lesson in **art and design** was observed in Year 2. The lesson was characterized by thorough preparation and pupils responded well as they handled various materials with due care, such as glue, paint, crayons and matchsticks. The standard of their final pieces was in line with what is expected of their age. The subject makes a good contribution to pupils' spiritual and cultural development. Work arising from the school's 'Art week' indicates that pupils are introduced to a satisfactory range of techniques. For example, pupils in Year 1 explored printing linked to African designs, while Year 4 pupils use clay effectively to produce 3-dimensional Greek masks. Displays of work around the school reflect pupils' satisfactory learning about different artists. Discussions with Year 6 pupils indicate that they would like to use sketchbooks more frequently to develop their ideas. Formal monitoring and assessment are not yet established although featured on the subject action plan. Pupils' learning and standards could be better monitored if sketchbooks were used more effectively.
73. One lesson was seen in **design and technology**. Standards are average. The subject has a secure place in the curriculum and stimulates pupils' research skills, reinforcing learning and understanding of the purpose of products to meet an identified need in society. Samples of work show imagination and satisfactory evaluations. Good links are made with mathematics, health, ICT and with instruments made by other cultures and in other times. The subject makes a good contribution to pupils' social skills since they work in pairs or small groups. Leadership and management of the subject are satisfactory. The subject leader provides very good guidance for staff in the development of pupils' understanding of the design process and is a good role model for teaching.

Music

Provision in music is **good**

Main strengths and weaknesses

- The specialist teacher for music is knowledgeable and her personal expertise is good.
- A wide range and number of additional music activities enrich the curriculum.

Commentary

74. All classes are taught by one specialist teacher and although it was not possible to see standards of work and evidence of pupils' skills in Years 2 and 6 the lessons observed gave a clear indication of the good progress pupils make through the school. Pupils achieve well in lessons because of the very clear structure of learning so that achievement is good through the school.
75. Teaching and learning are good. The specialist teacher for music is knowledgeable and her personal expertise is good. She provides a very good model for pupils to follow and gives effective demonstrations to support pupils' good understanding and development of skills. Lessons are carefully planned and cover all aspects of the music curriculum. The pace of lessons is brisk and a lot is achieved. The teacher has a good understanding of the needs of pupils' of different ages. The lesson observed with reception children, for example, was very good. The children were enthusiastic and responded very well to the different activities. They had the confidence to sing brief responses on their own and show good levels of rhythm and understanding of how to make sounds louder and softer. They played instruments with real control following the 'conductor' with good levels of attention so that pauses were silent. Good teaching and learning were also evident in the lesson observed in Year 4 in which pupils were composing and performing their own short pieces to create different moods.
76. The curriculum is enhanced by a wide range of additional activities and higher attaining pupils are given good opportunities to excel. Tuition is available for a wide range of instruments and pupils' benefit from playing in the school orchestra. They perform for family and friends and at local concerts. There are two choirs for pupils in Years 3 to 6 who also take part in concerts and competitions. Pupils' learning is satisfactorily enhanced by the performances of visiting musicians which extends their awareness of a variety of instruments and music of different cultures. All pupils benefited from links with Bournemouth Symphony Orchestra which visited the school to perform and to work with older pupils.
77. The subject adds significantly to the school ethos and reputation. It is effectively led and managed. The teacher has a clear view to pupils' standards and attainment as she teaches all classes but formalised assessment is in the early stages of development.

Physical education

Provision in physical education is **good**

Main strengths and weaknesses

- Standards are above average by the end of Year 6.

- Pupils' learning benefits from the personal expertise of several teachers.
- There is a very good range and number of extra-curricular sports activities.
- Assessment of pupils' knowledge and skills is not consistently developed.
- Leadership of the subject is good, but pupils' progress is not monitored.

Commentary

78. Pupils achieve well through the school to attain standards that are above average by the end of Year 6. The school has a strong tradition of sport and pupils' knowledge and skills are well promoted. Several teachers have significant personal expertise and their enthusiasm and example promotes pupils own interest and commitment. Pupils of all abilities show good levels of interest in the subject and pupils with special educational needs are encouraged and supported so that they play a full part in lessons.
79. The quality of teaching and learning are good overall but not all staff are confident in coaching all aspects of the curriculum. Gymnastics and dance are two aspects that have been a focus for improvement. The curriculum for physical education is satisfactory overall but it is significantly enhanced by the very good range and number of extra-curricular events that are attended well through the year. Higher attaining pupils are given good opportunities to excel and they have many successes in competitive sports, such as football, cricket and athletics. Both girls and boys achieve well in local school events and county tournaments. The subject adds significantly to the school ethos and reputation.
80. The subject is effectively led and managed by the new co-ordinator. He has identified curricular weaknesses and developed strategies to support staff in aspects of physical education that are not as strong while maintaining the momentum of the subject overall. The co-ordinator is well supported by the deputy headteacher who leads many of the extra-curricular clubs and competitive sports. The high standards achieve by the more gifted pupils is very evident, but assessment procedures are still in the early stages of development and progress in lessons is not as yet monitored so that all pupils find success.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

81. Insufficient work was seen to form an overall judgment about provision. Two full lessons were observed, one satisfactory and the other of good quality. In the former, Year 2 pupils thoughtfully discuss the qualities of being a friend. The good lesson was seen in Year 1 and had a clear focus on the importance of listening. In both lessons, teachers could have made more use of visual aids to enliven interest and extend learning. The school meets its statutory requirements for the teaching of sex, relationships and drug education. Satisfactory guidelines are in place for the teaching of these areas. Sex and relationships education is taught mainly through the science curriculum. Time is also regularly set aside to discuss personal and social issues. Parents are happy with the personal development of their children. Pupils are developing a sense of responsibility through the operation of pro-active class and school councils as well as by participating in various community events. The residential visit to an outdoor education centre contributes to the all-round development of Year 6 pupils. They recall the challenges presented by activities like

abseiling where they learn such values as resilience and co-operation. Older pupils are especially good at caring for younger ones. The strong Christian ethos gives pupils a sense of belonging and underpins the provision for pupils' personal and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
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
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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