

INSPECTION REPORT

QUEEN'S PARK INFANT SCHOOL

Bournemouth

LEA area: Bournemouth

Unique reference number: 113731

Headteacher: Mrs Pat Whitehead

Lead inspector: Raymond Jardine

Dates of inspection: 5 – 8 July 2004

Inspection number: 269869

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
Number on roll:	293
School address:	East Way Bournemouth Dorset
Postcode:	BH8 9PU
Telephone number:	01202 528805
Fax number:	01202 859481
Appropriate authority:	The governing body
Name of chair of governors:	Mr Raf Frias-Robles
Date of previous inspection:	5 October 1998

CHARACTERISTICS OF THE SCHOOL

The school is larger than average with 293 boys and girls in three Reception, four Year 1 and four Year 2 classes. Formally known as Summerbee First School, it changed its name from September 2003 following a re-organisation that resulted in the loss of its Year 3 classes to the junior school on the same site. The great majority of pupils are of White UK origin but there are small numbers from a range of other ethnic backgrounds. The proportion of pupils whose English is not their first language is above average. However, only two are at an early stage of learning English. Most pupils come from the surrounding area but a substantial proportion come from further afield. The proportion of pupils eligible for free school meals is about average. Family social and economic circumstances are very wide ranging; while some are socially advantaged there are considerable numbers who are quite socially disadvantaged. Overall, pupils' socio-economic circumstances are broadly average. The proportion of pupils joining or leaving other than at the usual times is relatively high. Amongst those who join the school later, a relatively high proportion have special educational needs. There are 63 pupils on the special needs register, which is above average. Of these, 19 receive additional support from outside agencies and three have Statements of Special Educational Needs. Their needs vary widely and include dyslexic tendencies, social, emotional and behavioural difficulties, physical disabilities and autism. The school has recently established a nurture group catering for up to 10 pupils with more severe social, emotional and behavioural difficulties. Pupils' attainment on entry is typically about average but has varied in recent years, mainly because of local changes to school organisation that have affected the areas from which the school's pupils are drawn. The attainment on entry of pupils in the current Year 2 was below average, especially in their social and language skills. The school won a National Achievement Award in 2002 and a Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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27240	William Hooper	Team inspector	English as an additional language English Art Music Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Queen's Park is an effective school with some very good features that provides very good value for money. The school provides a secure and very encouraging environment for learning that actively includes and involves all pupils. This fosters very positive attitudes and good achievement amongst them. The teaching is good and there are very strong partnerships with parents and the community. The school's leadership and management are good, especially the very good leadership provided by the headteacher.

The school's main strengths and weaknesses are:

- Pupils achieve well in Foundation Stage and in Years 1 and 2, including reading, writing and mathematics.
- Teachers provide a stimulating, lively and encouraging climate for learning which pupils respond to enthusiastically, but in a minority of lessons there is not enough challenge for the more able.
- The school's ethos encourages very good behaviour and attitudes so that most pupils achieve their best. Pupils' personal, social and emotional development is very good.
- Pupils with special educational needs make good progress because the arrangements made for them are very good and very well managed. Teaching assistants provide very effective support.
- The curriculum is well balanced and much enriched by visits, visitors and the wider community.
- The headteacher and deputy provide very good leadership and direction for the school, which fosters close teamwork and a commitment to high standards amongst the staff.

Good progress has been made since the last inspection in improving the school. Teaching quality has improved, assessment is used much more effectively and the curriculum is better planned. Standards have also been rising at a rate above the national trend.

STANDARDS ACHIEVED

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

*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.*

Overall achievement is good. Standards by the end of Year 2 in 2003 were well above the national averages in reading, writing and mathematics. In relation to similar schools, standards were also well above average, and in the top five per cent in reading. Results for 2004 show a drop compared to the previous year; standards are now broadly in line with the average. However, taking account of this year group's lower attainment on entry to school, they have achieved well in reading, writing and mathematics. Standards in science and in information and communication technology are a little above average and pupils' achievements are good. Pupils achieve good standards in music, art and design and technology. Pupils with special educational needs achieve well and some very well, especially those with emotional and behavioural difficulties. The more able also achieve well, although their achievements could be even higher if the level of challenge for them in lessons was more consistent.

Children in Reception make good progress in all the areas of learning. They will meet the goals they are expected to achieve by the end of Reception in communication, language and literacy, knowledge and understanding of the world, and physical and creative development and they will exceed them in their personal, social and emotional development and mathematical development.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. They acquire very positive attitudes to learning, behave very well and very much enjoy school. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching quality is good. Lessons are stimulating and interesting and resources used very effectively to provide pupils with lively first-hand experiences through which they learn. Good links are also made with other subjects. Teachers and teaching assistants provide very good support for pupils with special educational needs; those with emotional and behavioural difficulties in particular are very well taught. Most lessons are appropriately challenging but, in some, the more able could be challenged further. Assessment is used effectively to set targets and monitor pupils' progress. The curriculum is well balanced and very well enriched by extra-curricular activities, visits, visitors and special events such as arts week. However, the timing of lessons could be structured better to help maintain a good pace to pupils' learning. The quality of pupils' care and welfare is very good. The school's links with parents, the community and with other schools are also very well developed.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The headteacher provides very good leadership and direction for the school and is very well supported by the deputy and special educational needs co-ordinator. Curriculum co-ordinators lead and manage their subjects well. The school evaluates its performance effectively and staff work closely to improve standards further. Governors fulfil their statutory responsibilities very well and are much involved in shaping the school's direction; overall, the school's governance is effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school. They feel that their children enjoy school very much, behave well, make good progress and work hard. A few would like more information about how their children are getting on but inspectors feel the school provides good information to parents.

Pupils are also highly satisfied. They feel secure and all know of an adult they would turn to if worried. Pupils say they learn a lot, receive help when they need it and that lessons are fun.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Ensure that the level of challenge for the more able pupils in lessons is consistently high and so raise standards further.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards have risen at a rate above the national trend over the past four years. Current standards in Year 2 are lower than the previous year and are about average but these pupils were lower-attaining on entry to school. Pupils achieve well in Reception and in Years 1 and 2.

Main strengths and weaknesses

- Pupils achieve well in their reading, writing and mathematics; good proportions achieve above the expected level in reading in particular
- Standards in some aspects of science and in information and communication technology are above average
- Pupils with special educational needs are very well supported in class and make good progress towards their targets
- The provision of a nurture group for pupils with emotional and behavioural difficulties is very effective and helps these pupils to achieve very well
- There is a strong emphasis placed on providing a practical and creative curriculum and this is reflected in pupils' good standards in music, art and design and technology

Commentary

1. Over the past four years, standards have been rising at a rate above the national trend in reading, writing and mathematics with a considerable improvement in 2003. Standards in 2003 were well above those nationally in all these subjects, including the proportion achieving the higher level 3. In relation to similar schools, standards were also well above average in writing and mathematics. Reading standards were in the top five per cent of similar schools. Teacher assessments of science also show good standards. An analysis of these pupils' performance by ethnic groupings undertaken by the local education authority shows their standards to be at least in line with those of others in the school. There is no significant pattern of difference in the attainment of boys and girls in recent years.

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

Standards in:	School results	National results
Reading	17.9 (16.3)	15.7 (15.8)
Writing	16.9 (15.1)	14.6 (14.4)
Mathematics	18.1 (16.6)	16.3 (16.5)

There were 97 pupils in the year group. Figures in brackets are for the previous year.

2. Results in national tests for 2004 show that Year 2 pupils' overall standards are lower than the high standards of 2003 in reading, writing and mathematics; although a good proportion achieved the higher level 3 in reading. The school's assessments of these pupils on entry, and again at the beginning of Year 1, indicates they were much lower attaining than those in the previous year, particularly in their social and language skills. Overall, they were below average. Their standards by Year 2 are about average in reading, writing and mathematics. Inspection findings confirm that pupils are achieving well in both Years 1 and 2 in all these areas. In science, pupils attain standards a little above average in Year 2 and they achieve well. There are strengths in pupils' knowledge and understanding of living things where particularly lively and stimulating work is provided. Pupils attain good standards in most aspects of information

and communication technology (ICT) because good use is made of the ICT suite and resources in classrooms, and teachers are well trained in their own ICT skills.

3. The school has worked hard to develop a more creative and stimulating curriculum in recent years and this is reflected in the good standards seen in music, art and design and technology where standards are above those expected by the end of Year 2. In music, in particular, there are good levels of expertise amongst staff that ensure lessons are of good quality; there are good resources to teach the subject and it is led well. Standards in religious education are in line with those expected in the agreed syllabus by Year 2 and pupils are achieving well.
4. Children in the current Reception year have a wide range of ability; overall, it is about average. They achieve well in all the areas of learning and very well in their personal, social and emotional development. Children will achieve the goals expected for the end of their Reception year in communication, language and literacy, physical and creative development and knowledge and understanding of the world. In their personal, social and emotional development and mathematical development, many exceed them. Good provision is made for pupils in Reception; there are particular strengths in personal, social and emotional development, communication language and literacy and in children's mathematical development.
5. Pupils with special educational needs and those few whose English language is at a relatively early stage are very well supported, both in class and through small group work, and they make good progress. Some, such as those with emotional and behavioural difficulties, achieve very well. There are good opportunities for gifted and talented pupils to excel through additional activities provided, such as focus weeks and tuition for musical instruments. While the more able pupils generally achieve well, the level of challenge for them in lessons is variable and in some they could achieve more.
6. There are several reasons for the school's success. Teaching quality is now consistently good, some is very good and is the result of regular monitoring and development through training. Teachers also work closely as a team and plan together so that there is much sharing of good practice and they liaise with parents very well. The very strong leadership provided by the headteacher is focused on high standards and gives close attention to inclusion issues, including monitoring pupils toward their targets. There are strengths in the level of support, guidance and training provided to staff to help meet the needs of pupils with special educational needs. The provision of a nurture group for those with severe emotional and behavioural difficulties is a particularly strong feature of the school's drive to ensure that every individual is catered for appropriately.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and punctuality is good. Pupils' attitudes to learning and their behaviour are very good. The pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The school has high expectations for pupils' conduct and works very well to achieve them
- Pupils' attitudes to learning are very good and they are enthusiastic about the activities provided by the school
- The school's inclusion policies are very effective; pupils from a wide range of backgrounds work and play very well together
- The provision for pupils' social and moral development is very good; the school has very effective strategies for promoting good behaviour and respect for others

Commentary

7. During the year 2002/3, attendance was slightly below the national average. The school has worked effectively since then to improve the situation. This year, attendance is higher and unauthorised absence virtually eliminated. Punctuality is good and as a result, lessons start promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.5
National data	5.4	National data	0.4

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

8. Pupils are eager to learn and are responsible members of the school community. Children get a good start in Reception, with most reaching or exceeding the Early Learning Goals for their personal, social and emotional development. Throughout the school, most work hard in class and are keen participants in the variety of educational visits. There are a number of well attended after-school clubs for French, sports activities and hobbies such as puppet-making and gardening. Playground monitors, recognised by their red tabards, play an active role in helping staff issue and collect playground equipment.
9. Behaviour throughout the school, in lessons, assemblies and playtimes is very good. Good behaviour or work is rewarded with stickers, which pupils wear proudly. Weekly assemblies are used to show particularly good work to the whole school and celebrate pupils' achievement. Any inappropriate behaviour is quickly and effectively dealt with by the teaching staff who ensure that lessons are not interrupted. During the previous year there were two fixed-term exclusions and one permanent exclusion. In the current year there have been no exclusions, partly due to the school's innovative strategies for supporting and guiding pupils with emotional and behavioural difficulties. Parents report that bullying or harassment is rare and that the school deals with it very well and inspectors agree.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Bangladeshi

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
258	2	0
6	0	0
3	0	0
4	0	0
2	0	0
3	0	1
2	0	0
2	0	0

Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	1	0	0
Chinese	1	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	4	0	0

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

10. The provision for pupils' spiritual, moral, social and cultural development is very good and is centred on the school's very caring ethos. Pupils are taught right from wrong through constant reinforcement and in lessons through circle time¹. Unacceptable behaviour is always challenged and the school's approach is very consistently applied. Children are encouraged to understand that they have a choice in their next step; a "good decision" is recognised and praised. This is particularly so in the Nurture Group formed this year, where pupils' with severe emotional and behavioural difficulties are very effectively taught within a secure and caring environment.
11. The school does much to raise pupils' appreciation of their own and other cultures. There are effective links with a variety of religious groups which broaden pupils' understanding of different faiths. The annual arts week provides an opportunity to celebrate cultural diversity through art, music and dance. In 2003, arts week celebrated cultural diversity with work based on societies from different parts of the world. Pupils made items such as Chinese dragons and Caribbean masks. Activities included music and dance from Africa, India, South America and China plus assemblies with pupils wearing their own national dress. In 2004, the recent arts week focused on British culture, looking at traditional skills such as rug-making and smocking, often demonstrated by grandparents.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good and some, very good. The curriculum is well planned and balanced and enriched very effectively through extra-curricular activities, visits and visitors. Provision for pupils' health, welfare and care is very good. Pupils are closely monitored, relationships with adults are very good and they receive very good levels of guidance and support. The school's links with its parents, the community and with other schools are very well developed.

Teaching and learning

Teaching and learning are good and have improved since the last inspection; they are consistently good across year groups. Assessment is used well in most lessons and to monitor pupils' progress towards targets.

Main strengths and weaknesses

- Lessons are stimulating and capture pupils' interest and enthusiasm; resources, including those of the wider community, are used very well to bring learning to life
- Teaching has improved throughout the school because it is monitored regularly and there is much common planning and sharing between teachers
- Very good support is provided for those pupils with special educational needs and for those whose English is at an early stage; teaching assistants are very well trained
- Questioning is used effectively to assess what pupils know and to guide teaching
- Most lessons are challenging, but in some the more able could achieve more
- There are very well-planned activities for pupils with emotional and behavioural difficulties provided within the Nurture Group so that they learn very well
- Sometimes the pace of learning in lessons slows where discussions extend for too long

Commentary

12. Teaching and learning are good throughout the school; a considerable proportion is very good. The quality of teaching is now consistently good in Reception, in Years 1 and 2 in all subjects, and has improved since the last inspection. The uneven quality of teaching, which was a key weakness at the time of the last inspection, has been addressed well as a result of regular and

¹ During circle time, pupils discuss a wide range of personal and general issues. They listen to each other and only one person at a time will speak.

supportive monitoring and effective use of training, which has developed teachers' expertise. Parents who responded to the inspection survey and who attended the parents' meeting all thought that the teaching was of good quality and that teachers expect the best from their children.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	13 (30%)	30 (68%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)

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

13. Teachers work effectively together and share their ideas and practice. Consequently, they follow common practices in their management of pupils and sequences of work are planned together within year groups to promote equality of opportunity and consistency between classes. Lessons are well planned around clear objectives and pupils respond well to the positive and encouraging climate for learning which teachers and teaching assistants create in lessons. Lessons are lively and stimulating and the contexts for them are used well to make connections between subjects. A good range of activities and resources are used to help pupils learn through first-hand experience. A particular strength is the use of the resources of the community to enhance learning; a visit to Hengistbury Head much enhanced pupils' learning about pond habitats during the week of the inspection. Computer projectors and interactive whiteboards in almost all classrooms are also used very effectively to illustrate and enrich discussions.
14. Teachers' subject knowledge is good and this shows in the clarity of explanations and their good use of questioning. Most lessons are challenging. In the very good lessons, the more able pupils are extended well by being given more demanding tasks and through the use of focused questions while they work in groups. This extends their thinking and encourages them to speculate and explain; for example, to help identify features of pond creatures that make them adapted to their environment in science. However, this level of challenge is not consistently high; in some lessons the more able could achieve more; for example, where they do similar tasks to others and do not move on as quickly as they could. This area is a school priority in its current development plan. Plenary sessions are generally used well to help pupils review and reflect on what they have learned.
15. The quality of planning and level of support for less able pupils and those with special educational needs in lessons is very good. In some classes, the range of special educational need is very wide and includes pupils with severe emotional and behavioural difficulties, physical disabilities and autism; yet careful planning and very good support and guidance from teachers and their very well trained teaching assistants meet these needs very effectively. The expertise shown is testimony to the effectiveness of training provided in recent years. Teaching quality in the Nurture Group for 10 pupils with severe emotional and behavioural difficulties, drawn from Years 1 and 2 each afternoon is particularly effective. The special educational needs co-ordinator and her teaching assistant very skilfully engage pupils in imaginative activities that do much to help them develop socially and emotionally within a very calm, secure and homely classroom environment. In all lessons, teaching assistants are deployed very well and are very effective. They support and engage pupils in learning in a variety of ways, maintaining a good balance of guidance and questioning and assess their progress towards targets in their education plans, keeping very useful records to inform reviews. Those few pupils with English as an additional language who are at an early stage of learning English are supported well, both in lessons and through some withdrawal to work with a specialist teacher from the local education authority. The teacher also provides advice and resources for specific pupils to teachers and teaching assistants to help meet these pupils' language needs.

16. Relationships throughout are very good. Teachers and teaching assistants are very consistent in their management of pupils; indeed, the school has devised specific approaches and vocabulary to ensure that those with behavioural difficulties in particular, are managed in a consistent and effective way. Daily routines are well established and most of the time, the pace of learning is good. However, discussions with the whole class sometimes extend for too long a period so that pupils become restless and fidget.
17. A range of standardised assessments are used from Reception year to assess pupils, set them targets, especially in reading, writing and mathematics, and to monitor and review their progress. The systems are of good quality and used well to focus additional support, such as additional numeracy sessions. Marking is regular and mainly good; most feedback is through correction and praise, but the quality of guidance given about pupils' next steps to help them improve is less consistent between teachers. This is a developing area, where the example set by the literacy and numeracy co-ordinators is particularly good and needs disseminating.

The curriculum

The curriculum is good, and meets all statutory requirements. A very good range of out-of-school activities enriches it. The accommodation and resources are good. This enables all subjects of the National Curriculum to be taught effectively.

Main strengths and weaknesses

- There is a very good programme of extracurricular activities, which enhances what pupils learn in class
- Very good provision for pupils with special educational needs ensures that they achieve well
- Very good inclusion procedures mean that all pupils have equal access to the curriculum
- There are many good links made between subjects, which make the use of teaching time more effective
- Some sessions are too long, so that pupils lose concentration

Commentary

18. The curriculum is broad, relevant and lively, and well planned. In the Foundation Stage the curricular opportunities are very good, especially for personal, social and emotional development and pupils' language and mathematical skills. Religious education is planned appropriately to meet the requirements of the locally agreed syllabus. This is an improvement since the last inspection. There is also a good programme of personal, social and health education. It deals effectively with education about sex and relationships as well as drugs at an appropriate level for the age range. This helps pupils to make informed decisions about their personal lives. The school has good links with the junior school to which nearly all pupils transfer and pupils are well prepared for the next stage of their schooling. Teachers use the contexts for sequences of work to make links between different subjects; this helps to use time effectively and develops pupils' awareness of the relationship between subject areas. Pupils' literacy, numeracy and ICT skills are generally used well across subjects. However, some lessons in the timetable are over-long. This results in pupils losing concentration and time not being used to the maximum effect. During the inspection some sessions overran and the sessions following were rushed so that pupils did not get the maximum benefit from the time available.
19. The provision for pupils with special educational needs is very good and it is very well managed by the very knowledgeable special educational needs co-ordinator. Pupils' needs are assessed at an early stage and very good use made of expert advice from outside agencies. Individual education plans are very detailed and pupils' progress is regularly assessed in relation to them by very well trained teaching assistants. The provision is highly structured and staged in its approach. Much training has been provided for staff on meeting

specific needs such as dyslexia, speech and language difficulties and autistic tendencies. There are regular reviews involving teachers, teaching assistants and parents. A particular strength in the provision is the Nurture Group, which caters for up to 10 pupils with severe emotional and behavioural difficulties. The accommodation in which they are taught each afternoon has been very carefully designed to meet their needs. Very well planned activities help to accelerate these pupils' social and emotional development and all staff have been given training and guidance to ensure that consistent strategies are applied throughout the school for them.

20. The very good extra-curricular activities and the many places of interest that pupils visit broaden the curriculum. During the inspection, pupils in Year 2 went on a trip to Hengistbury Head which developed their environmental and social awareness. Pupils participate in a good range of out-of-school clubs, including various sporting activities. Teachers are generous with the time that they give to running these. The 'Arts Week' and visitors to the school, for example, members of the Bournemouth Symphony Orchestra, further increase pupils' interest in the performing arts.
21. Staff have good qualifications and experience and are well suited to their various roles. There is a very good programme for developing all staff through in-service training. This helps to create an effective team in which all understand their own role and the role of others. The accommodation is spacious and well maintained and the new buildings are particularly attractive; they include a well-equipped music and drama room. The attractive library is centrally situated and has a good stock of suitable books. Since the last inspection, the school has improved resources for teaching with new computer projectors and interactive whiteboards in almost all classrooms and these are having a very good impact and are helping to raise standards. The better planning now in place and the much higher standard of resources and accommodation have resulted in good improvement in the curriculum since the last inspection.

Care, guidance and support

The school's provision for pupils' care, welfare, health and safety is very good. Overall, the school provides very good support, advice and guidance based on very good monitoring. The school has good systems to seek and act on pupils' views.

Main strengths and weaknesses

- The school provides very well for pupils' social and emotional development
- Methods for the induction and transfer of pupils are very good
- Pupils' relationships with one another and with adults are very good
- Liaison with other agencies is very good and benefits pupils and parents

Commentary

22. The school provides a safe and secure environment. Risk assessment procedures are firmly in place for all activities. School buildings are clean, tidy and virtually litter free. Child protection procedures are fully in place, with all staff receiving appropriate training. A number of the staff are qualified in first aid and there are detailed records in the incident book. There are appropriate records regarding pupils' medical background and the control of medicines is good.
23. This is a very caring school where every child is valued as an individual. All pupils are well known to their teachers who carefully monitor both their academic and personal development. As a result, pupils receive well-targeted support and guidance. This is particularly so in the recently established Nurture Group, which provides very well for the social and emotional development of a small group of 10 pupils with specific needs. All the staff have received training in the techniques used in the Nurture Group to ensure consistency across the school.

24. Relationships throughout the school are very good; all pupils responded in the inspection questionnaire that they would be confident to approach a member of staff with any problem at school. During the inspection, one pupil described and much appreciated the use of the "Friendship Stop" in the playground where children can find someone to play with. Parents greatly value the efforts made by the school to fully integrate pupils from minority ethnic and religious groups as well as those with physical disabilities.
25. Parents appreciate the very effective induction arrangements for new children that ensure that they quickly settle into school life. The school has very good links with the neighbouring pre-school and others in the area. Pupils are invited into school with their parents for a toy library session, where their first contact is fun and welcoming. There are many pupils who enter school mid-year and special arrangements are made to welcome and integrate them while assessments enable teachers to plan for their academic and personal development. Transfer to the adjacent junior school is equally thorough, with visits for the pupils and close liaison between the staff of both schools.
26. Although there is no school council, the close relationship between pupils and teachers ensures that their views are known. In the pupil questionnaire, all the pupils stated that teachers listened to their ideas and that they were trusted by them.

Partnership with parents, other schools and the community

There are very good links with parents, the community and other schools.

Main strengths and weaknesses

- There is strong parental support for the school; many are proud of the school's work
- There is very effective consultation with parents
- Community links provide very good support for the school's curriculum
- Teaching staff are easily accessible to parents and problems are handled very well
- Links with neighbouring schools and pre-schools are very strong and these support pupil induction and transfer

Commentary

27. The school has very good links with parents. The great majority of parents are delighted with what the school offers their children. They value its caring attitudes and are very satisfied that their children make good progress. The school seeks and values parents' views. When major changes were being proposed for the school buildings; for example, parents were involved through questionnaires and consultation meetings. Parents particularly appreciate the ease with which they can speak to staff and consequently, any problems are dealt with quickly and effectively. The school has the support of parents from a variety of religious backgrounds. At the parents meeting, one praised the efforts made by the school to meet their specific requirements while fully integrating their child. The 'Friends of Queens Park Infants' provides significant support to the school. Much of this is used to fund activities which broaden pupils' education, such as visiting theatre groups and poets.
28. Parents receive a great deal of very useful information about all activities in the school. Annual reports are informative about children's academic progress, their personal development and targets for the following year. Three parents' evenings are also held each year. There are special curriculum evenings for parents, which provide further information about how they can contribute to their child's learning in school and at home. The school also benefits from a number of parents who visit the school to help in classes. The school's prospectus and governor's annual report to parents are excellent and provide a wealth of useful information for current and prospective parents.

29. Links with the local community are very good and there are many contributions to pupils' learning. A member of the Bournemouth Symphony Orchestra worked with the school to develop music. This culminated in a pageant of the Christmas story, combining samba music and sound effects, for the Bournemouth Schools Music Association. Arts week brought a number of visitors, including grandparents, to work with pupils on traditional British arts and crafts. A local business is helping to fund work on building a nursery garden. The school is used by the local community; for example, for a local brass band, a French club and an after-school care club. The school has strong links with many local churches and religious groups. Services take place at the local United Reform Church, there are visits to the local Roman Catholic Church and there are links with other representatives, including the local rabbi.
30. There are very close and productive links with the neighbouring pre-school and junior school, which greatly assist the induction and transfer of pupils. There are also good links with other schools in the area; for example, subject leaders liaise with teachers at other schools to share best practice. Work experience is provided at the school for a number of students from local secondary schools who are considering a teaching career.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's leadership is very good and has resulted in close teamwork that is focused on common aims and values. The leadership of other key staff is good, and that of the deputy and special educational needs co-ordinator, very good. The school's management is effective and its governance is good.

Main strengths and weaknesses

- The headteacher, deputy headteacher and special educational needs co-ordinator have very good and complementary expertise and are very effective role-models for other staff
- There is a strong commitment to inclusion from all governors and staff; overall, the school is very inclusive in its practice
- The school monitors and reviews its performance well; the school's development plan is detailed and soundly based
- Teaching is monitored and training is used well to develop staff expertise. As a result, teaching quality has improved and is more consistent since the last inspection
- Governors are much involved in shaping the school's direction and understand its strengths and weaknesses but their monitoring of current priorities could be made more systematic
- Financial controls and monitoring are good and used well to support school priorities

Commentary

31. The school achieves its aims well; there is a school-wide focus on pupils' achievements, both academic and personal, and children work in a happy, secure and creative learning environment. The headteacher's strong and very effective leadership has provided very clear direction for school improvements, which has united the staff in a common purpose focused on standards. A strong feature of the school's leadership is the attention given to the needs of individual children, particularly those with special educational needs. Over the last three years, much training has focused on ways of promoting inclusion policies throughout the school. Their effect is seen in the very clear and effective strategies employed to guide and support pupils with particular needs; overall, the school is very inclusive in its work. The headteacher is very well supported by the special educational needs co-ordinator, who provides expert advice and guidance to all staff and who is very innovative in her work, particularly with pupils with severe emotional and behavioural difficulties.
32. Children are assessed on entry and at regular intervals throughout their time at school, using a range of standardised methods. These help identify those needing additional assessments from outside agencies and also provide the basis for target-setting and reviews. The deputy

headteacher, who leads very effectively in this area, undertakes detailed analyses of each pupil's performance in relation to his/her targets. He also evaluates the performance of vulnerable groups, such as those who join mid-year and minority ethnic groups. Detailed reports of these analyses are shared with staff and with governors and action taken to address the issues arising. He also rigorously compares the school's performance with a range of national benchmarks. Subject co-ordinators lead and manage their subjects well. Those for literacy and numeracy in particular, play an important role in monitoring standards and reviewing patterns. The school's development plan is very detailed, well-structured and soundly based on the school's evaluation of its performance. Key senior staff lead most of the priorities for action; their progress is reviewed regularly at senior management team meetings to ensure that the momentum of improvement is maintained. The school's self-evaluation was remarkably consistent with the inspection team's judgements. As a result of this accurate self-evaluation the school has made good progress since the last inspection in raising standards and addressing the weaknesses identified then.

33. Arrangements for monitoring teaching and developing the staff's expertise are effective and considerably improved since the last inspection when they were weak. Most staff, but particularly the senior management team, are involved in monitoring and developing teaching. One effect has been to ensure that teaching quality is more consistent between year groups and classes (a weakness at the last inspection). Staff performance management objectives are linked closely to school priorities and training is used very well to develop staff expertise; for example, in autism and dyslexia and to improve their ICT skills.
34. Governors fulfil their statutory duties very well, especially in relation to inclusion policies and practice; they have committed much additional funding to employing more teaching assistants and to setting up the Nurture Group, for example. They are involved in shaping the school's development, with the headteacher and senior managers. Governors played a central role in making the argument for and guiding the design of the extensive new buildings the school now enjoys, consulting staff and parents extensively about them. Governors receive detailed reports from key staff and from local education authority reviews about the school's work. Consequently, they understand the school's strengths and weaknesses well. They visit regularly, but their monitoring could be more closely linked to current school priorities to help make it more structured. The Chair of Governors and Chair of Curriculum in particular, ask critical questions to help guide governors' work; for example, they carefully considered the case for a Nurture Group before committing funds to its development.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	961,650
Total expenditure	982,783
Expenditure per pupil	2,714

Balances (£)	
Balance from previous year	34,612
Balance carried forward to the next	13,479

35. Financial control and management are good. The recent auditor's report judged the administrative framework good with only two recommendations, both of which have been implemented. The finance committee have planned strategically to anticipate pupil numbers at a time of change, which is partly due to the reorganisation of schools in the area. Funds carried forward in recent years have been appropriate. The school seeks good value for money in its purchases and consults widely on issues of importance to staff and parents; it analyses its performance and compares it with national benchmarks and challenges its work in critical areas, especially teaching quality. Overall, best value principles are implemented

well. Expenditure is significantly below the national average and, taking account of the school's effectiveness, it provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There is good provision in the Foundation Stage, with some very good features. Children have a good start to school. They enter in the September before they are five and are currently taught in three Reception classes. Induction procedures and partnerships with parents and pre-school providers are particularly effective. The links with the pre-school on the school campus are especially strong, with children linking together for some activities such as singing. The summer term induction sessions, where children come in with their parents to meet their future teachers, play constructively and borrow an activity to take home, are very effective in familiarising families with the school and enabling teachers to get to know the children. The Reception teachers and teaching assistants work very well together as a team under the effective leadership of the experienced Foundation Stage co-ordinator. The quality of teaching is good, overall, and some very good teaching was seen. Teachers plan well together to provide a broad and stimulating curriculum, using both the indoor and outdoor learning environments, although the allocation of time for different lessons and activities is occasionally inappropriate. Marking and assessment procedures are good and teachers use the information effectively to provide challenging activities that meet the differing needs of the children and enable them to achieve well. The special educational needs of children are identified promptly and addressed very effectively through specific support from teachers and their assistants and by the emphasis placed on communication skills and personal and social development. As a result, these children also achieve well. The accommodation and resources are of high quality and are used well to enhance children's learning opportunities. Overall, children's attainment on entry is broadly average but within this there is a wide range of ability. Children achieve well and the good quality provision seen at the time of the last inspection has been sustained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between adults and children create an atmosphere where children learn to be positive about themselves and their work
- Teachers' high expectations of behaviour result in children working and playing well together
- Children concentrate well and show good levels of independence

Commentary

36. The very good induction procedures ensure that children make a confident start to school and this is built on through the positive relationships between adults and children. The clear boundaries and consistent role-models set by staff ensure that children know what is expected of them. They know their class routines well and settle to tasks without fuss, concentrating well on their work even when not directly supervised. They share, take turns and put their hands up when asking or answering a question. Children are given good opportunities to become independent and to take responsibility for their learning throughout the day, but particularly in the 'Plan, Do, Review' sessions in which they work in pairs to choose an activity, plan their work and talk about it at the end of the session. The school focus on developing children's personal, social and emotional skills has been implemented very successfully by teachers and support staff. As a result, children make very good progress in this area of learning and most will exceed the relevant early learning goals by the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide very good opportunities for children to develop their speaking and listening skills
- Good teaching of literacy skills enable children to become confident readers and writers for their age

Commentary

37. The focus on developing children's speaking and listening skills has been very successful. Children are given many opportunities, throughout the school day, to talk about their activities and to listen to one another and, as a result, their vocabulary is developing well and they are confident speakers. Small world play resources, with models of people and animals in different situations and environments, are used very effectively to encourage children's imagination, encourage them to develop a story structure and improve their oral language through telling the story that they have created. Teaching and learning is good and teachers use some very effective strategies to develop children's phonic and reading skills. The quality of teachers' questioning techniques is particularly effective in challenging children of different ability within the class. Good quality resources engage children's interest. More able children are encouraged to write independently by recording events and ideas in informal notebooks. The organisation of literacy teaching is generally very effective with short focused whole-class sessions followed by linked work, including a good range of practical and role play activities, which takes place at different times during the day.

Example of outstanding practice

An imaginative strategy for stimulating Reception children's interest and involvement in writing skills

A very good lesson was seen in which the children's interest was aroused by a loud knock on the classroom door. A child was sent to look and found a giant postcard outside the door addressed to the school. This provided the starting point for a lesson developing writing skills, linked to their topic work. As a result of the excitement and interest generated by the teacher children learnt about addressing a postcard and extended their vocabulary, as well as improving their writing skills.

38. Children achieve well. Most recognise initial sounds and form letters accurately. They can read and write a simple sentence. More able children read longer text confidently and can write several sentences, often demarcated by full stops. They spell simple words accurately and make good attempts at spelling more complex words, using their good phonic knowledge. Children enjoy books and read regularly at home and school. Many use the local library. Children can recall what has happened in a story and many talk about the type of books that they enjoy. Children make good progress and many have already attained the early learning goals in this area of learning.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have a good knowledge of number for their age

- Teachers plan a range of interesting activities that challenge children and enable them to achieve well

Commentary

39. Children's achievement in this area is good and many are likely to exceed the early learning goals for mathematical development. Most children are confident in working with numbers to ten and are beginning to use and understand addition facts. Children show good knowledge of pattern and shape and are able to sort by size. The quality of teaching and learning is at least good and often very good. Teachers plan interesting whole-class sessions to introduce a concept or skill, which is then followed up very effectively by group activities that are appropriate to the differing needs of the children. A very good session was seen in which the class teacher was developing children's recognition of coins. Her lively and enthusiastic approach, supported by very challenging questioning, encouraged all children to participate and extended the more able children very effectively. After discussing how to make three pence, as there was no single coin for this amount, the teacher presented the challenge of how to make seven pence. One child confidently picked up all seven coins of different denominations and presented these to the teacher. Another child immediately said that was not right and made an excellent attempt at explaining his reasons. The debate that followed between the two children was very lively and encouraged very effectively by the teacher who developed their thinking through questioning whilst promoting the discussion. The other children listened attentively and then some made additional contributions when the teacher was reinforcing what they had learnt. This resulted in a very good contribution to the development of children's speaking and listening skills as well as to their mathematical learning. The high quality support provided by the teaching assistant, when leading an activity where children shopped for holiday items with five pence, again promoted speaking and listening and social skills, as well as mathematical understanding. Other activities enable children to apply their numeracy skills, such as keeping a tally of 'hits' when playing indoor skittles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers' high expectations and the provision of stimulating learning experiences result in children enjoying finding out for themselves and achieving well
- Adults ask challenging questions to make children think and to extend learning

Commentary

40. A good variety of activities is planned to enable children to experiment and find out about the world around them. As a result, children will achieve the relevant early learning goals by the end of the Reception year with some exceeding these expectations. Teaching is good, with much of the work based on well-planned topics that link different aspects of learning effectively under a common theme. Children are developing investigational skills, such as finding out what floats or sinks. They make and construct, using construction kits and a wide range of 'junk' materials. Role-play areas, such as the café or home, encourage children to think about familiar aspects of their locality. The local environment is used well, including visits to a farm and the church. Children are developing good knowledge about the natural world through visits to the school's wild garden and local walks. Their current study of mini-beasts includes first-hand observation of butterflies. These are kept in the reception area in appropriate conditions and fascinate the children by their appearance and movements, as well as providing them with information on habitats and food chains. Children are encouraged to think about their feelings and their relationships with others and this links well to aspects of their personal, social and emotional development. They are able to identify important events in their lives and in the life of the school. Picture timetables encourage them to sequence events. Children are confident about using computers in the classroom and handle the mouse to control the cursor. The teachers' effective use of questioning, and opportunities for

children to discuss the outcomes from their activities, promote learning well, and contribute to the development of children's social and communication skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor area provides a very good range of opportunities for the children's physical development
- Children handle tools, materials and equipment well

Commentary

41. Children have good opportunities for physical development and are on course to attain the expected outcomes for the end of the Reception year. The outside area is quite extensive, with a good range of fixed and moveable equipment. A track for large wheeled toys provides additional interest for the children. When working in the hall, children show good awareness of space. A very good lesson was seen in which the children engaged in activities with a parachute. The teacher, through a Mr Wolf puppet, had set a series of challenges for the children. This strategy engaged the children's attention, ensured that they tried their best to achieve the task and encouraged them to evaluate their performance. As in so many aspects of the work in reception classes, the emphasis on speaking and listening and on social relationships was as important a part of the lesson as the children's development in this particular area of learning. Children have good manipulative skills. They hold pencils and crayons correctly and handle tools effectively to carry out making tasks. Artwork on display indicates good co-ordination when painting, weaving and making three-dimensional models. Children manipulate small construction equipment and models with good dexterity enabling them to construct quite complex 'small world' scenarios. Children were seen playing indoor skittles. They showed good co-ordination when throwing the ball to knock down the skittles.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children express themselves well in role-play and artwork
- Imaginative play is used well by teachers to link with other areas of learning
- Children sing well

Commentary

42. Overall, children's attainment is in line with expectations by the time that they enter Year 1. In some aspects of creative development, children achieve particularly well as a result of good teaching and focused interaction and support by adults. Reception teachers make very good use of 'small world' resources to encourage children to engage in imaginative role-play and develop story-telling skills. Much of this is linked to topic work and the development of language and literacy. The artwork on display shows that the children can use a range of materials and techniques to make two-and-three-dimensional pictures and artefacts. They make reasonable attempts at depicting familiar objects and people, and some good observational drawing of flowers was seen.

43. Children's singing is good. They sing enthusiastically and tunefully and can sing a range of songs from memory. They are developing an understanding of tempo and dynamics and keep time when clapping a rhythm. Children are given good opportunities to develop musical understanding through class lessons and in whole-year singing sessions, led very effectively by the music co-ordinator. A good music lesson was observed in which children responded imaginatively, after listening to some taped music, and then made informed choices of percussion instruments to enable them to perform in response to different scenes of the sea.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well, especially those with special educational needs; they are supported effectively in lessons and in small groups by well-trained teaching assistants
- Teaching is good. Effective questioning in lessons helps promote pupils' speaking and listening
- In most lessons, the more able are challenged but in a minority they could achieve more
- Identification of writing as an area for development is helping to raise standards
- The subject is led and managed well. There is a very thorough system of assessment and monitoring which is used well to analyse the progress of individuals and groups
- Marking does not give pupils consistent guidance as to how to improve their work

Commentary

44. In the 2003 national tests standards attained by pupils in Year 2 were well above the national average in writing and in reading. In relation to similar schools, reading was in the top five per cent and writing, well above average. Over recent years standards have risen faster than the national trend. However, the confirmed results for 2004 show a lower level of attainment than the previous year. During the inspection the standards seen in Year 2 broadly matched the national expectation in both reading and writing. Even so, the current Year 2 have achieved well since entering the school when their standards were below average.
45. Teaching, overall, is good and all teaching seen during the inspection was good or better. Teachers use questions well to develop pupils' skills of speaking and listening. Lessons have a good balance between direct teaching and pupils practising what they have learned through written work. Pupils with special educational needs are well supported by the teaching assistants and the planning of the work takes good account of their needs. Consequently, they achieve well, as do the small number of pupils for whom English is an additional language. Teaching assistants are very clear about the focus of each lesson and carry out their role very effectively. The better lessons contain more challenging work for more able pupils but this is not always the case. Consequently, these pupils could achieve more in a minority of lessons. Pupils concentrate well and work hard in most lessons. However, some lessons are rather long and sometimes pupils stay seated on the classroom carpet for too long, lose concentration and fidget.
46. In a very good Year 1 lesson, the teacher used the interactive whiteboard well to incorporate pupils' suggestions about describing a monster. She encouraged pupils to evaluate their work and that of others and this enabled them to develop their critical skills well. As a result of this good development of speaking and listening skills, pupils talk confidently to visitors and can explain their work clearly. In another very good lesson the teacher encouraged pupils to act out verbs such as 'trudging'/'stamping', etc., and this reinforced their understanding of how good

vocabulary choices add life to writing. All pupils, including the more able, were suitably challenged.

47. Teachers encourage pupils to read both fiction and non-fiction and this helps them to develop an interest in reading. Most pupils use their knowledge of letter combinations and recognition of simple words to help them read. They have a reading diary that makes a good link with home. Pupils in Year 2 read competently and their attainment in reading is at the national average. A good proportion are achieving above it. However, not all were clear about the meaning of the term 'author' and only a small minority named writers that they enjoyed. Some more able pupils know how to find books and information by using alphabetical order. The library is centrally situated and is an attractive and welcoming room. There are plenty of good quality books and they are well suited to the needs of the pupils.
48. The written work covers all the areas required by the National Curriculum. Pupils are encouraged to be imaginative in their use of language; pupils in Year 2 wrote about a wood-louse as being 'like a skateboard'. All teachers mark work regularly and make positive comments. Some give useful advice in their marking that helps pupils to improve their work. However, this good practice is not consistent. There are attractive displays to celebrate pupils' work in classrooms and other areas of the school. However, comparatively little of pupils' written work is word-processed and they use information and communication technology to edit and present text less than in many schools.
49. The subject co-ordinator is an experienced and skilled teacher who leads and manages the subject well and provides a good role-model to other staff in her teaching. She has developed a very thorough system of assessing the way that individuals and groups achieve throughout the school. It is effective in identifying pupils whose achievement is lower than expected and finding ways of remedying this.

Language and literacy across the curriculum

50. The school links subject areas well and there is much of use of literacy to support work in other subjects. Pupils have made leaflets about habitats and mini-beasts in science, written step-by-step instructions for work in ICT, as well as evaluating their vehicles made in design and technology. However, this often happens incidentally, rather than as a result of a deliberate focus on literacy skills by teachers. There are plans in place for a policy to bring about a more structured development of literacy in all areas of learning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning has improved since the last inspection and standards achieved are, consequently, higher
- Tracking and analysis of pupils' performance is used effectively to guide strategies for raising standards
- Pupils are given good opportunities to apply their numeracy skills in solving problems, but sometimes there is not enough challenge in mathematical investigations for the more able pupils
- Teachers encourage pupils to discuss and use a range of mathematical strategies and this results in better understanding
- There is inconsistent practice in target-setting and marking
- Teachers use questioning skills very effectively to extend and reinforce learning

Commentary

51. Standards have been improving over the last few years and results of the national tests for seven-year-olds in 2003 were well above the national average and above those of similar schools. Pupils in the current Year 2 entered school with below average attainment, overall, and they have achieved well. The attainment of this group of pupils is broadly average. The quality of teaching and learning is better than at the time of the last inspection. Lessons are well planned, with a range of interesting activities that are usually modified to meet the differing needs within each class. Pupils with special educational needs also achieve well because of the good support they receive from their teachers, the skilled teaching assistants and volunteer helpers in class. There is no significant difference between the achievement of boys and girls.
52. By Year 2, most pupils can work with numbers to 100 and understand place value. They use a range of different signs, symbols and words for number operations and can add and subtract two-digit numbers. Their knowledge of multiplication facts is developing well through counting on in multiples of 2, 3, 4, 5 and 10 and applying this in doubling and halving numbers. Numerical skills are used well in problem-solving and this is a feature throughout the school. Pupils are encouraged to explain the strategies that they have used and to try and find different ways of tackling a problem. However, the problems and challenges set are generally short and specific. Pupils, particularly the more able, would benefit from more challenging, open-ended mathematical investigations. Pupils recognise number patterns and relationships and use this knowledge well when doubling and halving, adding or subtracting.
53. Teaching and learning are good throughout the school. As well as emphasising knowledge of number and developing pupils' ability to calculate mentally, teachers plan a good range of practical tasks to support learning in the other aspects of mathematics. A good series of lessons was seen in Year 1 in which pupils developed their understanding of position and direction. They started with the very practical activity of acting as programmable robots following a series of instructions to move about the playground. Pupils were then asked to create a map grid with symbols and record the steps required to get from one place to another. Further developments used appropriate control program on the computer and use of a programmable robot. The teachers' effective questioning and lively discussion ensured that pupils were interested in the tasks and concentrated well, resulting in good learning. Sometimes, where the tasks provided are similar for all pupils, the more able could move on more quickly. Year 2 pupils investigating fractions by folding paper shapes undertook similar tasks, leaving too little time for the more able to investigate more complex shapes. The 'Mental Maths' sessions in Year 2 encourage pupils to use strategies effectively when applying their knowledge of number to solving mental problems. A pupil was asked to think of a number and the rest of the class was given a limited number of chances to ask questions to help them identify the number. The pupils were motivated by the sense of competition and gained confidence in using their knowledge of number patterns through the teacher's effective questioning. Teachers have high expectations of behaviour and pupils are well managed and supported. Occasionally, lessons are either too short or too long because of a lack of sharpness in the timetabling and this can reduce the quality of teaching and learning.
54. The co-ordinator provides good subject leadership. He has good subject knowledge and has clearly identified areas for improvement. These priorities have generally been implemented well and contributed to the rise in the quality of teaching and learning. However, the co-ordinator is not yet sufficiently focused on evaluating the impact of these new initiatives. For example, target-setting procedures have recently been introduced. Some teachers mark pupils' work with useful comments, showing progress towards targets and next steps in learning but this good practice has not yet been implemented consistently. The school makes very good use of performance data to track pupils' progress and inform its actions to raise attainment.

Mathematics across the curriculum

55. Pupils apply mathematics appropriately in a range of subjects; for example, to time and compare cars running down a slope when fair testing in science experiments and to measure

and cut accurately in their design and technology projects. The use of ICT is a strong feature, including good use of computer-generated graphs and charts to display data such as those from surveys.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well, especially in their knowledge and understanding of living things where many attain above the expected level by Year 2
- Lessons are stimulating and capture pupils' interest and engagement. Resources, including those of the local and wider community, are used very effectively to aid learning
- Teaching quality is good and some is very good. However, the level of challenge is inconsistent and in some lessons, the more able pupils could achieve more
- Scientific enquiry skills are taught systematically throughout so that, by the end of Year 2, many understand the need for a fair test when investigating
- Teaching assistants are very skilled and provide very effective support in lessons so that those less able pupils and those with special educational needs make good progress
- The subject is led and managed well; as a result, standards have improved since the last inspection

Commentary

56. The Teacher Assessments for Year 2 pupils in 2003 were above the national average and a very good proportion attained the higher level 3. These pupils achieved well in relation to their attainment on entry to Year 1. Standards seen during the inspection in Year 2 are not as high as in the previous year, but, taking account of their lower attainment on entry, pupils continue to achieve well. Overall standards are a little above average, mainly because there are strengths in pupils' knowledge and understanding of Life Processes and Living Things where many are attaining above the expected level.
57. There is a good balance achieved between the elements of science in the curriculum. Pupils are provided with many opportunities to build their knowledge and skills through imaginative first-hand experiences; lessons are lively and interesting. As a result, pupils throughout Years 1 and 2 enjoy and are often engrossed in learning and achieve well. Year 1 pupils learning about features of sound, used a good range of musical instruments and some they constructed for themselves, to explore changing the loudness and pitch of sounds in a well-planned and sequenced lesson. Year 2 pupils studying animal and plant habitats discussed a pond habitat and the range of animals and plants that live there. In a very well-planned sequence of work, they speculated as to where animals such as newts, snails, dragon-flies and pond-skaters live and in the more challenging lessons, some identified features of them that made them suited to their habitat. A visit to nearby Hengistbury Head during the week of the inspection enabled all Year 2 pupils to follow up their ideas and to use keys to help identify the animals they found. The follow up to this visit was very challenging, as pupils began to consider the feeding relationships in the pond areas and learned new terms such as carnivores, herbivores and omnivores. This excellent use of local community resources made the learning most memorable and pupils gained much from their experience.
58. Within all topic work, pupils develop their scientific enquiry skills well; for example, observing and recording carefully when studying in Year 1, what bean seeds need to germinate and grow. Pupils kept a diary of their observations. One recorded: "First a little foot grew, then a shoot and then some leaves. I watered mine when it got dry". Year 2 pupils describe the stages in the reproduction cycle of sunflowers, providing a commentary on each stage of their growth and development and using scientific terms such as germination and pollination correctly. Pupils also learn to investigate and compare. By the end of Year 2, most

understand the need for fair tests. For example, pupils compared the time it took for cars to run down a slope under controlled conditions.

59. Teaching and learning are good and some are very good. Teachers have a good knowledge of science and this is evident in the quality of their class discussions and choice of activities. Lessons are lively and stimulate pupils' interest and enthusiasm. Resources are used very well to bring learning to life, particularly computer projectors and whiteboards. Teaching assistants are very skilled at supporting those with special educational needs so that they make good progress, especially those with emotional and behavioural difficulties. In the better lessons, the level of challenge is high and questioning is used very well to extend the more able pupils' thinking; for example, about features of animals that make them suited to their habitats. However, this level of challenge is not consistent between classes and in some lessons the more able could be challenged more. Marking is regular, with correction and feedback given, mainly praise for good work but with less guidance on next steps.
60. Good progress has been made since the last inspection. Standards are higher and teaching quality improved. The subject is well led and managed. The co-ordinator monitors lessons and teachers' planning, samples pupils' work and has continuously improved the scheme of work to ensure good support and guidance is provided to aid teachers' planning. However, teachers' assessments of pupils' standards are not yet collated and analysed by the co-ordinator to help guide his work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils acquire good skills and achieve well in control technology and in using graphics but they do not use their skills with text enough across the curriculum
- Teaching is good; teachers have good ICT skills and use resources such as computer projectors and whiteboards effectively to help pupils learn new skills
- Teaching assistants are very well trained and provide effective support in the ICT suite and in classrooms to the less able and those with special educational needs
- Pupils' skills are not assessed systematically as they acquire them and in some lessons the more competent pupils could achieve more
- The subject is led and managed well. There have been good improvements to the schools' provision, especially in control technology and classroom resources

Commentary

61. Standards in most aspects of ICT are above average by the end of Year 2 and most pupils achieve well, especially the less able and those with special educational needs. There are strengths in pupils' understanding and use of control and sequencing instructions, which was a weakness at the time of the last inspection. One of the main reasons for the good achievement is the effective use made of the school's ICT suite where pupils acquire and consolidate new skills with much paired work and good levels of support and guidance provided.
62. Virtually all pupils are competent in using the school's network of computers and opening applications so that time in the ICT suite is used effectively. Pupils are provided with a wide range of stimulating activities, often linked to their work in other subjects, through which they practise and acquire new skills. Year 1 pupils use a control program to sequence instructions for a screen ladybird to move around a garden, recording the direction and steps required. These skills are developed further in Year 2, where pupils learn to trace drawings to match a pattern by following instructions for colour, movement and direction. The more able pupils can identify where errors or gaps in the sequencing are, to account for differences, and they

correct them without help. Another strong element of pupils' work is in the use of graphics, where standards are also good. In both Year 1 and Year 2, pupils use ICT to store and display data graphically from surveys they have conducted; for example, of children's favourite fruits and frequency of eye colour in the class. They contrast pie chart and bar chart representations to decide which conveys the information most clearly. Pupils' use of text is satisfactory. They explore ways of changing text to show emphasis; for example, by changing font, size and colour, but do not apply these skills sufficiently in their work.

63. Teaching and learning are mainly good. Teachers are competent in their own ICT skills and this is very evident in the way they discuss and demonstrate new skills and use ICT to enhance their teaching. Lessons in the ICT suite are well planned and pupils are managed very well, so that a good pace is maintained throughout as pupils work in pairs on shared tasks. Teachers and teaching assistants provide good support and guidance as pupils practise their skills; few pupils wait for assistance and in the better lessons, extension work is provided for those ready to move on. However, in others, the more competent and able pupils could be extended further if assessment was used more effectively to identify and plan for their needs.
64. The subject is well led and managed. The curriculum is planned and adapted from a national scheme and appropriate resources and guidance made available. Training for all staff in recent years has ensured that teachers and support staff are competent and confident in their teaching. The subject has improved considerably since the last inspection and the main weaknesses identified then have been addressed well. The co-ordinator analyses samples of pupils' work and compares them with national standards but arrangements for more structured assessment and monitoring of all pupils' skills by teachers are underdeveloped and are a current focus for improvement.

Information and communication technology across the curriculum

65. ICT is generally used well to help raise standards across the curriculum in most respects. Teaching assistants use ICT to help pupils with special educational needs to improve their word recognition and aspects of their numeracy, for example. Pupils' work on controlling screen and floor robots in Year 1 is linked to their numeracy and helps them consolidate what they have learned. ICT is also used well in art, both for creating pictures and patterns and to illustrate the work of famous artists, such as Van Gogh, using a computer projector. A digital camera is often used to record pupils' gymnastics. This helps them better to evaluate their work and to improve it. However, although pupils acquire skills in changing and editing text, it is not used enough to help develop their literacy across the curriculum.

HUMANITIES

66. Religious education was inspected in full and is reported below. No lessons were seen in geography and only one lesson in history and so there is insufficient evidence to make an overall judgement about provision in each of these subjects. Discussion with the co-ordinator for both subjects and the examination of pupils' work and teachers' planning indicate that national requirements are met and that pupils attain satisfactory standards.
67. A good quality **history** lesson was seen in which Year 2 pupils used photographs to compare the differences between the way we live now and life in the past. There was good use of resources and artefacts, which engaged pupils' interest. The teacher's very effective questioning skills supported and extended learning but the lesson was too long to sustain pupils' attention and, as a result, the quality of learning deteriorated a little towards the end of the lesson. Pupils' work books show that they have carried out research, looking at schools in the past and present and used their own school to identify differences between the old and new parts of the building. Pupils are able to sequence pictures and artefacts in order of time. Much of the work shows a good standard.

68. **Geography** work in pupils' topic books show that, by Year 2, pupils have developed appropriate map skills using plans and maps. They have learnt about their community and followed a local route on the map. They can identify the countries of the British Isles and have investigated other regions and climates of the world. Displays of pupils' work around the school show thoughtful and well-presented work on environmental issues, with pupils identifying ways to make the local environment a better place in which to live.
69. Planning is often topic based with good links between subjects. The school provides a very good range of visits and visitors to enhance the curriculum and very good use is made of the local environment. The co-ordinator is well informed and has a clear view of strengths and some areas for development in both subjects.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- A well-planned scheme of work ensures that pupils have a satisfactory grasp of Christianity and other faiths
- Teaching and learning are good. Teachers develop class discussions carefully so that pupils begin to think about the wider implications of the lesson topic
- The assessment system gives a clear picture of how well pupils achieve in the subject
- Little of the written work set fosters the development of independent writing by pupils

Commentary

70. Standards of attainment seen during the inspection are in line with the expectations of the agreed syllabus, as they were at the time of the last inspection. Pupils' achievement is good throughout the school. Pupils with special educational needs and English as an additional language achieve as well as the other pupils as a result of good support.
71. In all the lessons seen the teaching was good, and pupils are gaining a sound understanding of Christianity and Judaism. In a good lesson for pupils in Year 2, the teacher used discussion well so that pupils gained a good appreciation of the importance of promises as a basis for marriage. This enhanced their social and moral development well. The work that was seen in pupils' books was of an appropriate standard and was marked conscientiously. However, much of it was based on worksheets and gave little opportunity for pupils to extend their writing in an independent way. Even when the tasks were more 'open-ended' pupils still wrote their work on pre-titled sheets which were then stuck in their workbooks. Pupils in Year 2 have used the Internet to find out facts about world faiths, although they do not use ICT enough to write about their learning. Their understanding of the subject has been enhanced by visits to local churches and a synagogue. There are also visits by local clergy who come and speak to the pupils in assemblies, etc. Suitable arrangements are in place for the pupils whose parents prefer them not to attend religious education lessons.
72. The school follows the Bournemouth Agreed Syllabus as a basis for the scheme of work. The co-ordinator has a sound grasp of the scheme of work and leads and manages the subject well. She has developed a good assessment system in the subject, so that monitoring of how pupils achieve is effective. There are enough replicas of religious artefacts to contribute to effective teaching of the subject. They are of good quality and pupils learn to treat them with respect.
73. The higher standards of teaching, better achievement of pupils, the more secure grasp of world faiths and the good assessment system all demonstrate the good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Music was inspected in full and is reported below. No lessons were observed in design and technology but samples of pupils' work were reviewed. It was only possible to observe one lesson of physical education during the inspection. One lesson of art was seen, samples of pupils' work in displays were also reviewed and a discussion held with the subject's co-ordinator.
75. Samples of pupils work in **design and technology** show that they achieve good standards by Year 2. In Year 1, pupils learn about simple mechanisms, such as slide and hinge movements and incorporate them into models of dinosaur heads that have hinged jaws and plants that have sliding stems to enable their growth. Those seen show careful attention to cutting and assembly to produce robust and imaginative finished products. Pupils in Year 2 made model lighthouses to a good standard. These are cut and shaped accurately and include electrical circuits that light the bulb built into the top. A variety of materials was used and batteries and wires carefully disguised within cardboard 'rocks' at the base of the lighthouse. Projects are carefully chosen to enable pupils to explore mechanisms, materials and joining techniques. In another Year 2 project, pupils made toy vehicles from cardboard, wood and paper. They chose a variety of types as the basis of their designs, ranging from cars to buses with two decks and a tank that included tracked wheels. Pupils recorded their plans and reflected on what went well and what could be improved in a diary as they worked, showing evidence of developing evaluation skills.
76. In the **physical education** lesson observed, Year 1 pupils developed their skills in bouncing and controlling balls in a well-planned and effective lesson. The teacher incorporated a variety of warm-up routines at the beginning and ensured that pupils moved around the hall with due care for others. Pupils were involved in a variety of activities that progressively became more challenging as they learned to control the bounce at a standstill, then moving, and then with partners. Pupils were assessed and helpful feedback given to them as they worked; the teacher modelled what she expected and involved pupils in sharing the good examples with the class. The school has stressed the importance of exercise and fitness to health and well-being through its project on healthy living that led to it winning a Healthy Schools Award this year.
77. Analysis of pupils' work, displays, and discussion with the co-ordinator indicate that the standards in **art** at the end of Year 2 are above the national expectation. Pupils learn how to draw self-portraits, which develops their skill of drawing from direct observation. There are displays of pupils' art in all areas of the school and it is good to see children's work celebrated in this way. There are also displays of works by famous artists that pupils can use as inspiration for their own work. There are good resources for the teaching of art and design that enable pupils to use a wide range of materials and techniques. Pupils use information and communication technology to research art and artists on the Internet and to create their own pictures and designs with appropriate software. The co-ordinator is enthusiastic and knowledgeable, and encourages colleagues to teach using their own artistic strengths. This means that pupils experience a variety of approaches as they go through the school. Her good leadership and management helps to maintain the high standards reported at the time of the last inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils sing well and the general standard is above the national expectation
- Many staff have a good level of expertise that helps pupils to achieve well

- There is an effective system for recording the achievement of individuals and groups
- Pupils have too few opportunities to hear music from other cultures regularly

Commentary

78. Standards in music are above the national expectation. Singing in assemblies is of a high standard and pupils in Year 2 performed a round (weaving together traditional tunes such as 'Pease Pudding' and 'London Bridge is Falling Down') very confidently. The clubs - ocarina and recorder groups - enrich the musical life of the school, as do the Christmas and Leavers' Concerts. Pupils have opportunities to perform outside the school, and the samba group took part in a schools' concert at Bournemouth Pavilion. Visiting music teachers also develop the instrumental skills of pupils.
79. During the inspection, all teaching observed was good or better and overall, the teaching of the subject is good. Pupils achieve well in the subject. Pupils with special educational needs are well supported and also achieve well. The co-ordinator is experienced, knowledgeable and has qualifications in music. She provides support and advice for colleagues as necessary. Most teachers are confident in their knowledge of the subject and this helps to maintain the high standards. The co-ordinator leads and manages the subject well and has developed a manageable and effective system of charting the achievement of individuals and groups. The planning for the subject covers all areas of the National Curriculum effectively. However, although pupils have been exposed to music from other cultures in 'Arts Week', for example, there are few other opportunities for pupils to experience this during lessons. The co-ordinator plans to develop this area. Visitors to the school, such as members of the Bournemouth Symphony Orchestra, add to pupils' musical experience and learning. Pupils also take part in community events such as carol services with a local brass band and this develops their social and cultural awareness.
80. Resources for the subject are good and contribute to successful teaching of the subject. There is a wide range of tuned and untuned percussion instruments in good condition. An attractive and spacious music room is available for class and group lessons. The use of information and communication technology in the subject is appropriate. The high standards at the last inspection have been maintained, and there has been satisfactory improvement since then.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. This area of learning was sampled during the inspection. The discussion with the co-ordinator and the teaching that was seen, both in separate lessons and as part of other sessions, show that the curriculum is well developed and includes opportunities for the teaching of citizenship.
82. There is appropriate provision for the teaching about sex and relationships, as well as education about drugs and alcohol. There are visits from outside agencies, such as the 'Streetwise' project and the local education authority 'Life Education' bus, that make good contributions to pupils' learning. The school is involved in the 'Healthy Schools' initiative, having won a Healthy School's Award in 2004. Pupils learn about many aspects of healthy living and well-being, including the importance of diet and exercise in science and physical education.
83. Staff take opportunities in all subjects to discuss feelings. This was especially well developed in a religious education lesson for pupils in Year 2 about promises made on marriage. In an assembly, pupils from Year 2 gave a lively presentation which showed what they had learned about the community in the immediate neighbourhood of the school, and how it affected them. The school promotes co-operation successfully, as the planning for many lessons encourages working in pairs or larger groups. The 'Nurture Group' that the school has established to help pupils with emotional difficulties makes a very effective contribution to their social development, as does the very encouraging and inclusive ethos of the school, with its emphasis on developing high self-esteem and success for each pupil.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3

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