

# INSPECTION REPORT

## **MALMESBURY PARK PRIMARY SCHOOL**

Bournemouth

LEA area: Bournemouth

Unique reference number: 113725

Headteacher: Mr David Blakeley

Reporting inspector: Dr Colin Lee  
21854

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> June 2003

Inspection number: 259875

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

|                              |                                               |
|------------------------------|-----------------------------------------------|
| Type of school:              | Infant and Junior                             |
| School category:             | Community                                     |
| Age range of pupils:         | 3 - 11                                        |
| Gender of pupils:            | Mixed                                         |
| School address:              | Lowther Road<br>Bournemouth                   |
| Postcode:                    | BH8 8LU                                       |
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| Appropriate authority:       | The Governing Body                            |
| Name of chair of governors:  | Mr Simon Pettet                               |
| Date of previous inspection: | 15 <sup>th</sup> – 19 <sup>th</sup> June 1998 |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                |                      | Subject responsibilities                                                       | Aspect responsibilities                                                                                                                                               |
|--------------|----------------|----------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21854        | Dr C Lee       | Registered inspector | Physical education                                                             | The school's results and pupils' achievements<br>How well pupils are taught<br>How well the school is led and managed<br>What the school should do to improve further |
| 9086         | Mrs R Watkins  | Lay inspector        |                                                                                | Pupils' attitudes, values and personal development<br>How well the school cares for its pupils<br>How well the school works in partnership with parents               |
| 20230        | Mrs J Clayphan | Team inspector       | Geography<br>History<br>Areas of learning for children in the Foundation Stage |                                                                                                                                                                       |
| 27240        | Mr W Hooper    | Team inspector       | English<br>Music                                                               | Provision for pupils with English as an additional language                                                                                                           |
| 27290        | Mrs C Huard    | Team inspector       | Science<br>Art and design<br>Design and technology                             | Special educational needs                                                                                                                                             |
| 10611        | Mr M James     | Team inspector       | Information and communication technology                                       | The quality of the curricular and other opportunities offered to pupils<br>Educational inclusion                                                                      |
| 20846        | Mr A Wilson    | Team inspector       | Mathematics<br>Religious education                                             |                                                                                                                                                                       |
| 16038        | Mrs J Bavin    | Team inspector       |                                                                                | The work of the special needs units                                                                                                                                   |

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Malmesbury Park is larger than the average primary school. The nursery has 80 children who attend, in roughly equal numbers, in morning and afternoon sessions. There are 587 pupils within the reception year to Year 6, taught in three classes in each year group. There are slightly more boys than girls. Pupils are from a broad range of socio-economic backgrounds that, overall, are average. The percentage of pupils claiming free school meals is broadly in line with national averages. The proportion of pupils who use English as an additional language is high and this is indicative of the wide range of different ethnic heritage of pupils at the school. There are seven pupils at an early stage of learning to speak English, whose mother tongues are either Korean, Arabic or Bengali. The percentage of pupils with special educational needs, including those with a statement of special needs, is above average. In mainstream classes the special needs cover a range of physical, learning, emotional and behavioural difficulties. Two specialist centres for pupils with special educational needs are based at the school. 'Smalltalk' is a 16-place unit for pre-school children with speech and language disorders. The Riggs Centre has eight places for pupils in Years 3 to 6 with complex communication difficulties. Both these centres combine specialist teaching in their own accommodation with integration in mainstream classes. A significant number of pupils either join or leave the school at times other than the start of a school year. This total mobility, at nearly 14 per cent, is high. The school has also experienced a high turnover of teaching staff in the last two years, with 18 teachers leaving and 16 being appointed. On entry to the reception year, children's attainment is below average overall.

### HOW GOOD THE SCHOOL IS

This is a school that is showing recent improvement under a new headteacher. Children start school with below average attainment, but good teaching enables them to catch up, and standards are in line with expectations at the end of the reception year. Standards stay broadly in line with national averages by the time pupils reach the end of Year 2. By the end of Year 6, the downward trend of recent years in pupils' standards has been halted by improved teaching for older pupils, but their work in English, mathematics and science is still below national averages. Teaching and leadership and management are satisfactory overall. Improving standards and good outcomes in pupils' personal development mean that the school now provides a satisfactory standard of education. While standards in English, mathematics and science by the end of Year 6 remain below those being achieved nationally, this is unsatisfactory value for money, but there are early signs of success in recent initiatives for raising standards to acceptable levels.

#### What the school does well

- Good teaching in the Foundation Stage<sup>1</sup> enables children to make good progress.
- Pupils throughout the school have good attitudes to the school and to learning.
- Good provision for pupils' moral and social development has good impact on their overall personal development.
- There is good provision for pre-school children with speech and language difficulties.

#### What could be improved

- Standards in English, mathematics and science by the end of Year 6 need to improve still further, as do standards in mathematics by the end of Year 2.
- Provision for pupils who use English as an additional language needs improving in class lessons.
- Provision for pupils with complex communication difficulties is unsatisfactory.
- The role of subject and other co-ordinators is under-developed, with many having insufficient knowledge of provision, the quality of teaching, or pupils' standards.

*The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998. There has been satisfactory improvement, overall, since that time. The main areas for development arising from that inspection have been addressed conscientiously, but not yet completely in some cases. Standards in reading and writing at the end of Year 2 have risen and now match national averages. There has been appropriate curriculum development to ensure that long-term guidelines are in place for every subject

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<sup>1</sup> The Foundation Stage caters for children from the age of three to the end of the reception year.

but, due to staff changes and changing priorities, not all co-ordinators have been able to develop fully their roles and responsibilities. This remains a priority for the school. The overall management structure of the school has been strengthened by clarification of roles and by the appointment of a new headteacher. In his first year the focus has been on the raising of standards by the end of Year 6 in order to halt the decline in the school's results in national tests that had occurred since the last inspection. Inspection evidence confirms that satisfactory improvement is being achieved in English, mathematics and science. Beyond the key issues from the last inspection, the school has additionally sought to improve other aspects of its work, and this has been particularly successful in the raising of standards in religious education by the end of Year 2, and in art and design, and design and technology, by the end of Year 6. Where standards have risen, the improvement has been largely due to change for the better in the quality of teaching since the last inspection. The rigour and success with which senior management is approaching the need to raise the quality of teaching and the standards being achieved by pupils indicates that there is now a satisfactory capacity for further improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                              |
|-----------------|---------------|------|------|------------------------------|
|                 | all schools   |      |      | similar schools <sup>2</sup> |
|                 | 2000          | 2001 | 2002 | 2002                         |
| English         | E             | E    | E    | E                            |
| Mathematics     | D             | E    | D    | E                            |
| Science         | D             | D    | E    | E*                           |

| Key                |    |
|--------------------|----|
| very high          | A* |
| well above average | A  |
| above average      | B  |
| average            | C  |
| below average      | D  |
| well below average | E  |
| very low           | E* |

The overall trend in test results has been of falling standards since the last inspection. The targets set for the tests in 2002, taken by pupils at the end of Year 6, were not met by the pupils concerned, as the proportion attaining Level 4 or above in English and mathematics was well below that projected. The proportion of pupils achieving the higher-than-expected Level 5 was below average in English and mathematics and well below average in science. However, due to senior management's success at improving the quality of teaching in Years 5 and 6, and better use of information about pupils' performance to identify under-achieving pupils, standards are now rising. The work of pupils currently in Year 6 is average in reading and below average in writing, mathematics and science. The results in the 2003 national tests cannot yet be compared with national results, but they confirm this overall picture. Improvement in test results is most evident in English as a whole, and writing, in particular, and science. While not all of the challenging targets that had been set for them in this year's tests have been achieved, all targets for the proportion of pupils attaining Level 5 have been exceeded. Compared with what they have achieved in the past, standards of many Year 6 pupils in their work over the year in English, mathematics and science could be higher, although the school is hampered in its target setting by incomplete records of the high proportion of pupils who join the school between Years 3 and 6. The past picture of low standards by the end of Year 6 is in marked contrast to the standards being achieved by the end of Year 2, where performance in the national tests has improved steadily in the last few years. In 2002, when compared with all schools and with similar schools, test results were average in reading and writing, but below average in mathematics. Standards in science, as assessed by class teachers, were average. The work of the pupils currently in Year 2 shows that standards remain at similar levels, being average in reading, writing and science, but below average in mathematics. The results of the national tests in 2003 show a general improvement in reading, an increase in the percentage achieving the higher-than-expected Level 3 in writing, and a small overall improvement in mathematics. This shows that, by the end of Year 2, pupils are generally achieving what can be predicted from their attainment by the end of the reception year. Children start the reception year with below average attainment, overall, with particular weaknesses in language skills. They make good progress in all areas of learning, resulting in their personal, social and emotional development and knowledge and understanding of the world being above expectations by the end of the year. Children meet the expectations in their communication, language and literacy skills, mathematical development, creative and physical development.

Beyond the core subjects of English, mathematics and science, standards in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education match expectations at the end of Year 2. This is mostly the case at the end of Year 6, apart from in geography,

<sup>2</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

where expectations are not met, and in music and physical education, where there is insufficient evidence to make a judgement.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment                                                                                                                                                                                                                                                     |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school                | Attitudes are good. Pupils are enthusiastic about the school and they show good levels of interest in the work that they do.                                                                                                                                |
| Behaviour, in and out of classrooms    | Satisfactory overall. Many pupils behave well in lessons, at playtimes and around the school. The behaviour of a minority is inappropriate at times.                                                                                                        |
| Personal development and relationships | Good overall. Pupils have a good understanding of the impact of their actions on other pupils and they are respectful of the feelings and values of others. The good relationships that pupils have with adults make a positive impact on pupils' learning. |
| Attendance                             | Satisfactory. Levels of attendance are improving and are now slightly above the national average but unauthorised absence is also slightly above average.                                                                                                   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2  | Years 3 – 6  |
|------------------------|-----------------------|--------------|--------------|
| Quality of teaching    | Good                  | Satisfactory | Satisfactory |

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The good teaching in nursery and reception is achieved through thorough planning, good teaching of basic skills and very good management of the children. Children respond well to teachers' high expectations. The good progress of the majority of children is aided by teachers' good day-to-day assessment of children's learning. This information is used well in planning, ensuring that the next stage in learning builds step-by-step on prior achievements. This helps all children to achieve well in relation to what they knew and could do when they first started school. In the rest of the school, the quality of teaching and learning varies between and within years. The consistently good teaching in Year 4, for example, is characterised by the very effective teamwork, good use of individual teachers' strengths and the high expectations of pupils that are evident in all three classes. Strong teamwork was evident in Year 6, where one teacher was temporarily covering for an absent colleague. However, expectations are generally lower in Years 5 and 6 which, together with past weaknesses in teaching, is invalidating the good progress made by many pupils in Years 3 and 4.

English is taught well in Years 1 and 2 and satisfactorily in Years 3 to 6. The basic skills of literacy are developed through other subjects, with varying effectiveness. Pupils are provided with good opportunities to use and improve speaking, listening and reading skills, but there are insufficient planned opportunities in other subjects for extended writing. Mathematics and numeracy skills are taught satisfactorily, throughout the school, and this is an improving picture as a result of good monitoring by the co-ordinator and senior management. The teaching of science is unsatisfactory overall, with much variation between year groups that, over time, has led to pupils' poor standards by the end of Year 6. Teaching is satisfactory in all other subjects, apart from music and physical education in Years 1 and 2, where teaching is good.

Throughout the school, teachers generally work well together in their year group teams and all work well with support staff. These teaching assistants are making very positive contributions to the quality of learning of the pupils with whom they work. Pupils with special educational needs gain much from this support and the pupils' progress is often good in this environment where support is provided. Pupils who use English as an additional language are making satisfactory progress, overall, although there is insufficient attention to their specific needs in the planning of class lessons. In the instances of good and very good teaching, learning activities are matched well to the needs of pupils of all abilities. Less effective teaching, although usually satisfactory, produces situations where some groups of pupils are completing tasks that are either too easy or too difficult. From the nursery to Year 4, pupils show good levels of interest in their work. They maintain good levels of concentration and work well both co-operatively and independently which has good impact on progress in lessons. In contrast, interest levels are lower in older pupils which contribute, in part, to their slower progress.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                                                                      | Comment                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum                                                     | Satisfactory overall, with good provision for extra-curricular activities and good use of educational visits to support pupils' learning. Statutory requirements are not met for geography.                                                                            |
| Provision for pupils with special educational needs                                         | Provision is good for younger pupils but satisfactory overall. There is early identification of special needs, often good teaching and support, and regular reviews of pupils' progress towards the specific, short-term targets that have been set for them.          |
| Provision for pupils with English as an additional language                                 | Provision is unsatisfactory due to the lack of attention to pupils' needs in class lessons and lack of time for the co-ordinator to carry out her responsibilities.                                                                                                    |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory overall, with good provision for pupils' moral and social development that has good impact on their attitudes to school and relationships. Insufficient attention is paid to multi-cultural education.                                                    |
| How well the school cares for its pupils                                                    | The school provides sound support for pupils' academic and personal development. There is good attention to all aspects of pupils' welfare, including the procedures for child protection. Good procedures for promoting racial equality are implemented successfully. |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect                                                           | Comment                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Satisfactory, with the headteacher and deputy headteacher having very clear priorities and leading the school well towards improvement. The effectiveness of co-ordinators is often restricted by a lack of time for them to carry out their responsibilities.                                                             |
| How well the governors fulfil their responsibilities             | Governors fulfil their responsibilities satisfactorily by contributing to the educational direction of the school but they need to ensure that all statutory requirements are met in relation to the production of their annual report to parents.                                                                         |
| The school's evaluation of its performance                       | This is currently satisfactory and is improving. Good monitoring of teaching is having a notable effect on improving the quality of teaching and learning. The tracking of pupils' progress, although thorough, needs to involve more key staff to ensure that information is used most effectively for raising standards. |
| The strategic use of resources                                   | Physical and human resources are used satisfactorily. Finance is managed and administered very efficiently.                                                                                                                                                                                                                |

The school has satisfactory staffing levels, learning resources and accommodation, including external facilities. The school applies the principles of best value satisfactorily, but needs to raise the level of challenge that it sets for older pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most                                                                                                                                                                                                                            | What parents would like to see improved                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children are making good progress.</li> <li>• Teaching is good.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The provision of homework.</li> <li>• The extent to which the school works closely with parents.</li> <li>• Information about their children's progress.</li> </ul> |

Inspectors partially support parents' views of strengths of the school, but have found that pupils' progress and the quality of teaching are satisfactory, overall, rather than good. Parents' concerns are not upheld, as the school provides a good range of educational visits and clubs, is consistent in most year groups in the provision of homework,

and provides good information about pupils' progress. The partnership between home and school is improving, as a result of the priority placed on this by senior management.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children's attainment is below average, overall, when they start in reception. From the outset, children achieve well and the good provision in reception classes enables children of all abilities to continue the good progress that many of them showed in the nursery. By the end of the reception year, children achieve beyond the Early Learning Goals<sup>3</sup> in their personal, social and emotional development and in their knowledge and understanding of the world. The majority achieve the expected levels in communication, language and literacy, and in physical and creative development. Many children achieve most aspects of the expected levels in mathematical development.
2. By the end of Year 2, pupils in recent years have been building satisfactorily on the good start they made in the Foundation Stage. This is evident in the results in national tests at the end of Year 2. There is a trend of gradually rising standards in writing and mathematics, while reading shows more fluctuation from year to year. Teachers' assessments of pupils' standards in science in 2002 showed that they were in line with the national average and average when compared with similar schools. The results of more able pupils in the tests in 2002, that is the percentages who achieved the higher-than-expected Level 3, matched the national averages in reading and writing but were below average in mathematics. In science, the percentage at Level 3 was above the national average.
3. National comparisons are not yet possible for the 2003 tests, but early indications are of some improvement in the overall standard in reading and in the percentage of pupils achieving Level 3 in writing. In lessons, the standards of the pupils currently in Year 2 are average in reading, writing and science, but below average in mathematics. This represents improvement since the last inspection in reading and writing, when standards were below average, but a drop from the average and above average standards in mathematics and science respectively.
4. In contrast to the gradual rise in standards by Year 2, there has been a significant decline in recent years in pupils' standards at the end of Year 6. This is most notable in their performance in the national tests. Results in these tests show annual fluctuations, but the trend, since 1999, has been markedly downwards in English and science. In 2002, suitably challenging targets had been set for pupils in these tests. The proportion achieving the expected Level 4, or above, was 21 per cent short of the target in English, and 10 per cent below in mathematics. In their own evaluation of this disappointing performance in the tests, senior management identified weaknesses in teaching as a major factor contributing to pupils' results. The fact that past teaching of the pupils currently in Year 6 has also varied in quality is recognised in the targets set for them in the 2003 tests being the same as the previous year. This work is below average in English, mathematics and science. This represents an improvement in standards in these subjects compared with the 2002 test results and the 2003 results confirm this improvement. These show good improvement in English, and writing, in particular, and in science. All the targets relating to the proportions of pupils likely to achieve the higher Level 5 were exceeded, by around ten per cent, in both English and science. At the time of the last inspection, the school was in its penultimate year of transition from a first school to a primary school. The oldest pupils at that time were in Year 5 and their standards were judged to be above average in science and average in English and mathematics. The school is, therefore, in the position of the standards of its oldest pupils being lower than at the last inspection.
5. In English, pupils' speaking, listening and reading skills are in line with national expectations at the end of Years 2 and 6. At the end of Year 2, writing is also meeting expectations, but unsatisfactory progress by pupils in the later years, particularly in Years 5 and 6, results in standards being below expectations by the end of Year 6. There are weaknesses in punctuation, in how writing is structured in sentences and paragraphs, as well as in the quality of handwriting. In mathematics, significant numbers of pupils in each year group are achieving below the expected levels for their ages. In Year 2, these pupils experience difficulties with simple mental calculations and in the

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<sup>3</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

retention of facts, such as the different pairs of numbers that total 20. Despite the obvious problems experienced by this group of pupils within all year groups, the school's identification of special educational needs relating to learning difficulties fails to spot those with mathematical difficulties and none have specific numeracy targets in their individual education plans. Pupils in Year 2 have satisfactory knowledge of science, and their understanding is consolidated by being encouraged to think for themselves when, for example, they recorded the results of their investigations. This practical aspect of science continues to be taught well in Years 3 and 4 and pupils' understanding develops correspondingly. This impetus is lost in Years 5 and 6, where there is insufficient experience of investigation, much work is simply copied out, and pupils have insufficient opportunities to use scientific vocabulary in independent writing.

6. Beyond the core subjects of English, mathematics and science, standards show a general consistency in relation to national expectations. By the end of Years 2 and 6, standards in most subjects generally match expectations. Swimming is a particular strength, with standards exceeding expectations by the end of Year 2. However, because of the timetable during the inspection, there is insufficient evidence to judge standards in music and swimming at the end of Year 6, a situation that, indeed, applies to physical education as a whole. At the end of Years 2 and 6, standards meet expectations in art and design, design and technology, history, information and communication technology and religious education. Music matches expectations at the end of Year 2. However, this range of standards shows some differences from those at the time of the last inspection. Art and design and design and technology were below expectations at the end of both Year 2 and Year 5 while, at the end of Year 2, religious education was below expectations. In contrast with these areas of improvement, standards have fallen from matching expectations to being below them in geography at the end of Year 6. Pupils' knowledge and understanding are superficial, with no significant improvement on the standards being achieved by pupils in Year 4.
7. Pupils with special educational needs achieve satisfactorily overall. They achieve well when they are receiving help, either individually or as part of a small group, because of the good support they receive. The school also identifies pupils who are either gifted or talented in specific aspects of their learning. Provision for these pupils is satisfactorily planned to meet their particular needs in most lessons. The pupils who use English as an additional language make satisfactory progress overall and attain standards that are similar to those of other pupils. There are, however, weaknesses in provision for the older of these pupils insofar as the planning of class lessons does not take their specific needs into account. Pupils maintain progress often due to mutual support and this suggests that, with more structured guidance, their achievement could be higher.

### **Pupils' attitudes, values and personal development**

8. In all year groups, pupils have good attitudes to learning. They are friendly and show good respect for the feelings and ideas of others. They respond well to any responsibilities they are given and at times they show a sense of initiative in their work. Behaviour is satisfactory. Attitudes and behaviour have improved since the previous inspection. Many parents who gave their views before the inspection are satisfied with standards of behaviour, although a minority are worried about behaviour and bullying. Attendance remains satisfactory.
9. Pupils of all ages show good levels of interest and involvement in many lessons. For instance pupils in Year 1 really enjoyed creating collage self-portraits. They selected materials carefully and then arranged them with great concentration. Some were so keen that they did not want to stop at playtime and carried on working instead. The working atmosphere in lessons benefits because pupils understand teachers' expectations about behaviour and attention to work. They are motivated by the awards used to encourage them, for instance, they value the Friday afternoon 'golden time', when they choose a favourite activity to follow. Pupils' enthusiasm dwindles sometimes, when the work is less demanding, with the result that they become merely compliant rather than being eager to tackle their work. However, instances occur when pupils respond well, despite rather mundane teaching. Pupils' initiative in lessons is satisfactory, but it is limited at times, for instance in science, when teachers miss opportunities for pupils to become more involved in their own learning. Pupils with special educational needs are usually as well involved as others, although, if adult support is not at hand, they sometimes persevere less well with their tasks. Well-focused individual education plans, together with the good relationships seen

throughout the school, benefit pupils with behavioural needs well. These pupils are making good progress towards the targets set.

10. A few individuals, mostly boys, find it particularly hard to always behave properly. They usually respond well when they are receiving relevant support but their behaviour lapses on occasion. Rarely, individual behaviour becomes so poor that fixed-term exclusion becomes appropriate. Children in the nursery and reception classes are particularly well behaved. They often show high levels of interest in their activities because of the good skills staff use to manage them and to plan for their learning needs. More able children show a good capacity to persevere independently with their tasks.
11. Relationships are good and this helps pupils' learning. Younger ones share resources amicably. Older ones are capable of working purposefully together, as when pupils in Year 6, inspired by seeing the performance of a visiting professional company, developed their own mini-dramas based on a story line from Lucia di Lammermoor. The same good relationships are usually evident in the playground. Pupils, themselves, contribute to maintaining standards of behaviour, through the way volunteers take on responsibilities as buddies and conflict busters in the playground and help to resolve any friction. Pupils who transfer from other schools, including those arriving with little experience of speaking English, benefit from the friendly attitudes of others, so they generally integrate readily into the school community. The friendly relationships leave little room for bullying or other unkindness, although pupils feel that name-calling is occasionally a concern. Pupils on the school council help the well-being of the school community, for instance, they have contributed to the healthy school initiative, through their support for having drinking water bottles in class. Pupils show good respect for different cultures and beliefs, as, for instance, when those in Year 5 learnt about the life and beliefs of Mahatma Gandhi in assembly.
12. Attendance has edged upwards since the previous inspection. Most pupils come to school regularly and never interrupt their learning by staying away without good reason. Unauthorised absence has dropped to less than half the level seen at the previous inspection, because of good efforts made by the school. However it remains above the average seen in other schools.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. The overall quality of teaching and learning is similar to that at the time of the last inspection but with slightly more teaching that is very good or better. However, there have been many changes in teaching staff in the interim period. The amount of unsatisfactory teaching has remained about the same. There are variations within the school, with teaching and learning being good overall in the Foundation Stage, and satisfactory in Years 1 to 6. Variations between year groups are also evident. All teaching observed in the nursery was good or better, as was three-quarters of the teaching in Years 4 and 6.
14. The teachers in the Foundation Stage are ably supported by nursery nurses and teaching assistants, who are valued members of their respective teams. Teachers and assistants work well together to ensure that all children achieve well. The good, collaborative planning ensures that all the areas of learning are covered, with links to the National Curriculum made, when appropriate, making sure that the more able children are sufficiently challenged. Teachers have high expectations regarding behaviour and develop basic skills very effectively. The teaching assistants are well briefed and know exactly what their role is in the classroom. Adults interact well within groups, and use every opportunity to develop all areas of the curriculum. The adults continuously assess children's response to learning activities, and their ongoing progress, and this ensures that children's learning builds successfully on what they have learned before.
15. In Years 1 and 2 there is good co-operation in year teams. Support staff are used well to provide additional instruction and guidance for pupils. The quality of their guidance to pupils is good and they have a positive impact on pupils' attitudes to learning and to the progress that they make in lessons. Amongst all adults there is consistently good management of pupils' behaviour and this contributes to the purposeful atmosphere in most classes and lessons.
16. In Years 3 to 6 there is greater inconsistency in the quality of teaching and learning than in the rest of the school. Teachers' expectations are generally higher in Years 3 and 4 than in Years 5 and 6.

In Year 6, one teacher's absence was covered at short notice by a special educational needs support teacher. This created a hard-working team, who worked well together, having good impact on pupils' learning. However, inspection evidence confirms that aspects of teaching have been less successful in the past in this year group as well as in Year 5. The quality of pupils' learning has been lowered by inconsistencies in planning and the marking of pupils' work and too little attention to the need to provide different learning activities for groups of pupils of different abilities in subjects other than English and mathematics. There are regular opportunities for pupils with complex communication difficulties to work in mainstream classes. The teaching assistants who support these pupils are involved in year team planning meetings and they ensure that the learning activities that they are responsible for providing for these pupils are closely matched to pupils' needs. However, class teachers do not always provide adequately for pupils with more severe special needs when they are integrated into whole class activities and they show little understanding of the level of work required by the pupils.

17. The teaching of basic literacy skills is good in Years 1 and 2 and satisfactory overall. Teachers are implementing the National Literacy Strategy effectively, by providing a range of activities that are matched satisfactorily to the needs of groups of pupils of different abilities. However, teachers vary in the extent to which they use lessons in subjects, other than English, for planned development of pupils' speaking and listening, reading and writing skills. Few lessons have a planned focus on learning intentions in literacy as well as in the subject of the lesson. Without emphasis by the teacher, pupils' standards in even basic skills, such as handwriting and spelling, deteriorate in other subjects. The National Numeracy Strategy is implemented satisfactorily. Most teachers are confident and promote number work effectively. In Years 3 to 6, teachers use information and communication technology well to support pupils' knowledge and understanding of mathematics in lessons held in the computer suite, but class computers are under-used in lessons in many subjects. In English and mathematics, the needs of groups of pupils such as the more able, and those with special educational needs, are met satisfactorily, through activities that have the right amount of challenge for them. However, there is no specific planning by class teachers for pupils who use English as an additional language. As a consequence, the progress made by these pupils is markedly better in sessions when they are withdrawn to work with specialist staff than it is in class lessons. A teacher from the local authority ethnic minority and traveller achievement service visits the school each week and provides some direct support for these pupils. A small number of the teaching assistants at the school have had training to enable them to support pupils who use English as an additional language, and this has good impact on the progress of the pupils involved.
18. The majority of teachers are consistent in their management of pupils' behaviour. This is very good at the Foundation Stage, good in Years 1 and 2, and satisfactory, overall, in Years 3 to 6. Teachers, and support staff also, make their expectations clear and provide much positive comment whenever good behaviour occurs. These clear guidelines are a particular help to those pupils who have behavioural difficulties and who, at times, can present a challenge to teachers' authority.
19. The higher quality of teaching and learning in the nursery, reception classes, and Year 4, results, in part, from the higher expectations that these teachers have of the standards of which the pupils are capable. This leads to the good progress that most pupils achieve in these classes. There is variation in the extent to which teachers carry out ongoing assessment of pupils' learning during lessons. This is satisfactory overall, but in Years 1 to 6 is generally not as thorough as in the nursery and reception classes, where information about children's learning is used well to plan the next stage in learning for individuals. Most teachers plan and discuss with the class what it is intended that they all should learn by the end of a lesson, but this is often vague in some lessons with older pupils and is rarely refined to a level of communicating different learning targets for different groups or individuals.
20. A good feature of teaching within each year group is the use made of individual teachers' particular areas of subject expertise. In Year 1, for example, this leads to one teacher being responsible for teaching music to each class, while the partner teachers take the physical education and information and communication technology. Pupils benefit from good teacher expertise and there is a built-in consistency in provision, ensuring equal opportunities for all pupils. Particular strengths in teaching are evident in English, physical education, and music in Years 1 and 2, and information and communication technology in Years 3 to 6. Teaching is consistently good in all these

instances. On the occasions when teaching is very good, lessons have the common characteristics of a lively pace, well-planned progressions in tasks that gradually make more demands of pupils, and high expectations of pupils' good behaviour and positive attitudes. Pupils thrive on the challenge, as was seen in music lessons in Years 1 and 2. Here, pupils' total involvement in and enjoyment of their learning activities resulted from teachers making each activity lead smoothly into the next, while always being prepared to ask pupils to repeat tasks if it was felt that they could do better. In contrast, poor teaching was evident in two science lessons, one in Year 2 and another in Year 3, where insufficient gains in learning occurred due to tasks being too challenging or confusing for pupils.

21. The quality of teaching for pupils with special educational needs is satisfactory overall. On the occasions when they work individually, or in small groups with the class or specialist teacher, or with support staff, teaching is often good. In whole-class activities most teachers are careful to include these pupils in discussions, directing questions that pupils are capable of answering and sensitively probing to help them give the correct answer. This helps the pupils to develop confidence and make good progress.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

22. The quality and range of opportunities for learning provided by the school are satisfactory for children at the Foundation Stage, and satisfactory also for pupils in Years 1 to 6. Statutory requirements are not met in relation to the provision for aspects of geography, for pupils in Years 3 to 6.
23. At the Foundation Stage, activities are planned to ensure that an appropriate curriculum is delivered to meet the learning goals set for them nationally. The curriculum provides a good range and quality of learning opportunities. There is a good balance of structured lessons and opportunities for children to learn through play.
24. The curriculum in Years 1 to 6, is appropriately broad and, overall, reasonably balanced, and suitable provision is made in most areas. At the time of the last inspection there were a number of weaknesses in the curriculum. There was a lack of schemes of work, which affected the overall planning for most subjects, and there were shortcomings in aspects of the provision for religious education. The introduction of the government's curriculum guidelines has successfully addressed the issue of planning, and the issues surrounding religious education have also been rectified. At present, the main weakness in the curriculum is the teachers' deviation from the planned geography curriculum, which is resulting in pupils missing important elements of the subject, such as work on coastlines, which should be undertaken by older pupils. The main strength in the curriculum is in swimming, where the good use made of the school's own pool is contributing to the high standards being achieved. Information and communication technology is beginning to be used well in English, and especially well mathematics. Some use is also made of the subject to enhance aspects of work in history and art and design. However, overall, information and communication technology is, currently, making a limited impact on learning in other subjects. The time allocations to different subjects are adequate.
25. Appropriate and relevant policies and schemes of work are now in place for all subjects, and they contain suitably detailed information that should provide for a full coverage of these subjects. This is an improvement since the previous inspection. The school has adopted the National Literacy and Numeracy Strategies, and their implementation has been satisfactory. In literacy, opportunities are provided in other subjects for pupils to develop their speaking, listening and reading skills, although opportunities for developing writing across the curriculum are not sufficiently developed. Numeracy is suitably developed through other subjects of the curriculum, such as science and design and technology. This implementation has resulted in a slight rise in standards. As yet, however, the strategy has not been successful in raising standards significantly.
26. Teachers produce a satisfactory range of curriculum planning. Planning usually makes some allowance for the various educational needs of pupils, especially the lower attainers, particularly in the core subjects of English and mathematics. It also addresses the needs of higher attainers satisfactorily in these subjects. In science, however, little allowance is made for pupils' differing

needs, with all pupils usually being provided with the same activities. Overall, the school makes satisfactory provision for the equality of pupils' access to the whole curriculum. Staff generally provide suitable opportunities for pupils, regardless of gender or special educational needs, to be involved, as far as possible, in the full range of school activities. However, the school has a significant number of pupils who use English as an additional language, and, on occasions, inadequate allowance is made for their particular needs and requirements. Satisfactory provision is made for pupils' personal, social and health education. Important issues are discussed in assembly as well as in class, and the school makes a suitable contribution to pupils' social skills development. Issues of sex and drugs education are suitably tackled in lessons, and the importance of healthy eating is also regularly emphasised to pupils.

27. Good individual education plans meet the needs of pupils with special educational needs well, and very good use is made of advice and support from outside agencies. In some lessons, activities are not always matched well enough to pupils' prior attainment however, the good support they are given helps them to work towards the targets set. Careful arrangements have been made to withdraw pupils from class sessions when their needs will be better met in specialist teaching. The school has also made good arrangements to meet the specific needs of pupils who require extra support for speech and language or physical development.
28. The school provides a good range of extra-curricular activities. Current activities include football, netball, chess, art, French, computers, choir and the, ever-popular, gardening club. These activities, which are largely for older pupils, are well supported, both by members of staff and pupils. The school welcomes many visitors, including the police, members of the medical profession, local residents, clergy, representatives of different faiths, sports people, a story-teller and the town mayor, as well as drama and music groups. A wide range of educational visits is arranged to places such as Shaftesbury, Mudeford, the Science Museum, and Poole Quay. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
29. The school has good links with the local community. The school regularly makes use of the area around the school in subjects such as history and geography. For example, pupils in Year 6 produced detailed multi-media presentations about different features of Bournemouth. The school has set up useful links with local residents and neighbouring sports clubs. This has enhanced pupils' work in various sporting activities, as well as helping to improve their awareness and understanding of music. Local residents are regularly invited to events in the school. Good links have also been established with other schools. The school has close sporting and musical ties with other local primary schools. Links with the neighbouring secondary schools are also suitably developed, with, for instance, curriculum areas being discussed by staff, and visits being made by teachers to each other's schools. Appropriate arrangements are also made for pupils to visit their new schools, to help them when they transfer.

### **Spiritual, moral, social and cultural development**

30. Overall, the arrangements for moral, social and cultural development of pupils are satisfactory. In the last inspection, the overall provision was judged to be good.
31. The school has sound arrangements to foster the spiritual development of pupils. There is an act of collective worship each day. In the assemblies that were inspected, there was an element of sharing values and reflection, and explicit references to a supreme being. However, sometimes the opportunity to reflect about matters of more than immediate importance was very scanty and prayers brief. The school recognises the importance of developing pupils' sense of self worth, and promotes this in celebration assemblies. There are also regular Muslim assemblies that are taken by parents, which give this group of pupils access to the worship patterns of their own tradition.
32. The provision for pupils' moral development is good. Pupils have a clear understanding about right and wrong and the school operates as a well ordered community where pupils know what is expected of them. Every class has its copy of the school rules displayed. These are well understood and they are applied consistently. There is also a system of house points, but, at the moment, there are inconsistencies in how these are used. A range of opportunities for pupils to take part in sporting activities supports the understanding of the need for rules and fair play.

33. There are good procedures that help pupils to develop their social sense. Adults set good examples in their relationships with each other and with the pupils, and this is reflected in the pupils' attitudes towards the staff and towards each other. Adults value each pupil and work effectively towards them developing their self-esteem. There are also opportunities for pupils throughout the school to work together in subjects, such as music, literacy, and design and technology. Pupils are encouraged to use their initiative in several ways. Some pupils in Year 6 undertake additional responsibilities and act as helpers in various capacities, such as operating projectors in assemblies. There is also a 'Buddy' system and a 'Peer Mediator' programme that helps older pupils to resolve disputes without adult intervention. Pupils participate in the school council, which meets regularly and is a significant part of the development of school life. Pupils have an awareness of the needs of others, and are involved in several charitable initiatives such as 'Red Nose Day'. The offerings for the Harvest Festival are given to an organisation that works with homeless people in Bournemouth. Pupils also stage productions in the Christmas term and money raised at these is given to a range of worthwhile causes.
34. The provision that the school makes for the cultural development of the pupils is satisfactory. There is a programme of visits to places of interest in the immediate locality and further afield. Pupils have visited Shaftesbury as part of a geography project and there has been a trip to the Science Museum. Other classes have mapped the local area as part of their fieldwork. However, the provision is not consistent, and there are plans to ensure that every class makes at least one such visit per year. There are clubs such as French, chess and drama that help to foster the cultural development of pupils. However, in a school that is made up of about 20 ethnic groups, of whom 15 per cent use English as an additional language, there is very little that reflects this diversity. There are one or two displays that feature religious practices of other cultures, but these are few and far between. Too little is done to raise pupils' awareness of the rich mix of cultures that makes up so much of Britain in the 21<sup>st</sup> Century. There are few examples of work by European or other artists, around the school, or displays featuring the work of writers, musicians and other workers in the creative field.

### **Provision for pupils who use English as an additional language**

35. The provision for pupils who use English as an additional language is unsatisfactory. At the time of the last inspection there were far fewer pupils in this group and no overall judgement was made. Over the last few years the school has had an increasing proportion of pupils who use English as an additional language. Numbers have quadrupled since the last inspection. Currently, about 15 per cent of the pupils at the school are pupils for whom English is an additional language. Of these, about 1.5 per cent are at an early stage of acquiring the language. There are about 20 languages spoken in the school, in addition to English. There is a significant number of pupils who enter and leave the school at times other than the usual entry and departure points. Some of these stay for only a short time, whereas, others complete their school career at Malmesbury Park.
36. The local education authority provides a certain amount of support. It arranges funding to support pupils at an early stage learning to use English who arrive at the school. The local education authority also provides an experienced teacher from the ethnic minority and traveller achievement services division, who supports pupils at various stages. She assesses the pupils when they arrive, and gauges the level of help that they will need. Some of the support takes place within the classroom, but there is a flexible approach: sometimes it is more appropriate to take pupils, who are in the early stages of learning to use English, to a quiet area, away from the distractions of the classroom. However, there are few areas of the school suitable for the teacher to do oral work with groups of pupils. This inhibits the flexibility of the arrangements. As Bournemouth is not an area with a high number of ethnic minority pupils, the local education authority is not able to call upon as wide a range of interpreters as some areas. However, they have managed to translate some of the standard documents used by the school into several of the languages spoken at the school. There are informal contacts that are used to provide a larger range of languages if necessary.
37. There is a teacher in charge of arrangements for these pupils, but she is also responsible for other areas, such as English in Years 1 and 2, and the time that she is allocated means that she has insufficient time to manage this growing area of school life effectively. She has little opportunity to meet the local education authority support teacher, on a regular basis, and this means that sharing

of information about pupils' needs and progress is done on an informal and irregular basis. New pupils are assessed on entry. The school keeps comprehensive documentation that charts their progress. These pupils make satisfactory progress in relation to their linguistic capability when they start school in the reception classes, where much of the teaching is aimed at developing the speaking skills of all pupils. One or two of the teaching assistants have received training to fit them for this role. However, very few teaching staff have had training to help them to meet the needs of this group of pupils. In Years 3 to 6, pupils receive some support, but it is not well structured. The co-ordinator has insufficient time to monitor what happens in this key stage or meet the support teacher regularly. As a result, much of the support relies on the skills of individual teachers and support staff. At present, teachers make little, if any, explicit reference in their short-term plans to the pupils for whom English is an additional language. This lack of identification was an acceptable arrangement when the numbers were small. However, this approach is now not appropriate, as both the numbers of pupils, and the linguistic diversity become greater.

38. Resources are satisfactory. There is a stock of bilingual books and some dictionaries, as well as suitable bilingual software programs for the specific needs of these pupils. There are a few multi-lingual notices in the school. Most of these are commercially produced materials and there was only one notice, which had been prepared by parents, which related to the languages actually spoken by pupils in the school. These notices are merely a token gesture, and there is a need to have more materials that reflect the increasingly diverse range of languages represented in the school and celebrate the richness of the cultures that they offer. Pupils of all ethnic origins feel comfortable in the school, which is a welcoming and inclusive environment, where all pupils are genuinely valued.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school is a caring community and makes good provision for the welfare of its pupils. Parents are mostly satisfied that their children like school and are happy there. The management of pupils' behaviour has improved since the previous inspection and is good. The quality of support for other aspects of pupils' personal development has been maintained and is satisfactory. Arrangements for measuring pupils' academic achievements are satisfactory, but not enough use is made of the information gathered to help with planning for pupils' further progress.
40. Induction procedures are good and help children settle quickly when they first join the nursery and reception classes. Similarly, good pastoral liaison with secondary schools helps pupils in Year 6 to face the transfer to their new school confidently. Pupils who join the school other than at the usual times, including pupils who use English as an additional language, are helped to settle in by the way teachers find them a friend to give support. Recently, changes in staffing have made continuity of care and support for personal development more difficult, but suitable arrangements are in place to hand on records and discuss individual characteristics when pupils move up to a new class. The personal and social education programme makes a good relevant contribution, for instance through circle time<sup>4</sup> activities. Support for pupils with specific personal needs, arising, for instance, from ongoing medical conditions, is good. Suitable attention is given to improving the accessibility of the premises for disabled pupils and parents.
41. The management of pupils' behaviour is good. Concerns voiced by parents about the school's response to behavioural issues do not, on the whole, reflect the school's current provision. Staff generally use good strategies to manage pupils and to encourage them to maintain the expected standards of behaviour. However, occasional inconsistencies remain when pupils are managed less effectively. Good support is generally in place for those with identified behavioural difficulties, though instances occur when effective support is lacking. Pupils are helped to take responsibility for improving their own behaviour. The school promotes good behaviour in the playground through the provision of large and small play equipment. This helps compensate for the rather constricted area, when all the pupils are at play at the same time. Arrangements to prevent bullying and other types of oppressive behaviour are satisfactory. Pupils have occasional concerns, but feel that, should any issues arise, staff will resolve them effectively when they are told. The headteacher has

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<sup>4</sup> Circle time is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

recognised that there is room to make procedures better, by further publicising to pupils ways to respond to any such concerns, and also by making sure parents know and support the school's procedures for resolving any problems. There is good implementation of policy and practice in the promotion of racial equality that results in positive, harmonious relationships between pupils of all ethnic groups.

42. Good routines are generally followed for monitoring and promoting attendance. Administrative staff make careful enquiries about any unexplained absence and effective liaison with the education welfare service ensures proper follow-up for any serious concerns. However nursery registration routines are inadequate in those sessions where parents take children straight to the swimming pool as soon as they arrive. Other aspects of pupils' welfare are catered for effectively. Child protection procedures are good. Since the previous inspection, a well-detailed policy has been put in place to underpin the school's response to any concerns. The headteacher ensures that all staff know how they should respond to any emerging issues. Health and safety procedures are good, as at the previous inspection. Effective first aid arrangements are in place. Good attention is generally given to ensuring the safe conduct of lessons and other activities. For instance full coverage of safety aspects was included in the thorough briefings given to pupils and parents before an educational visit. There is a clear policy for ensuring safety in pupils' access to the Internet and this is implemented meticulously. Good, formal risk assessment routines are often followed, for different aspects of the life of the school, but there is a need to ensure these routines are applied consistently, wherever they may be relevant.

## **Assessment**

43. Procedures for assessing pupils' attainment and progress are satisfactory, overall. In English and mathematics they are good. Assessments are undertaken at the end of suitable topics of work, and teachers keep detailed records of pupils' current attainment. The information is not used consistently well, however, to provide pupils with work that is suited to their present needs. Suitable provision is often made for pupils with special educational needs, but less allowance is usually made for the needs of higher-attaining pupils. Procedures for monitoring pupils' progress through the school are satisfactory. Extensive records are kept, pupils' progress is plotted and targets for improvement are set in English and mathematics. However, the information collected, and the targets set, have not yet been used well enough to significantly raise standards, especially in English. Satisfactory assessment procedures are in place for science, but there is a lack of consistency in the way they are carried out by staff. As a result, little information is available to support planning.
44. In the subjects of the curriculum other than English, mathematics and science, assessment is being developed. Procedures in information and communication technology and physical education are in place, and in physical education they are good. In both subjects, they are being used to help future planning. In other subjects, assessment opportunities are listed in teachers' planning, and general evaluations are sometimes produced at the end of units of work. Where they exist, these evaluations do not yet provide enough information about the performance of individual pupils, to identify either their current attainment or the progress they have made. However, the school has identified the need for new procedures in these subjects, and, at present, it is trialling new, and most appropriate, procedures in all subjects. In particular, the arrangements being made for assessment in art and design, involving detailed computerised records, appear to be potentially outstanding.
45. Assessment of the attainment and progress of pupils with special educational needs is good. Good early identification of pupils' needs means that help is speedily given, allowing pupils to be removed from the register before they leave the school. Progress towards the targets set in individual education plans is very carefully monitored and analysed and this allows the staff to plan effectively for the next stage in learning. Very good use is made of guidance from outside agencies and the use of facilities such as video conferencing is very helpful and time effective. However, when pupils from the Riggs Centre, who have a statement of special education needs, join the mainstream classes, the support given is not always sufficient to meet their highly specialised needs.

46. There are careful records kept of the progress made by pupils for whom English is an additional language. However, teachers' lesson plans do not identify these pupils, or specify the level of support that they require.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Partnership with parents is satisfactory, as at the previous inspection. However the proportion of parents who express positive views about the school is low, when compared with what often happens at other schools. Some reservations expressed by parents, for instance, about the standards being achieved by older pupils, are similar to opinions given at the time of the previous inspection. However, the headteacher and deputy headteacher have undertaken to build more positive links and have made a good start, by doing their best to be accessible to parents and to find out their views.
48. Parents are happier about the approachability of staff than about any other aspect. Friendly and supportive relationships are established with parents of the youngest children, for instance, parents of children in the nursery help when they go swimming. In all year groups, parents usually find they can see the teacher at the end of the day with any query or problem.
49. Parents whose children have special educational needs receive good information about their progress. They are fully involved in discussions as to how their child's needs should be met. Good arrangements are in place to consult with parents on termly reviews. Information for parents is on balance satisfactory. Annual reports are good. They generally give a well-detailed picture of what pupils can do and the progress they have made, although they do not say how pupils are doing, in comparison with others of the same age. A useful, introductory meeting at the start of the year tells parents about the work their children will be tackling. During the year, further details, together with suggestions about how parents can help, are sometimes sent home, or posted outside year bases, but arrangements vary between year groups. There has been no co-ordinated whole-school debate about what information it would be helpful to send home. Suitable steps are taken to exchange information with any parents who have any difficulty in communicating in English, for instance, using friends or older pupils to translate when parents visit the school. The local authority's ethnic minority achievement service can call upon speakers of other languages, as necessary, but there is a limited range of these. Translations of many of the school's routine letters to parents are available in several of the languages spoken in the school, but these are not always used when class teachers send letters to parents.
50. Termly consultation meetings allow parents to discuss their child's progress with the class teacher. It is disappointing that attendance at these, though very good in some classes, tends to decrease as children get older. Learning opportunities for parents are now being offered, in liaison with a family learning centre, in an effort to increase parents' interest in their children's learning. A small proportion of parents have attended these courses. Good efforts are made to work in partnership with the parents of any pupil with special educational needs or behavioural difficulties. Weekly newsletters include brief, but lively, reports about activities and generally give reasonable notice of forthcoming events. The governors' annual report tells parents, frankly, about the need to raise standards in Years 5 and 6, but, in some other respects, gives a rather limited spread of information.
51. Information for parents about the management of behaviour and bullying is inadequate, for instance parents have not been consulted about the behaviour policy until recently, and are not told enough about how the school deals with any poor behaviour or bullying that may arise. The school is now taking parents' opinions seriously. As a first step in responding to their concerns, a questionnaire about behaviour was recently circulated and the headteacher is now recruiting parents to form a working group with staff and governors, to consider behaviour management issues.
52. Parents give satisfactory support to the work of the school. Many parents hear their child read regularly, aiding their progress. A few seldom help in this way, and teachers tend to find such pupils make slower progress and need extra help in school. A number of parents give useful practical support by helping in lessons or on trips. They also contribute through the fundraising efforts of the parents' association and by giving practical help in the maintenance of the school grounds.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the headteacher and key staff are satisfactory overall. Since appointment in September 2002, the headteacher and deputy headteacher have worked tirelessly at addressing the issues relating to the declining standards of attainment by pupils in Year 6 in annual national tests. This decline has been occurring since the last inspection and has finally been halted. Rigorous monitoring and evaluation of teaching and pupils' progress has contributed significantly to the improvement in standards that is now being achieved. Standards in writing, mathematics and science are still below the national average at the end of Year 6 but this compares favourably with the well below average test results of the recent past. The headteacher's purposeful leadership and the very good support that he receives from the deputy headteacher have focused on the right priorities and action has been appropriate. This ensures that the educational direction of the school is now firmly established, through their shared vision of the areas for development. There is still much to be done. School improvement planning retains the priority of raising standards further, but is currently failing to address sufficiently the specific needs of groups of pupils such as the significant proportion who use English as an additional language, or those in the specialist provision for pupils with complex communication difficulties. This indicates that the wider implications of full educational inclusion, for all pupils in the school, while satisfactory overall, have weaknesses in specific aspects that limit the success of the school's aim of 'Educating (all) children of today...(to) enable adults of tomorrow.' However, while the access of this group of pupils to learning opportunities which fully cater for their academic needs requires improvement, pupils of all ethnic origins feel comfortable in the school, which is a welcoming and inclusive environment, where all pupils are genuinely valued as people.
54. Of the many key staff with specific areas of responsibility, some are very new to their roles and this is due in part to the large turnover of teaching staff in recent years. The effectiveness with which individuals lead and manage is influenced by the extent to which staff are trained in the skills and strategies for leadership and management and by the opportunities that they have for carrying out their roles. The latter have been limited for many staff as a result of the priority placed on raising standards in English and mathematics by the end of Year 6. However, several subjects and groups of pupils are benefiting from good practice in the leadership and management of individual members of staff. Very good leadership is provided of the Foundation Stage, physical education, and in helping newly qualified teachers. These staff share a clarity of priorities, very effective action plans to address what needs to be developed, and high levels of expertise that are used well to support colleagues.
55. The management of special educational needs in the mainstream school is very good. The co-ordinator maintains good, clear records and clearly has a very good knowledge of all pupils on the register. Her monitoring and management of the provision is of a good quality and this has ensured a consistency of approach throughout the school, which benefits pupils. She also manages the work of the support staff, offering in-service training, and planning the activities for individual or group withdrawal as well as guidance in planning for their deployment in classroom activities.
56. The management of the Riggs Centre is currently unsatisfactory. The mainstream, special needs co-ordinator is expected to oversee this, which is not altogether appropriate. In addition, the governor responsible for special educational needs is the headteacher. This is inappropriate, as it cuts out one line of management in the school and does not ensure independent monitoring of its effectiveness. The monitoring of the work of the Riggs Centre by the school management has been unsatisfactory and, as a result, the pupils are not achieving as well as they should be.
57. In respect of the provision for pupils who use English as an additional language, there is some liaison between the school and the local authority service. There is funding available, through the ethnic minority achievement grant, to help pay for the extra help that these pupils need. The co-ordinator in charge of this area of school life has insufficient time to liaise regularly with the support teacher, and this hinders the usefulness of her role.
58. The role of the year leaders is a vital one in this large school and there are good opportunities for this group of key staff to liaise with senior management. The school's policy identifies clear responsibility for the year leaders to monitor the quality of team members' teaching, and the

progress towards the targets set for pupils' attainment. This, however, remains impossible when time is not being made available for these activities, and it restricts the effectiveness of year leadership.

59. There has been satisfactory improvement in the areas for development that were identified at the last inspection. The school has had to address the key issues arising at that time, while experiencing extensive staff changes, with 18 teachers departing, and having to be replaced, plus a recent change in headteacher. The period between inspections has also seen pupils' standards in English, mathematics and science drop by the end of Year 6, and this trend in falling standards reached a low point in 2002, before being reversed during the current year. Standards have yet to return to the levels at the time of the last inspection, but are moving in the right direction. There has been appropriate attention to the previous inspection's issues of the roles of management personnel, homework provision, and long-term planning of subjects across the curriculum. The influence of subject co-ordinators on provision has not improved significantly, apart from in English, mathematics and physical education. Standards at the end of Year 2 in reading, writing and religious education have been raised successfully from below average to average. Staff have a strong, shared commitment to raising standards that is evident and successful at the Foundation Stage and in Years 1 to 4. The teachers of Year 6, who were present during this inspection, are also starting to be successful at enabling their pupils to achieve more in line with what their past attainment indicates they are capable of doing. This is evidence of the strengthening capacity to succeed still further that the school now demonstrates. In terms of its effectiveness, the good progress of children in the Foundation Stage, their satisfactory standards overall, by the end of Year 2, and the improving picture by the end of Year 6, are evidence of the school providing a satisfactory standard of education overall.

### **Monitoring and evaluation of the school's performance**

60. The headteacher's good leadership in this area is resulting in this being a rapidly improving aspect of the school. However, the procedures are satisfactory overall at present due to the limited number of staff actively involved in monitoring, review and evaluation. The monitoring and evaluation of the quality of teaching and learning is good, with priority rightly focussed on teaching of literacy and numeracy, and on improving the effectiveness of individual teachers seen to need support. As a result of this support, and the feedback and targets provided for these teachers, all of their teaching was satisfactory or better during the inspection. The next stage of school improvement requires development of this success, and the creation of opportunities for year leaders and the co-ordinators of the subjects most needing attention, to have the time to carry out their responsibilities for observing teaching and monitoring pupils' standards.
61. The whole-school overview of pupils' progress is, again, co-ordinated by the headteacher. This provides a very thorough tracking of pupils' progress, through rigorous analysis of a wide range of data from pupils' performances in various forms of testing. This looks at the progress of many different groups of pupils and identifies those meeting targets and those who are under-achieving. The year-on-year progress of pupils is monitored through analysis of groups according to gender, ethnicity, special educational needs, English as an additional language, experience of programmes such as Early Literacy Support and Springboard Mathematics. Performance in the national tests at the end of Year 2 is compared with each child's attainment on entry to reception. This wide range of information is used satisfactorily to set targets for pupils at the end of the next year of schooling. Areas of major concern, most notably standards in English and mathematics by the end of Year 6, are additionally checked through weekly monitoring of pupils' books by the headteacher and his deputy. Despite this rigour, key aspects remain outside the scope of the monitoring, for example, the response to the significant fall in science standards in the 2002 national tests has not featured strongly enough in this year's monitoring. Although teachers' planning is checked regularly, the omission of specific planning for pupils who use English as an additional language in class lessons has not been identified.
62. The school improvement plan is subject to regular review, and the plan itself clearly identifies the success criteria to be checked by governors. Subject co-ordinators have annual action plans, which, at present, do not form part of the school improvement plan. Nevertheless, the school now has clearly defined procedures for self-evaluation, monitoring, and performance management, and

these are starting to have a positive impact on school improvement planning in general and the raising of pupils' standards and the quality of teaching, in particular.

## **The Governing Body**

63. The governors make a satisfactory contribution to the development of the school. Their input is better than it was at the previous inspection, because, in recent months, they have increased their role in evaluating the school's provision and in shaping plans for improvement. For instance, suitably informed by the headteacher, they have considered explanations for the poor performance of pupils in Year 6 in the 2002 statutory tests, and they are carefully monitoring the success of steps to improve matters. However, they do not monitor provision for pupils with special educational needs effectively. This arises because the headteacher is designated as the governor responsible for linking with this aspect of the school's work. As a result the necessary independent view is lacking. Governors are well involved in the steps being taken to find out parents' views and to take account of them. However, as at the previous inspection, the governing body does not fulfil its statutory duties with regard to the governors' annual report to parents. The report omits various items of required information. For instance, it does not mention the progress made with the action plan from the previous inspection. Governors are, at present, finding it hard to recruit a suitably trained clerk to support them in their work and this causes a degree of concern.

## **Strategic use of resources and the application of the principles of best value**

64. The school has satisfactory procedures for ensuring that the financial resources available to it support the educational needs of its pupils. There is a generally suitable identification of priorities, related to improving the quality of education and raising standards. Allocation of funds is in line with these priorities, but large reserves have accumulated in previous years, without sufficient reason being quoted. Delays in the organisation of building work to improve the learning environment for pupils in Years 5 and 6 also contribute to the high surplus carried forward from 2002-2003. The budget for 2003-2004, the first one that the current headteacher has been involved in setting, provides for appropriate use of part of this surplus to meet identified needs. As at the previous inspection, spending on resources for learning is low, but this does not cause the concerns about deficiencies that were identified then. Current forecasts indicate the balance carried forward into 2004 will still be relatively high, but this is in anticipation of the likely expenditure on future building costs.
65. The school's overall administration arrangements are satisfactory. Teaching and support staff are suitably deployed. However, the contribution of subject co-ordinators is limited, because they are not allocated the time they need away from classroom teaching to develop their roles. Specific grants and funds, for instance, for pupils with special educational needs, are used for their intended purposes. The conclusions of a recent financial audit are positive. Good use is made of new technology to support the work of the school, for instance, to enable the efficient monitoring of attendance. Its use in financial management is now secure, because discrepancies have been resolved during the change to a new accounting system. A well composed website offers alternative routes to information, including the weekly newsletters, for those parents equipped to access them.
66. The governors and headteacher take satisfactory account of the principles of best value. They consult with parents and take notice of them in planning for improvements. Governors are well aware that the achievements of the oldest pupils, in 2002, compared unfavourably with what happens elsewhere. They have made sure the school adopts targeted actions to improve matters. However, this challenge to assure the quality of provision has been lacking with regard to the Riggs Centre. The school is now better funded than at the previous inspection and has higher funding per pupil than the majority of other schools. Taking into account outcomes, including, especially, the lower than expected standards reached by the oldest pupils, the school now gives unsatisfactory value for money. This is a worse position than at the previous inspection, and it is only now being rectified by key initiatives introduced by the headteacher which, as yet, have not been in place long enough to have made a significant impact.

## **Staffing, accommodation and learning resources**

67. There is an adequate number of teaching and non-teaching staff to meet the demands of the curriculum and the school has successfully maintained the levels reported in the last inspection. In recent years, a high proportion of teachers has left or joined the school, and there has been added disruption due to some prolonged absences. However, the headteacher and governors have successfully ensured that newly appointed teachers are appropriately experienced and qualified for the posts for which they are employed, and, although this means that many have only recently taken up responsibility as co-ordinators, a reasonable balance of experience and expertise is maintained. In addition, the staff development co-ordinator has worked hard to ensure that there are good procedures in place for supporting newly qualified teachers and that all staff new to the school are properly briefed and assisted. She also makes good use of information and communication technology to monitor and record continuing professional development needs and training of individual teachers. The school is an officially recognised body for the training of overseas teachers. The co-ordinator also has responsibility for the training of teaching assistants, who are, consequently, well briefed to fulfil their roles, work closely with teachers, and make a positive contribution to pupils' progress. The school administrative officer has responsibility for the professional development of secretarial staff who make a good contribution to the efficient running of the school. She has also been very successful in developing the confidence and teamwork of lunchtime supervisors and this is helping to improve the standards of behaviour during play and lunchtimes. The caretaker and cleaning staff also carry out their duties conscientiously and efficiently.
68. The accommodation is adequate overall, with significant strengths, as well as some shortcomings. The school's site is very attractive, with pleasant, well-equipped play and nature areas provided for the benefit of the pupils and the swimming pool provides a notable enhancement to the curriculum. Many of the classrooms in the main buildings are bright and airy, with plenty of room for pupils to carry out a range of activities, and there is a spacious room for specialist music teaching. The installation of a computer suite marks a significant improvement since the last inspection. On the other hand, the acoustics in the classrooms for the oldest pupils remain poor, as was reported in the previous inspection, although the school improvement plan includes proposals to rectify the problem. The school still has no playing field of its own and the hall is too small to enable whole school assemblies. More significantly, the accommodation currently available for children in the Speech and Language Unit, and pupils in the Riggs Centre, is too restricted to enable teachers and support staff to plan a suitable range of activities for the children who attend them.
69. The quality and range of learning resources is satisfactory, overall, very good in music and good in information and communication technology and physical education. Resources for special educational needs are good and are managed well. Pupils with special educational needs have access to laptop computers to help record their work and a good range of reading material helps the pupils to achieve well in this aspect. In addition, the use of special facilities, such as video conferencing, is a useful aide in ensuring that pupils are receiving appropriate provision.

## **THE WORK OF THE SPECIAL EDUCATIONAL NEEDS UNITS**

70. Provision for pupils with complex communication difficulties is unsatisfactory. Until this term, these pupils did not have access to the full National Curriculum and worked in isolation in their small room, which is physically separate from the main school. In this situation they did not have an opportunity to achieve in a variety of subjects and staff were not in a position to identify their skills and strengths fully. The new teacher in the centre is firmly committed to ensuring that these pupils with complex needs are involved as much as possible in learning with other of their age group in the mainstream classes. She has begun to work towards this aim, but the long overdue initiatives are just the beginning to change the way the school works. Pupils benefit considerably from the highly skilled support staff who work with them in the centre and more recently in classes. The result of this situation is that pupils are very well supported in class and may make good progress in an individual lesson, but their progress is sporadic. Achievements are not consistently and incrementally developed, because assessment procedures are not fully in place and understood by all staff. Consequently, pupils with complex communication difficulties do not achieve at a satisfactory rate.
71. The school has places for eight pupils with severe communication and social difficulties. At the time of the inspection there were seven pupils supported by the centre, spanning Years 3, 4, 5 and

6. This group of pupils all have a statement of special educational needs. The specialist team supporting the pupils comprises a teacher, two support assistants, and a speech and language therapist. However, at the time of the inspection the speech and language therapist was on maternity leave and no replacement was covering her absence. The provision started three years ago, so this is the first time it has been inspected. Initially, the centre operated in isolation and developments to forge links with the main school are too recent to have made a difference to pupils' learning and achievements.
72. The teacher in charge of the provision has been successful in providing pupils with access to the National Curriculum. She has managed this by using class teachers' plans as a basis for lessons with pupils working in the centre, and by getting pupils into classes alongside others of their age far more often. During the inspection, three pupils in Year 6 thoroughly enjoyed planning to make interesting bread in a mainstream classroom, with extremely skilful support from the support assistant who knows them very well.
73. Similarly, the teacher in charge has gathered the assessment procedures used in the main school, although these have not yet been either modified or used. The current lack of a speech and language therapist means that specialist assessment of these communication needs is on hold. Individual education plans vary in their usefulness. Staff changes have meant changes in approaches to these and pupils are now writing their own targets for interpersonal skills. This involvement by pupils is good. However, the school needs to develop a clear and shared understanding regarding how it approaches the sensitive balance of valuing pupils as they are, and helping them to fit into society more readily. While some individual academic targets are specific and measurable, others are too general or ambitious. Because the new team does not have secure and comprehensive assessment procedures, staff do not always have the necessary information to meet pupils' needs most effectively.
74. In spite of strengths in the quality of in-class support, and in the teaching of science, the quality of teaching is unsatisfactory overall because:
- there is a lack of knowledge and understanding of how to best meet the needs of these pupils across the school;
  - the teacher in charge does not have specific expertise in working with pupils with these difficulties, and has received no training to compensate for this;
  - systems for planning are new and not based on secure assessment, so lessons are not always adapted sufficiently to meet pupils' needs.
75. The room in which the centre is based is too small and severely limits teaching methods. For example, while some pupils may benefit from stimulating displays, with key vocabulary and ideas emphasised, others may benefit from quiet, distraction free, workspace. In this room it is not possible to provide for this diversity. The headteacher is clear that he wants the staff and pupils in the centre to work far more closely with the rest of the school. The teacher in charge of the provision has taken initial steps towards this way of working. However, the school does not have shared aims and a vision for the future of this provision. This means that there is no consensus across the school regarding *how* to develop work with these pupils. Members of staff are not clear about their roles and where their responsibilities lie. Until the entire school is clear about these issues it is not possible for it to make any meaningful evaluation of how well pupils and staff are doing.

#### *Provision for pre-school children with speech and language difficulties*

76. Provision for pre-school children with speech and language difficulties is good. The specialist teacher has a very good knowledge and understanding of the needs of these children and how to meet them. Specialist teaching for individual children or work in pairs is very good. Teaching of the whole group of seven or eight children is consistently good, but teaching methods are constrained by the very small room in which staff and children work and this prevents teaching from being very good. The nursery was not attached to the school at the time of the last inspection, so there is no previous point of comparison.
77. The school provides for up to 16 children, on a part-time basis, over four mornings each week. At the time of the inspection, as a result of very good progress, one child had left to join a 'mainstream'

nursery and so 15 children, two of whom have a statement of special educational needs, were benefiting from the provision. However, they are taught in two separate groups, so each child is only in the nursery for two mornings each week. Most join other nurseries for other sessions during the week. Given the very limited time that children spend in the nursery, they achieve very well in relation to their main areas of difficulty. This is because of the consistently high quality teaching that they receive. The specialist teacher, special educational needs support assistant, and designated speech and language therapist, make up the team working with the children. At the time of the inspection the usual speech and language therapist was on maternity leave, but a replacement speech and language therapist was covering the children's sessions.

78. Children are referred to the nursery by speech and language therapists, so may travel from out of the school catchment area. However, because they are of pre-school age, there is no transport provided for them. This means that parents have daily contact with staff, which enables them to share information and concerns. Additionally, parents and staff communicate in useful 'home-school' books, and staff have run evening workshops for parents in the past. This is a valuable area of work that the teacher in charge of the nursery would, understandably, like to develop further. Parents appreciate the help their child receives, as one parent expressed it to the nursery staff, *'you have helped to change his life'*.
79. The strengths in the nursery include:
  - the teacher's knowledge and understanding of children at this age with speech and language difficulties which helps them to learn at a consistently good rate through suitable activities;
  - individual targets for children are clear, concise and measurable, so they are useful when staff are either planning or assessing;
  - the good teamwork between the teacher and special educational needs support assistant, which means that children feel secure and are ready to learn;
  - very good links with professionals, based outside the school, including other nurseries, keep staff up to date, sharing consistent approaches, and meeting individual children's needs well;
  - children benefit from close links between the nursery staff and their parents, so they extend their learning beyond the nursery sessions.
80. The whole team shares a common aim. They have a very secure understanding of the links between children feeling good about themselves, expressing themselves and participating in a wide range of activities that benefits all areas of their learning. They know, therefore, that their prime purpose is to give children sufficient confidence to speak and use the language they are developing as much as possible. They keep clear assessment records which demonstrate that children make very good progress in their social skills and develop their speech and language well. The team also appreciates the importance of children simultaneously developing new skills and using them with children of their own age. To this end, they ensure that there is a fine balance of specialist input and work in the main school nursery.
81. When children with speech and language difficulties join the main school nursery they participate with increasing confidence and assurance. This is because of the secure and trusting relationships they enjoy with the specialist teacher and support assistant who accompany them, as well as the stimulating activities on offer. While children benefit from staff in both nurseries planning together, staff do not fully share responsibility for children. In order for the good provision to develop further, children need to work more *with* others of their age group in mainstream classes, than *alongside* them. To achieve this:
  - the roles and the extent of staff responsibilities need to be clearly understood by everyone;
  - there needs to be a clear line of accountability for staff so that the value of children joining the school's nursery can be monitored and understood.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:
  - ☐ Raise standards in English, mathematics and science by the end of Year 6 and standards in mathematics by the end of Year 2, by:

- ensuring that teachers have higher expectations of the standards of which pupils are capable;
- achieving a better match between the learning activities that are planned and the needs of groups of pupils of different abilities;
- making better use of the whole curriculum for the planned application and development of pupils' literacy and numeracy skills.

*(Paragraphs 3, 4, 16, 17, 25, 95, 99, 103, 106 and 109)*

☐ Improve the provision for pupils with English as an additional language by:

- increasing, through appropriate training, all class teachers' knowledge of strategies to raise the quality of the pupils' learning;
- enabling more effective co-ordination of provision across the school, by allocating sufficient time for the co-ordinator to carry out the roles and responsibilities of the post.

*(Paragraphs 7, 17, 26, 35, 36, 37, 57, 61 and 101)*

☐ Provision for pupils with complex communication difficulties should be improved by:

- appropriate training of both specialist and mainstream staff to increase understanding of pupils' needs;
- developing the procedures for assessment of pupils' learning and using the information from such assessment as the foundation of the next stage in pupils' learning;
- ensuring regular monitoring and evaluation of provision by senior management and the governing body.

*(Paragraphs 16, 45, 56, 66, 68, 70, 73 and 74)*

☐ The role of subject and other co-ordinators should be developed by:

- first, establishing a priority order of subjects that can be scheduled into annual school improvement plans;
- providing co-ordinators with clear guidelines on strategies and procedures to be used in the leadership and management of their areas of responsibility;
- allocating sufficient time away from classroom duties to enable co-ordinators to rigorously monitor and evaluate the provision, the quality of teaching and pupils' standards.

*(Paragraphs 54, 58, 60, 65, 115, 121 and 140)*

*The governing body might also consider including the following areas in their action plan:*

- To develop further the provision for multi-cultural education.  
*(Paragraph 34)*
- To ensure full coverage of the National Curriculum programme of study for geography.  
*(Paragraphs 24 and 129)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Number of lessons observed                                           | 90 |
| Number of discussions with staff, governors, other adults and pupils | 47 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 12        | 38   | 35           | 3              | 2    | 0         |
| Percentage | 0         | 13        | 43   | 38           | 3              | 2    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                                           | Nursery | YR – Y6 |
|-----------------------------------------------------------------------|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 40      | 587     |
| Number of full-time pupils known to be eligible for free school meals | 0       | 54      |

FTE means full-time equivalent.

| Special educational needs                                           | Nursery | YR – Y6 |
|---------------------------------------------------------------------|---------|---------|
| Number of pupils with statements of special educational needs       | 2       | 14      |
| Number of pupils on the school's special educational needs register | 15      | 112     |

| English as an additional language                       | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 94           |

| Pupil mobility in the last school year                                       | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 48           |
| Pupils who left the school other than at the usual time of leaving           | 46           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.8 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.7 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
|                                                                                        | 2002 | 49   | 38    | 87    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 44      | 44      | 42          |
|                                             | Girls    | 36      | 37      | 35          |
|                                             | Total    | 80      | 81      | 77          |
| Percentage of pupils at NC level 2 or above | School   | 92 (81) | 93 (86) | 89 (92)     |
|                                             | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 42      | 41          | 45      |
|                                             | Girls    | 37      | 35          | 36      |
|                                             | Total    | 79      | 76          | 81      |
| Percentage of pupils at NC level 2 or above | School   | 91 (77) | 87 (94)     | 93 (90) |
|                                             | National | 85 (85) | 89 (89)     | 89 (89) |

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
|                                                                                        | 2002 | 41   | 41    | 82    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 18      | 25          | 24      |
|                                             | Girls    | 27      | 29          | 29      |
|                                             | Total    | 45      | 54          | 53      |
| Percentage of pupils at NC level 4 or above | School   | 55 (67) | 66 (60)     | 65 (84) |
|                                             | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 19      | 25          | 23      |
|                                             | Girls    | 30      | 26          | 32      |
|                                             | Total    | 49      | 51          | 55      |
| Percentage of pupils at NC level 4 or above | School   | 60 (66) | 62 (67)     | 67 (81) |
|                                             | National | 73 (72) | 74 (74)     | 82 (82) |

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

| Categories used in the Annual School Census         |
|-----------------------------------------------------|
| White – British                                     |
| White – Irish                                       |
| 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 - Pakistani                  |
| Asian or Asian British – Bangladeshi                |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean                  |
| Black or Black British – African                    |
| Black or Black British – any other Black background |
| Chinese                                             |
| Any other ethnic group                              |
| No ethnic group recorded                            |

### ***Exclusions in the last school year***

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 482                  | 3                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 14                   | 0                                 | 0                              |
| 6                    | 0                                 | 0                              |
| 3                    | 0                                 | 0                              |
| 7                    | 0                                 | 0                              |
| 17                   | 0                                 | 0                              |
| 2                    | 0                                 | 0                              |
| 3                    | 0                                 | 0                              |
| 11                   | 0                                 | 0                              |
| 6                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 2                    | 0                                 | 0                              |
| 27                   | 0                                 | 0                              |
| 6                    | 0                                 | 0                              |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|                                          |      |
|------------------------------------------|------|
| Total number of qualified teachers (FTE) | 28.2 |
| Number of pupils per qualified teacher   | 21.1 |
| Average class size                       | 28   |

#### **Education support staff: YR – Y6**

|                                         |     |
|-----------------------------------------|-----|
| Total number of education support staff | 24  |
| Total aggregate hours worked per week   | 554 |

#### **Qualified teachers and support staff: nursery**

|                                          |      |
|------------------------------------------|------|
| Total number of qualified teachers (FTE) | 1.6  |
| Number of pupils per qualified teacher   | 24.1 |
| Total number of education support staff  | 4    |
| Total aggregate hours worked per week    | 49   |
| Number of pupils per FTE adult           | 6    |

*FTE means full-time equivalent.*

### ***Financial information***

|                                            |           |
|--------------------------------------------|-----------|
| Financial year                             | 2002/03   |
|                                            | £         |
| Total income                               | 1,573,925 |
| Total expenditure                          | 1,529,087 |
| Expenditure per pupil                      | 2,438     |
| Balance brought forward from previous year | 162,601   |
| Balance carried forward to next year       | 207,439   |

### ***Recruitment of teachers***

|                                                                      |      |
|----------------------------------------------------------------------|------|
| Number of teachers who left the school during the last two years     | 17.6 |
| Number of teachers appointed to the school during the last two years | 15.8 |
| Total number of vacant teaching posts (FTE)                          | 0    |

|                                                                                                                |   |
|----------------------------------------------------------------------------------------------------------------|---|
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 4 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

627

Number of questionnaires returned

157

Percentage of questionnaires returned

25

### Percentage of responses in each category

|                                                                                    | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school.                                                             | 51             | 41            | 6                | 0                 | 2          |
| My child is making good progress in school.                                        | 39             | 55            | 3                | 1                 | 2          |
| Behaviour in the school is good.                                                   | 25             | 57            | 8                | 3                 | 8          |
| My child gets the right amount of work to do at home.                              | 24             | 52            | 15               | 3                 | 6          |
| The teaching is good.                                                              | 48             | 43            | 1                | 4                 | 3          |
| I am kept well informed about how my child is getting on.                          | 35             | 43            | 15               | 5                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 62             | 29            | 5                | 1                 | 3          |
| The school expects my child to work hard and achieve his or her best.              | 44             | 42            | 4                | 1                 | 10         |
| The school works closely with parents.                                             | 27             | 52            | 13               | 5                 | 3          |
| The school is well led and managed.                                                | 46             | 41            | 4                | 3                 | 6          |
| The school is helping my child become mature and responsible.                      | 38             | 50            | 5                | 1                 | 6          |
| The school provides an interesting range of activities outside lessons.            | 32             | 41            | 15               | 4                 | 8          |

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

83. Children are admitted to the nursery class in the autumn or spring term after they become three, and they transfer to the reception classes, the following September or January. They attend full-time after their first month in the reception classes, if all adults concerned feel that the children are ready to do so. The school has good links with parents and carers, who are welcomed into school for visits with the children before they start in the nursery, and this is valuable in helping children to be confident when they join the class.
84. Many children join the three reception classes with levels of attainment that are below those expected for children of this age. Overall, they make good progress, so that, by the end of the reception year, the majority of them achieve the expectations for their age in physical and creative development. Many children achieve most aspects of the expected levels in mathematical development. Children attain beyond expected levels in knowledge and understanding of the world, in personal, social and emotional development and in listening. The majority of children also speak in a mature manner for their age. The development of their reading and writing skills is satisfactory. Standards have been generally well maintained since the previous inspection.
85. The curriculum is full of interesting activities. Planning is organised clearly and teachers liaise closely together. It is too soon to judge the effect of the recent introduction of appropriate, individual writing targets for children as a means to raising writing standards further.
86. Teaching is good in the nursery. In the reception classes, teaching is never less than satisfactory, often it is good and, on occasion, it is very good. Nursery nurses and the teaching assistants in the reception classes are skilled and make valuable contributions to children's happiness and to their learning. Provision for children with special educational needs is good. There is no specific provision for children who use English as an additional language, beyond the specialist help they receive when they first arrive in school. However, the good emphasis adults place on language development for all children ensures that they too make good progress in learning.
87. Assessment of children's progress continues to be clear and detailed. The assessments made at the beginning of children's time in nursery are used to identify children who require more support or who may have a special educational need. The school is already changing to the new assessment requirements for recording the progress of children in the Foundation Stage, ready for next term and teachers are discussing how best to use the information that they reveal.
88. The indoor accommodation is large, bright, cheerful and is used well. The outside accommodation is also of good quality. Both outdoor areas are secure and attractive and are used very well to promote children's learning. There are enough resources to support the children's learning, although some are in need of replacement.

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

89. Teaching in this area of children's learning is very good. Children enter nursery with few skills and make very good progress during the time they spend in the nursery and reception classes, so that, by the time they enter Year 1, many children attain at levels beyond those often seen in children of this age. In all classrooms adults are warm and friendly. They promote good relationships and use praise well to build children's self-esteem. Children enjoy coming to school and they are eager and confident to learn. They are quiet and attentive during lessons, take turns amicably and work very well in small groups. In the nursery, children are encouraged to make choices, as, for example, when to have their drink and they are confident to try new activities, usually sharing resources well. In reception, children select their own resources when involved in creative activities. They are highly aware of, and sensitive to, children who are less fortunate.

#### *Communication, literacy and language development*

90. Teaching is good overall in this area of learning. Children enter the nursery with poorly developed English language. They make good progress in acquiring speaking and listening skills due to the good opportunities provided for extending their knowledge through daily discussions, stories, songs and rhymes. In the reception classes, good emphasis continues to be placed on developing these skills, so that, by the end of the reception year, many children speak clearly and thoughtfully using mature phrases. Teachers often plan opportunities for children to talk in pairs and this helps them to develop both logical thought and fluent speech. Children enjoy looking at books in the nursery and they begin to recognise the shapes of the days of the week. They register their presence at the start of every session finding their name and personal picture prompt. In the reception classes children start to understand that there are both story and information books. Most children have started to read by the end of the reception year, but many are still uncertain about using their knowledge of letter sounds to build unfamiliar words. The highest-attaining children read simple texts fluently and with good expression. Children who have not yet started to recognise words are keen to discuss the pictures and to 'tell' the story. Children in nursery become accustomed to copying their names and start to know that writing carries meaning. In the reception classes, children automatically write their names on pieces of work and, by the end of the year, the highest-attaining children write clear sentences. The spelling of simple words is often correct and they know where useful words are displayed. Many children are just starting to produce 'emergent' writing which they understand and can explain. With encouragement, they hear and write the initial sounds in words, but there is scope to provide opportunities for this activity earlier in the school year, through additional structured play activities. Many children will not attain all aspects of this area of learning by the end of their year in reception.

#### *Mathematical development*

91. Teaching is satisfactory with some good aspects. Children enter school with very little mathematical knowledge and firm foundations are laid in the nursery. Children complete jigsaws, build with construction kits, recognise common two-dimensional shapes and count to five. Counting is reinforced through simple number rhymes but, during the inspection, there was little evidence that children are extended further. In the reception year children's progress continues to be satisfactory. The highest-attaining children work beyond the levels expected by the end of the reception year. They count confidently, sequence numbers beyond 20, and add and subtract within 20. Most children attain many aspects of the Early Learning Goals for this area of learning, but not all attain them all. The lower-attaining children count and match to ten, and start to understand mathematical vocabulary such as 'more, less', 'empty, half-full, nearly empty.' Teachers in the reception classes take opportunities to count the number of children in class and to add on and take away, in order to find the usual total.

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

92. Children enter nursery with limited knowledge of the world in which they live. Teaching is good and children make good progress in nursery and reception classes, so that, by the time they enter Year 1, they attain the expected standards, and exceed them in their use of information and communication technology and their knowledge of mini-beasts. In the nursery, children start to describe simple objects and events. For example, they investigate soapy water; they paint with water and watch it disappear as it dries. In the reception classes, they demonstrate avid curiosity in the world around them for instance, while they were exploring their environment, during the inspection, they were thrilled to discover that dragonflies live near the school pond. Children use the digital microscope to study chrysalises and know how to photograph them without adult help, and they discuss knowledgeably whether the chrysalises are hairy or smooth. They also use computers to sequence the events of the story of the 'Hungry Caterpillar'. Children start to have an idea of past and present as they consider how they have changed since they were babies. Opportunities are taken to develop the children's literacy skills through this area of their learning, when children record what they observe. Children learn stories from the Bible and become aware of different ways of life. For example, children in the reception classes have looked at traditional Chinese costumes.

#### *Physical development*

93. The children develop sound skills and achieve the expected levels of attainment in their physical

development by the end of their time in the reception classes. The teaching observed during the inspection was satisfactory. In the nursery, children climb, crawl, run and jump with confidence and precision. They manipulate wheeled toys with style. In the reception classes, the children manipulate and handle small tools with well-developed dexterity. They handle materials, such as rolls of cardboard, and a variety of papers and clay, with ease. It was not possible to see the children during a physical education lesson, but they approached their swimming classes with enthusiasm and displayed increasing confidence in the water. During free activities and drama, the majority of children showed good skills of co-ordination, and ran and changed direction with satisfactory body control.

### *Creative development*

94. By the time the children enter Year 1, they achieve the expected levels in their creative development. In the nursery, children enjoy pretending to be in a veterinary surgery, talking to the animal patients and their owners. They experiment with paint using brushes, fingers and objects as stamps, and start to hone their skills of observation, for example, when they sketched a bicycle in careful detail and painted well-formed vehicles. Children thoroughly enjoy music sessions, when they sing using their voices to control a small parachute. In reception, children continue to enjoy totally informal drama and they also participate in more directed activities, when, for example, as a class they impersonate the characters from stories such as 'The Three Bears'. They observe butterflies closely, and recreate them in clay and paint, taking care to make symmetrical patterns on their wings, and extending their understanding of the effect of mixing colours. There was no opportunity to hear children in the reception classes making music during the inspection, but they sing songs and rhymes, clearly and sweetly, with a good sense of rhythm.

### **ENGLISH**

95. The current standards in reading and writing at the end of Year 2 are in line with the national average. This is an improvement since the time of the last inspection. In Year 6, standards in English are below national expectations, although rather better than they were last year. It is difficult to make a meaningful comparison with the last inspection, as the school had no Year 6 at that time, but standards then were judged to be average overall at the end of Year 5, but below average in writing. In Years 1 and 2, pupils make good progress. There is satisfactory progress in Years 3 and 4, but the progress made by pupils in Years 5 and 6 is unsatisfactory.
96. Pupils come into Year 1 having made good progress in their language skill development during the Foundation Stage. They continue to make good progress in Years 1 and 2. By the end of Year 2 some pupils show increasing confidence in speaking, and begin to use more formal speech patterns. Teachers give younger pupils opportunities to practice their speaking and listening skills in their literacy and other lessons. An example of this was in a good lesson in Year 1, when the teacher put pupils in the 'hot-seat' which gave them the opportunity to talk to the class about the way a story might develop. Other pupils listened attentively and asked relevant questions. By the end of Year 6, many pupils demonstrate good standards in speaking and listening, for example, when talking about their reading books and their work in other subjects, for example in music. In a good lesson in Year 6 the teacher developed the speaking and listening skills of pupils by getting them to discuss the plot and characters of 'Lucia di Lammermoor'. This linked well with the visit of a local opera company who were performing this work for pupils in Year 6. The pupils responded well and were eager to volunteer ideas and talk about how minor changes in the plot would make the outcome of the story very different. Learning support assistants in the classroom have a valuable part to play. They clarify questions, explain new vocabulary, and encourage pupils to offer answers. This is especially valuable in the many classes that have higher numbers than is usual of pupils who use English as an additional language.
97. Standards in reading at the end of Year 2 and the end of Year 6 are in line with national averages. Younger pupils develop skills that help them to read the text. Pupils in Year 2 read many words confidently, and talk about their reading books. The more able pupils in Year 2 use different methods to read words that they find difficult, such as splitting them up, sounding out the letters and gaining clues from the illustrations. Most pupils in Year 2 are clear about the difference between an author and illustrator and fiction and non-fiction. However, during discussion, few pupils could name books and authors, other than the one they were currently reading. About two-thirds of the

sample of pupils in this age range knew how to use their knowledge of the alphabet to find books or information. In Year 6, more pupils had a secure grasp of this, although some were hazy about whether to look up authors by their forename or surname. Many were familiar with the terms 'contents', 'index' and 'glossary' and how these can be used to help locate information. In discussion with pupils in Year 6, most could name authors and talked confidently about them and their works. Some pupils read expressively as a result of the way that teachers guide them in shared reading sessions. Many pupils were confident about how to use the Internet to access information. Pupils enjoy reading and read both fiction and non-fiction texts, although most prefer non-fiction. The reading diaries foster links between home and school by getting parents and carers to add comments which help their children to develop their reading skills. Although the library is rather small for a school of this size, and is situated in a busy corridor, it contains a satisfactory range of both fiction and non-fiction books. The school employs a librarian who keeps track of the loans via a computerised bar-code system. She also helps pupils with research projects, for example, pupils in Year 5 are preparing a portfolio of 'Countries of the World'. Books are up-to-date, and in good condition. Class libraries provide extra reading material. Overall, pupils who have special educational needs make satisfactory progress as a result of the support for reading, as do pupils who use English as an additional language.

98. From the samples of pupils' written work seen during the inspection, the standards attained in Years 1 and 2 are average. Pupils develop cursive handwriting, from early on in Year 1, and this is having a positive effect on standards of presentation. Pupils use simple punctuation to begin and end sentences. Many pupils spell short common words and longer regular words correctly. Where the words are incorrectly spelt, most pupils manage a version that is phonetically sound. However, few pupils in Year 2 use capital letters to begin names consistently. The work seen in pupils' books covers the various areas of the National Curriculum satisfactorily.
99. By the end of Year 6, standards in writing are below national expectations. Some pupils write for a range of different purposes and use punctuation accurately. As they get older, the majority uses a joined and legible script. Most pupils spell the majority of words that they use accurately, although, some in the top section of the group of pupils seen, confused 'where' with 'wear'. However, even some higher-attaining pupils are not entirely secure about when to use capital letters for names. Some of these pupils organise ideas into grammatically correct complex sentences, and show an increasing understanding of speech and question marks, but a large proportion only use a limited range of sentence structures. There are still some pupils in Year 6 who write in unjoined handwriting. In the sample of written work, presentation standards were low, and pupils of all ability levels still were using pencil for their work in English. There were some good persuasive arguments in the sample of work from Year 6, where pupils had written letters about the pros and cons of keeping animals in zoos. Some of these were thoughtful and ideas were developed well. This made a satisfactory contribution to their moral development. Pupils learn to follow planning structures and how to organise their writing. They set out letters, both formal and informal, correctly. A good example of this was in a lesson for pupils in Year 3. The teacher clearly explained the difference between a formal and an informal letter and the various conventions of each type. The school is developing the use of information and communication technology to support literacy. Pupils in all year groups use computers to draft and re-draft work.
100. Teachers sometimes take opportunities in other subjects to encourage pupils to increase their technical vocabulary and their use of spoken English. There were some good examples of this in music lessons where terms like 'ostinato' and 'tempo' were used as a natural part of the teaching. The provision is not consistent, however, and opportunities are missed. There were few examples in the sample of pupils' written work of literacy skills being developed by the use of extended pieces of writing in subjects other than English.
101. Much of the teaching seen during the inspection was satisfactory or better, and none was less than satisfactory. Overall, the teaching of English in the school is satisfactory. However, there are differences in the teaching in different year groups. In Years 1 and 2, the teaching is good, whereas, it is satisfactory in Years 3 to 6. Until recently, there was unsatisfactory teaching of the older pupils, especially in Years 5 and 6. The school has taken steps to address this and the standard of teaching for these pupils is now improving. Praise is used well to show pupils that their work is valued. Teachers generally plan written work, so that it is suitably tailored to the different ability levels in the class. However, the needs of pupils for whom English is an additional language

are not always identified in their planning. In a very good lesson in Year 4, on writing an advertisement, the teacher set a brisk pace, made effective use of a variety of strategies that kept pupils thinking about the subject matter and challenged all pupils, including the most able. All teachers mark the pupils' work regularly and make comments to encourage pupils. Some teachers consistently give effective pointers for pupils to make further improvement. However, this is not always the case, and the co-ordinator needs to ensure that all their colleagues follow the best practice. Some work by pupils in Year 6 was unfinished and unmarked. In lessons, the focus for the lesson is usually shared with the class so that they are all clear about what they will be learning. Relationships are good and teachers manage behaviour well. As a result, pupils work hard, show interest and sustain their concentration throughout the lesson. Most pupils co-operate well in group work and the subject makes a satisfactory contribution to pupils' moral and social development.

102. The literacy co-ordinator is a teacher in Year 6. She has suitable qualifications for the post and is very conscientious. However, she has insufficient time allocated to manage this major area of school life in anything more than an adequate way. Teachers are not always secure in their knowledge of National Curriculum levels and this can lead to mistakes in assessing the progress of pupils. Currently, there is no portfolio of pupils' work to help teachers to confirm their own judgements about National Curriculum levels. There is a comprehensive system of assessment that analyses the progress of individual pupils and groups. However, this does not have sufficient impact on teachers' planning of lessons. There are satisfactory resources for the subject, although some of the reading books are rather old. Pupils with special educational needs, or those who use English as an additional language, make the same progress as other pupils, as a result of the arrangements for their support. However, the quality of support varies from class to class, especially for those pupils who use English as an additional language. Much of this support takes place in the classroom, but, for some additional literacy support sessions, small groups of pupils work in the library or other areas of the school. There is good communication between the learning support assistants and class teachers so that the planning for these sessions takes account of the main focus of the work that the rest of the class is doing.

## **MATHEMATICS**

103. Standards by the end of Years 2 and 6 are below average. Standards in Year 2 were reported as below average at the time of the last inspection in 1998. The school's performance in the subsequent years, up to and including 2001, remained consistently at this level, rising at the same rate as the national trend. The test results in 2003, for pupils in Year 2, which cannot, yet, be compared with standards achieved nationally, reveal a similar picture. On the other hand, there has been a decline in the standards achieved by the oldest pupils since the last inspection, which were then reported as average, but began to fall steadily from 1999 onwards, reaching well below average in 2001. However, this decline was arrested in 2002, when standards rose again to below average. The inspection findings are that whilst standards remain below average throughout the school, they are beginning to improve, both in Year 2 and Year 6. This is because a strategy for the regular monitoring and evaluation of teaching and learning has successfully been introduced and is having a positive impact on achievement. Teachers' planning and implementation of the National Numeracy Strategy are more thorough than was previously the case, and pupils are making satisfactory progress overall. Pupils with special educational needs, and those who use English as an additional language, also make satisfactory progress due to the additional support which they receive.
104. Standards in Year 2 are below average, overall, with a small group of more able pupils achieving above average levels. Average and higher-attaining pupils have a secure knowledge and understanding of numbers to 100, and apply this to solving everyday problems. Higher-attaining pupils in one lesson seen, for example, successfully calculated the cost of 80 items in a shop, given the information that ten items cost £40. The majority of pupils measure the length of familiar classroom objects accurately, whilst lower-attaining pupils, at this stage, need some support from adults to enable them to complete tasks, such as comparing the lengths of plastic strips, which is below expectations for their age.
105. Standards in Year 6 are also below average. Many pupils have clear strategies for solving problems, and apply a variety of methods to arrive at answers, reflecting standards typical for their age. For example, they mentally calculate simple percentages and illustrate them in the form of a

pie chart. The higher attaining pupils quickly recognise relationships and patterns in mathematics, for example when expressing larger numbers as the product of their prime factors, which is above expectations. Lower attaining pupils, on the other hand, need support from a classmate or an adult to identify the factors of numbers higher than 50.

106. The quality of teaching and learning is satisfactory overall. During the inspection, the quality of teaching seen in many lessons was good and, occasionally, very good, particularly in Years 3 to 6. However, taking full account of pupils' previous work over the whole year, the quality of teaching is variable and inconsistent, especially in Years 5 and 6 and pupils' rate of achievement, although good in individual lessons seen during the inspection, is only satisfactory over longer periods of time. A significant strength of the best teaching is the very good quality of teachers' planning using the National Numeracy Strategy, and their use of whole-class teaching strategies to ensure that all are fully engaged in the lesson. As a result, pupils successfully rise to the challenge of the work set for them and try hard to improve. A good example of this was seen in a Year 6 lesson, where the class was engaged in challenging work in preparation for transition to Year 7, and the class teacher regularly assessed pupils' progress with the written task, before moving them to the next level of difficulty. Another feature of the best practice is the teachers' knowledge of their pupils' individual strengths and weaknesses and their ability to provide challenging and interesting work at the right level of difficulty for them. This quality was clearly illustrated in a very good lesson seen in Year 2, where the teacher pitched her questions at different levels of difficulty for individuals, depending on their ability. Consequently, one higher-attaining pupil quickly subtracted 19 from a seven-digit number; whilst a less confident classmate was strongly challenged, but achieved equally well by taking 9 from 82. Conversely, teaching is less successful when teachers do not make the best use, either of the assessment information available to them, or of their day-to-day marking of work, to show pupils how to improve and guide their planning for the next day's activities. Consequently, their expectations about what pupils can achieve are uncertain and they sometimes provide work which is either too easy or too difficult for the different ability groups, within their class. This slows down the pace of teaching and learning and sometimes leads to pupils spending too much time on repetitive worksheet tasks, instead of moving on to the next level of difficulty as soon as they are ready. Additionally, it often results in low expectations of the quality of finished work and occasionally leads to a decline in behaviour, effort and concentration. Teachers throughout the school work very closely with support staff to make sure that pupils with special educational needs are fully included in mathematics lessons.
107. Support for pupils' learning in mathematics is evident in other areas of the curriculum, such as design and technology, where, for example, they are asked to accurately measure the lengths of levers for the moveable figures in greetings cards. Teachers throughout the school include opportunities in their planning for pupils to use information and communication technology in the computer suite as was seen in a very good Year 4 lesson, where the use of computers quickly improved pupils' understanding of co-ordinates. On the other hand, more frequent use could be made of classroom computers to support teaching and learning in the course of day-to-day lessons. Teachers pay appropriate attention to the development of literacy skills, through teaching in mathematics by emphasising the use of correct mathematical vocabulary.
108. The co-ordinator is providing good leadership and clear educational direction in mathematics. Since her relatively recent appointment, she has received good support from the headteacher, the deputy headteacher and advisers from the local education authority to implement a strategy for monitoring the quality of teaching and learning and this is beginning to have a positive impact on standards throughout the school. In order to successfully raise standards to the expected levels, the main area for future development is to share the best features of the good teaching seen during the inspection to ensure that pupils in all classes are enabled to make consistently good progress from day-to-day and year-to-year, as they grow older.

## SCIENCE

109. The results of the teachers' assessments of standards in science at the end of Year 2 have remained broadly similar to those at the time of the last inspection. In 2002, they were in line with both the national average and that of similar schools. Most pupils attained the expected Level 2, and an above-average proportion of them achieved the higher Level 3. The standards of pupils currently in Year 2 are average and pupils achieve satisfactorily. Results in the national tests at the

end of Year 6 have shown a decline and in 2002, they were well below the national average and very low when compared to that of similar schools. Standards are, currently, below those expected and pupils' learning and achievement are unsatisfactory. Over time, there has been no significant difference in the performance of girls and boys, except in 2002 when boys performed significantly worse than the girls. Pupils with special educational needs are also making unsatisfactory progress because tasks have not been set which are effective in meeting their needs.

110. Pupils study an appropriate range of scientific topics in Years 1 and 2. Much of the work is studied as part of cross-curricular topics and good links are made with other subjects. For example, pupils in Year 1 learn about plants and seeds by growing them themselves. As they watch them grow, they learn about the various conditions that plants need to help them develop. Through appropriate teaching methods and good displays they learn about the parts of a plant and its life cycle. In addition, they complete artwork, by making their own tissue paper flowers, and learn a range of ways of recording their work which helps develop their literacy skills. In Year 2, pupils learn to conduct a fair test and, again, use different methods to record their work. However, sometimes the methods of recording are not appropriate and there is evidence in pupils' books of the teacher having completed work for the pupils. In addition, much of the work in Year 2 is hard to find being jumbled together with a number of other subjects in one topic book. This makes it difficult for the pupils to look back and see what point he or she had reached in the recording of their work, or indeed, if they had finished the tasks set.
111. In Years 3 to 6, pupils again study a range of appropriate scientific topics with an increasing emphasis in Years 3 and 4 on practical investigation and experiment. Much of the work in these year groups is good and builds on what pupils have learned earlier. For example, in Year 3, pupils carry out an investigation to discover what conditions are necessary for plants to grow. They are encouraged to predict the outcomes of their investigations. Many of these younger pupils now understand the necessity of controlling variables and evaluating the results. However, in Years 5 and 6 there is too little emphasis on investigation. When investigations have taken place in Year 5, previous work shows that, in some classes, experiments, such as that to investigate the conditions required to melt an ice cube, are written up in the same way and not in pupils' own words. It is clear that some areas are not followed up nor studied in sufficient depth. In Year 6 there has been too little emphasis on individual recording and much of the work examined was copied. This resulted in a great deal of the work of lower attaining pupils being of poor quality and left unfinished.
112. Overall, the quality of teaching and learning is unsatisfactory. It is satisfactory for the younger pupils in Years 1 and 2, but unsatisfactory for pupils in Years 3 to 6. During the inspection it ranged from poor to good. Some practical lessons observed in Years 1, 3 and 4 were generally well organised and managed. Resources were well prepared and pupils were involved well in these lessons. The lessons moved at a brisk pace and little time was wasted. The teachers' good subject knowledge meant that activities were well planned and secured the pupils' interest. For example, in a lesson in Year 4, pupils were organising an investigation to discover the habitats of mini-beasts in the school grounds. After being given a brief amount of time to list the creatures they might expect to find, they were given a detailed map of the grounds with various environments identified in order for them to predict which beasts they might find in each. Basic skills are taught through observations and investigation and these pupils in Year 4 moved their classroom to the grounds in order to test their hypotheses. However, in some lessons teaching is confusing and concepts are introduced which are not appropriate. For example, in a Year 3 lesson, investigating plant growth, pupils were introduced to the idea of two variables for one plant, when, for the rest of the plants, only one variable was permitted. This was muddling for the pupils and inappropriate. Lessons are sometimes carefully planned, but, often, teachers do not take sufficient account of the differing needs of pupils. For example, higher attaining pupils have little opportunity to set up their own experiments or work independently. Teaching assistants give valuable support in lessons but many books have unfinished work.
113. In all years, except Years 3 and 4, the amount of recorded work is limited. The quality of presentation in pupils' books is not always as good as it could be. Whilst the quality of some marking is sound, it is inconsistent across the school. In a few classes it does not correct, reinforce, or challenge pupils and there is not enough emphasis on comments, which help pupils understand what they need to do to improve. Mistakes are not identified. For example, in Year 5, pupils were investigating the effect of exercise on the heart. Different pupils had recorded their

heartbeats per minute as being 256 beats after walking, and 29 beats after skipping, with both being ticked as correct, although neither was likely! Assessment procedures are sound overall, but day-to-day assessment is not always used rigorously enough to identify the needs of higher- and lower-attaining pupils.

114. There are some good displays of pupils' work, in some classes, and these remind pupils of the work they have covered or are observing over time. For example, several classes were growing seeds and plants to find out the best conditions for germination and growth. There are good links with other areas of the curriculum, such as art and history. There is limited use of information and communication technology, but the interactive whiteboard was used well when pupils were investigating habitats.
115. The subject is managed satisfactorily and there is a clear strategy for future improvement. At present, science does not feature in the school development plan. This is unsatisfactory given the declining standards in the subject. Despite the best efforts of the co-ordinators science is not given a sufficiently high profile; certainly not one befitting a core subject. The subject co-ordinators have drawn up an action plan identifying appropriate areas for development. They have had too little time to implement this, and have not been allocated time to monitor the quality of teaching and learning. This is unsatisfactory. The co-ordinators endeavour to keep staff informed and up to date with new developments by attending local co-ordinator meetings and feeding back to them at staff meetings.

## **ART AND DESIGN**

116. Only one lesson was observed as the teaching of art and design alternates with that of design and technology and was not being taught during the inspection. However, discussions with the pupils, as well as an analysis of the planning and work around the school indicated pupils' achievement in art and design is satisfactory and, by the end of Years 2 and 6, standards are in line with expectations for these age groups. This represents an improvement since the last inspection when standards at the end of Year 5 were below those expected. Teachers' planning shows that pupils with special educational needs receive adequate support, if this is required, enabling them to make sound progress. In addition, teachers ensure that pupils at an early stage of learning to use English understand the tasks, so they make progress similar to their classmates. However, although the curriculum is adequately covered, teachers in some classes miss opportunities to extend pupils' developing skills by integrating art into other areas of the curriculum, such as English and history.
117. The curriculum has improved since the last inspection and pupils have more opportunity to explore textiles and printmaking. However, the resources for three-dimensional art are still fairly limited. In Year 6, for example, pupils have successfully linked their art to the work being covered on Lucia di Lammermoor. They have created a variety of hats, thinking through and developing the design and making processes well. They have shown care in the making of these and spent time in developing the decoration on them. However, because they have only had a small range of materials to choose from when making the hats, their effectiveness is a little diminished. In Year 5, pupils make a variety of containers. Again their effectiveness is limited because the school does not have a kiln in which the results can be fired and is dependent on the good will of a local secondary school to do this for them. Some good links with other subjects have been established in Years 1 and 2. For example, pupils in Years 1 enjoyed painting pirates during their project on Harry Paye, a local pirate. They explored colour mixing to good effect and learned how to make their paintings bold and interesting. Skills are being developed systematically, and pupils in Year 2 made observational drawings of owls using pastels and chalk. These are of good quality. Pupils had the opportunity to refine their work, by successfully experimenting with smudging and blending techniques to help them achieve the effects of feathers and down.
118. Pupils in Year 4 successfully used information and communication technology to explore colour, pattern and shape using an appropriate graphics programme. The results were bold and effective and pupils learned the use of appropriate tools to enable them to create the effects they desire, and to copy and change images.
119. In discussion, it emerged that pupils have little knowledge of famous artists and craftsmen. Although a group of pupils from Year 6 could remember the name Van Gogh, they could not recall any of his paintings and certainly knew nothing of his life and times. One pupil could remember

quite a lot about Leonardo da Vinci, but it transpired she had watched the programmes about him on television at home. They recalled having studied the work of 'an artist' when they were in Year 4. The evidence of pupils' work in their sketchbooks reflects this omission from teachers' planning. Pupils in Year 4 have studied the work of Chagall, but, beyond that, there is little evidence. There is little to suggest that art has a positive role in pupils' cultural development, as there are only a few prints around the school and few from cultures other than western.

120. Although only one lesson was observed it is clear that pupils are being taught the skills and techniques needed to work successfully with different media such as clay, as well as drawing and painting. Discussions with pupils showed they have sound attitudes to the subject. They clearly enjoy art but do not discuss their work confidently. A weakness of teaching is that sketchbooks are not used enough to help pupils develop their skills. Although improvements have been made, it is clear that art has not been so well promoted as the other creative arts of music and drama.
121. The art co-ordinators have worked hard to develop the subject, and the management of the subject is sound with some good features. A very good assessment programme has been devised which, although it is not being implemented until September, should build up a comprehensive portfolio of pupils' work on the computer, making it very accessible for all staff and creating excellent opportunities for tracking pupils' progress and developing the next stages in their learning. However, there have been no opportunities for the co-ordinators to check on teaching and learning in the subject effectively, which means strengths and weaknesses in art and design have not been fully identified. Resources are adequate, although limited.

## **DESIGN AND TECHNOLOGY**

122. Standards are broadly in line with those expected by the end of Years 2 and 6. This represents an improvement since the previous inspection, when standards were reported to be below those expected at the end of Year 5.
123. All pupils make sound progress in both key stages. Pupils with special educational needs make progress commensurate with that of their classmates, particularly when they receive additional help in the classroom. There was insufficient evidence to judge the progress of pupils who use English as an additional language.
124. Designing and making skills are well developed from an early stage. In Year 2, designing and making a sandwich is linked to a science topic about healthy eating. The pupils had the choice of a range of suitable ingredients, from which they could select those which most appealed to them. After making and tasting, they then evaluated the sandwich, constructively, for taste and appearance, and suggested many valid ways in which it could be improved. Skills and techniques are developed systematically. In Year 3, pupils design a box to hold chocolates for Easter. They dis-assembled a range of packaging to discover how it was made, and used the results of their investigations to make templates of their proposed boxes. After evaluating and, where necessary, modifying these, they completed their own boxes and made thoughtful judgements on their quality and fitness for purpose. Good links were established with literacy during this topic, as pupils used what they had learned in literacy to write a list of instructions for making the boxes. By the time pupils reach Year 6, they have gained a good range of skills, and are developing a good level of ingenuity and skill in making their products. The masks pupils made for a performance of Lucia di Lamamoor used a range of materials and techniques. Some pupils successfully strengthened and used recycled materials; others covered balloons with papier-mâché after which the masks were intricately decorated. Their designs were strong and attractive and displayed a good degree of ingenuity. The finishing was generally of good quality.
125. Teaching and learning is satisfactory overall, however, it ranged from satisfactory to very good during the inspection. The best teaching was in Year 4, where pupils were designing and making their own photograph frames. The planning was good and the lesson carefully structured to allow pupils time to evaluate a range of frames provided by class members. Pupils then had time to brainstorm their own ideas, deciding for whom their frame was to be made and what specific features it should have. At all times the pace was brisk and questions were pertinent, enabling pupils to make the right decisions for their own design. The pupils were interested, responded enthusiastically to the teacher's approach and made very good progress during the lesson. They

took care with their design, carefully measuring and recording dimensions. One of the most important features was to make sure the frame was free standing. Pupils considered this aspect carefully and produced a variety of suitable designs for a stand. When the teaching is less successful, it is sometimes because pupils are unsure of how to tackle a problem, because it has not been sufficiently explored during the introduction to the lesson. In some classes, the design process is not so well developed and pupils' drawings are too fussy and lean more towards artwork than working drawings.

126. Although there is no co-ordinator for design and technology, it is clear that it has been significantly improved since the last inspection. There is a well-structured programme for learning, which ensures that pupils experience progressively more complex activities to support the development of skills. The programme is interesting and varied. Pupils experience a range of challenges including cooking tasks, toy making, designs for cards and books, sliding and lever mechanisms, and mask making. Design and technology opportunities in each class are tackled in a business-like way, so that, by Year 6, pupils are designing effectively and have a real responsibility for the efficiency of the product.

## **GEOGRAPHY**

127. Standards of attainment were judged as satisfactory at the time of the previous inspection. They remain satisfactory at the end of Year 2, but are now unsatisfactory at the end of Year 6, because pupils have not been taught all the topics planned for this year. Pupils with special educational needs, and those who use English as an additional language, make similar progress to the rest of their class, when they receive adult support, but achieve less well when they work independently.
128. Pupils in Year 2 have started to build a firm foundation of skills. They are beginning to use maps and plans, and they plotted a route to Shaftesbury before going there for the year group outing. They are aware of other parts of the world and have studied an island in the Caribbean.
129. Pupils in Year 6 have recorded little work during the year and none of it is part of the curriculum planned for their year group. In discussion, pupils reported that they have studied Bournemouth, as part of their information and communications technology project, but that they have not looked at coastlines, which was a planned topic. They thought that the work they had done on weather forecasting was part of their topic of looking at items in the news, and they could not remember which news items they had studied before Christmas. Pupils in Years 3 and 4 have continued to build their skills well. In Year 3 they have become aware of similarities and differences between Kenya and Britain, and in Year 4 they learned how people affect their surroundings and what can be done to sustain their environment. They have also learned that weather affects what we do. Pupils in Year 5 have made a useful study of their local area of Charminster and discussed whether the High Street should be closed to traffic.
130. Pupils' achievement is satisfactory in Years 1 and 2. It is good in Years 3 and 4, satisfactory in Year 5, and becomes unsatisfactory in Year 6.
131. In most year groups, pupils use their literacy skills satisfactorily to record their work. They use their mathematical knowledge of graphs and charts to further their understanding of temperatures in different parts of the world, and in some classes, they use the Internet to glean up-to-the-minute information. This is an area needing further development.
132. The standard of work produced by pupils through the year indicates that teaching is at least satisfactory in Years 1 and 2, good in Years 3 and 4, and generally satisfactory in Year 5, although here, most of the pupils' work is copied which masks the level of their understanding. Samples of pupils' work in Year 6 indicates that teaching has been unsatisfactory during the year because the subject matter has been inappropriate, the work produced thin, and there has been no development of pupils' geographical skills. Four lessons were observed during the inspection and the quality of teaching varied between very good and satisfactory. In the instances of very good teaching, the lesson had been very carefully planned, with an interesting task that fired the pupils' imagination. The lesson objective was shared with the pupils, so that they knew what they were going to learn about. The slight adaptations that made the task easier for the lowest-attaining pupils and more challenging for the highest attainers ensured that pupils understood what they were doing and

worked with high levels of concentration. Pupils were encouraged to work in pairs, which made learning fun and promoted discussion and the sparking of ideas.

133. Where teaching was satisfactory, teachers had not ensured that the tasks challenged and involved all pupils fully and this resulted in fluctuating levels of concentration, and some missed opportunities for learning.
134. There is no co-ordinator at present. The teacher taking temporary responsibility for the subject has not monitored teaching nor seen pupils' work. The planned coverage of the subject is satisfactory, but the blocking of geography, so that it is sometimes not taught for a term, makes it hard for teachers to ensure that pupils build their skills steadily. Assessment of pupils' progress is not yet standardised across the school. Resources are satisfactory.

## **HISTORY**

135. Pupils' standards of attainment continue to be broadly satisfactory at the end of both Years 2 and 6. History was not taught during the inspection, so evidence has been collected by the analysis of samples of pupils' work, teachers' plans and by talking to pupils. Pupils with special educational needs, and those who use English as an additional language, make the same satisfactory progress as their classmates, when they have adult support, but achieve less well when they work on their own.
136. By the end of Year 2, pupils have a clear understanding that people in the past lived very differently from today. Having studied the cause and course of the Great Fire of London, pupils are aware that building methods have changed and that technology in the form of fire fighting has also evolved. They have learned about Florence Nightingale and conclude that people in hospital today are far better off than were soldiers being treated in her time. Pupils in Year 1 are engrossed in the life of a local pirate Harry Paye, and have become knowledgeable about old ships and the way of life aboard them.
137. Pupils in Year 6 have a generally satisfactory, though thin, knowledge of aspects of British history. In some cases it is superficial. For example, in discussions, pupils were aware of changing teenage fashions in the sixties, but did not know why they had become prominent then and not earlier. Their understanding of life in different parts of the world, during specific periods, is satisfactory. Pupils in Years 3 and 4 have good knowledge of the areas of history they have studied and have developed their skills satisfactorily.
138. Pupils' achievement is satisfactory through Years 1 and 2, good through Years 3 and 4, and has unsatisfactory aspects in Years 5 and 6, where the standard of work indicates that teachers have low expectations and do not consistently give their pupils challenging tasks.
139. Pupils in most year groups use their writing skills satisfactorily to record their work in history, however, nearly all written work in Years 5 and 6 has been copied, which makes it impossible to judge how much pupils really know without talking to them. Throughout the school, pupils use their mathematical knowledge to understand time-lines. Pupils are aware of a wide variety of sources that they can use when doing research, including the Internet.
140. Leadership and management of the subject are satisfactory, but with several weak areas that need attention. The co-ordinator is keen, but has not had training for the post. She has not monitored teaching. She checks teachers' plans to ensure National Curriculum coverage, and has looked at pupils' work to gauge standards. The curriculum is satisfactory and covers the required areas. However, the teaching of history in blocks of time, covering several weeks, means that there are periods of time when no history is taught, because pupils are learning other subjects. This makes it hard for teachers to ensure that pupils build historical skills steadily. Assessment of pupils' progress is not yet standard across the school. Resources are satisfactory and are used well. The overall picture is similar to that at the time of the last inspection.

## INFORMATION AND COMMUNICATION TECHNOLOGY

141. Standards by the end of Years 2 and 6 are in line with the expectations for these age groups. Pupils make satisfactory progress in Years 1 and 2 and, based on their prior attainment, good progress overall in Years 3 to 6. No difference was noted in the performance of boys and girls. At the time of the previous inspection, standards were also reported to be similar to those expected. However, improvements have been made in the overall provision for aspects, such as control technology in Years 3 to 6.
142. By the end of Year 2, pupils confidently name items of computer equipment, such as monitor, mouse and keyboard. They successfully use a keyboard to type text. Pupils in Year 1, for example, write their names and short 'Thank You' cards, and pupils in Year 2 are beginning to write simple sentences, such as those included in their writing about 'The Magic Box'. Pupils readily place gaps between words, using the space bar, and they attempt to introduce capital letters and full stops into their writing. Using a suitable art program, pupils produce an interesting range of pictures, such as those of houses produced in Year 1, and painting in the style of the artist Mondrian in Year 2. Most pupils confidently access the menu to print their finished work. Many pupils successfully undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen. A small number find this difficult, especially in relation to understanding the written instructions. Pupils in Year 2 successfully collect information on birds, and produce suitable graphs to display their findings. Most explain how to give instructions to a floor turtle to make it move over varying distances.
143. By the end of Year 6, most pupils show sound skills in word-processing, being confident, for example, in changing the font and the size of their work. Many successfully move portions of text from one place to another. Pupils in Year 4 have written about the Romans, and pupils in Year 3 successfully produce a variety of adventure stories, which they enhance by adding appropriate pictures and photographs. Pupils use the mouse accurately to help produce various forms of art, for example, pupils in Year 4 produce detailed and colourful repeating patterns, and those in Year 5 have produced suitable covers for their topic folders. Pupils in Year 3 recognise patterns and relationships in, for instance, adventure games, and they confidently predict the outcome of different decisions in using a program on the Egyptians. Older pupils further improve their modelling skills, through successfully producing a range of spreadsheets involving, for instance, organising a party. Pupils in Years 5 and 6 develop their skills in control technology through, for example, using a computer to control lights and the features on a clown's face. These are improvements since the previous inspection. Pupils in Year 6 successfully produce their own multi-media presentation about Bournemouth. Pupils are becoming increasingly confident in using electronic mail, and those in Year 3 readily send messages to other pupils.
144. The quality of teaching and learning is satisfactory in Years 1 and 2, and overall it is good in Years 3 to 6. Whilst a small number of teachers readily admit to some previous lack of subject expertise, they are now all keen and enthusiastic, providing pupils with suitable opportunities to use the computers, especially in the new computer suite. Teachers and teaching assistants usually provide clear instructions for pupils, as well as careful demonstrations on using the machines. Occasionally, in Years 1 and 2 the same pupils are asked for answers in the introductory session, and a small number of others, being less involved, find it difficult to maintain their concentration. Also, on occasions, teachers' initial instructions are not fully clear, and some pupils are not sure how to proceed. Planning is satisfactory, with teachers showing sound subject knowledge, and a most appropriate range of activities is provided, enabling all pupils, including those with special educational needs, and those who use English as an additional language, to make satisfactory gains in various computer skills and techniques. Where teaching is good, in Years 3 to 6, and where subject knowledge is especially secure, detailed instruction is provided and a range of different and often challenging activities are arranged, pupils make good progress. Teachers generally plan well for the use of information and communication technology in English and mathematics, but, although some opportunities are provided in history and art and design, limited provision is usually made for its use in other subjects of the curriculum. Pupils respond to the opportunities provided by showing consistently good attitudes. They are enthusiastic and interested, they settle well to their work and they usually show high levels of concentration. They clearly enjoy the subject, they share computers amicably, and they are careful in their use of all forms of equipment.

145. The school has an appropriate scheme of work based on the national curriculum guidelines, and all aspects of work are now adequately covered. This is an improvement since the previous inspection. The subject leaders, one of whom has only recently taken over the subject, are keen and enthusiastic, and they support their colleagues well when required. They, in turn, receive good support from the headteacher. The leaders do not yet have the opportunity to observe other lessons taking place, to see for themselves the standards being achieved. The school makes particularly effective use of the information and communication technology technician, not only to ensure that all equipment is running smoothly, but also to help pupils during lessons with his most appropriate expertise. Satisfactory, and improved, assessment procedures are now in place and records are kept of the work that pupils have covered. Satisfactory use is made of this information to set new work for pupils, especially in Years 3 to 6, where work is sometimes provided to suit pupils' differing requirements. Many pupils find the use of computers exciting, and the excitement generated, such as when producing images on the screen, or printing out completed work, helps enhance pupils' spiritual development. The school makes good extra-curricular provision for older pupils, through the popular computer club.

## MUSIC

146. Pupils reach the expected standards at the end of Year 2. This is similar to the picture at the last inspection. However, during the inspection there was no teaching of music in Years 3 to 6 and so there was insufficient evidence to judge the standards attained in this age group.
147. Music makes a satisfactory contribution to the cultural development of the pupils. There is a choir that enriches the musical life of the school. It regularly visits a local home for elderly people. There are also recorder clubs. Some musicians, for instance, an African drummer, have given recitals and led workshops. There are also visiting music tutors, providing instrumental tuition, mainly for pupils learning keyboards, strings and flutes. A local opera group visited the school to perform 'Lucia di Lammermoor' by Donizetti for pupils in Year 6. This also acted as a stimulus for imaginative writing and art and design work.
148. During the inspection, all the teaching and learning in Years 1 and 2 was good or better. Overall, there is good teaching for pupils in this age group. Classes respond in a positive manner, and most pupils resist the temptation to play instruments at inappropriate times. Pupils in this age group sing in tune and have an evident sense of enjoyment in music making. They learn about pitch and duration and about how sounds can be made in different ways. In a very good lesson in Year 2, pupils learned how to follow a 'conductor', and start and stop playing in response to signals. Teachers develop the literacy skills of pupils, by using technical terms, like 'rhythm' and 'ostinato', as a natural part of their teaching. Pupils recognise different instruments and use appropriate vocabulary to describe the sounds they make. However, pupils in Year 6, who were interviewed during the inspection, were unable to name very many composers or pieces of music. The way in which pupils work co-operatively in music makes a good contribution to their social development. In assemblies, the singing is usually good. Recorded music is played while pupils come to the hall and settle down. Sometimes, the teacher in charge of the assembly talks about what is being played and the composer. Pupils enjoy singing and the teachers who take singing assemblies are punctilious about ensuring that pupils do preliminary warm up exercises, and aim for a high standard. They instruct pupils about the need for clear pronunciation of consonants and the need to listen to each other.
149. The co-ordinator is a teacher in Year 2 with musical qualifications and has been in charge of the subject for younger pupils for 12 years. She has only recently assumed the responsibility for managing the subject throughout the school, which she does effectively. The co-ordinator is aware of the difficulties experienced by non-specialist teachers of the subject. The school uses a commercial scheme of work that satisfactorily covers the National Curriculum and effectively supports teachers with less technical knowledge. Planning for the subject is clear and the co-ordinator is developing a simple system for assessing the progress that pupils make in music. The resources are of very good quality and there are enough of them for effective teaching. The school has a music room that provides plenty of space and has all the musical resources readily accessible. The use of information and communication technology in the subject is being developed, and pupils in Year 3 and 4 use a composition program. Pupils with special educational

needs are supported appropriately and make the same satisfactory progress as the other pupils, as do pupils who use English as an additional language.

## PHYSICAL EDUCATION

150. Standards at the end of Year 2 are in line with expectations, as they were at the time of the last inspection. There is insufficient evidence of standards in Years 3 to 6, due to annual sports days being held during the inspection and all physical education lessons being cancelled.
151. Pupils in Year 2 perform basic games skills with expected levels of control and co-ordination for their age. They are more competent at throwing and catching than striking a ball with a bat. They have a satisfactory understanding of the basic tactics in small-side games, such as mini-rounders in groups of four. Standards in swimming are good, with over a third of pupils swimming confidently and capable of sustained effort, through frequent repetition of practices of complete strokes and legs or arms only. Flotation activities, such as mushroom and star floats, are performed well, the lengthy period maintained, with head down in the water indicating good control by pupils of their breathing.
152. Records indicate that standards in swimming by the end of Year 6 are high, with very few pupils unable to achieve the minimum expectation and many completing distance swims and performing survival and water safety skills very successfully. Brief observation of pupils in Year 6, at their sports day, indicated high levels of concentration and often-good skill levels during an intensive period of tennis coaching. In outdoor challenge activities requiring a co-operative group approach to problem solving, pupils quickly learned the importance of communication and planning in order to be successful.
153. Teaching and learning in Years 1 and 2 is good overall and this is an improvement on the last inspection. Teachers and teaching assistants are enthusiastic, pay excellent attention to all aspects of health and safety and plan lessons very thoroughly. The best teaching, exemplified by a very good swimming lesson with pupils in Year 2, was characterised by the teacher's very good subject knowledge and constant flow of feedback to pupils about their performance. Through skilled observation of individual pupils, the teacher's diagnosis of faults and subsequent instruction led to significant improvement by all pupils. The school-based swimming programme relies heavily on teaching assistants providing instruction either to groups or to individual pupils with special educational needs. These staff teach well and make a significant contribution to the good progress of all pupils, including those with English as an additional language or those with special educational needs. There is full inclusion of all pupils in all aspects of physical education, with very good arrangements for those with physical disability.
154. The subject co-ordinator provides very good leadership and management. One result of the thoroughness of her monitoring and evaluation of teaching and learning, together with very good development of the curriculum, has been the achievement of the 'Activemark' award. This is national recognition of the school's commitment to promoting the benefits of physical activity and offering good provision. The co-ordinator has also been the driving force behind successful applications for grant aid for the development of playground and other equipment together with the use of specialist coaches. Links with community organisations are good and the school uses several facilities in order to compensate for its own limited outdoor space. There is a strong association with Bournemouth Leisure Services and, due to the co-ordinator's absence on maternity leave, the Sports Development Officer was instrumental in organisation of the sports days. Under his very good leadership, his staff and volunteers from the local football club provided a well-structured programme of activities for pupils in Years 3 to 6. A wide range of extra-curricular clubs is provided and these are well attended. These benefit from the good, specialist expertise and interest of teachers. Clubs are held for gymnastics, netball, football, cross country, basketball, athletics, rounders and cricket. These are currently for pupils in Years 3 to 6, but the co-ordinator's action plan places priority on extending provision for younger pupils. Pupils have good opportunities for involvement in competitive sport against other schools in a range of leagues and tournaments.

## RELIGIOUS EDUCATION

155. Standards in religious education meet the requirements of the locally Agreed Syllabus by the end of Years 2 and 6. This reflects good improvement in Year 2 since the last inspection, when standards were judged to be unsatisfactory. The standards reported in Year 6 have successfully been maintained, and pupils, throughout the school, including those with special educational needs, now make satisfactory progress.
156. The improvement by the end of Year 2 has been achieved principally through an increased emphasis on the use of discussion, drama and role play to stimulate learning. Consequently, most pupils talk confidently about places which are special to them or about the main features of their learning about Jewish traditions, important stories from the Old and New Testament and why Christians go to church. There is room for improvement in pupils' ability to explain what they have learned in writing. The picture is a slightly different one in Years 3 to 6, where there is a better balance between writing about and discussing religious issues in Years 3 and 4. The quality of writing varies from class to class in Years 5 and 6. Nevertheless, by the end of Year 6, most pupils have at least satisfactory appreciation of the similarities and differences between Judaism, Hinduism and Christianity, reflecting standards typical for their age. A minority of higher-attaining pupils offer mature explanations of their opinions about Creation, the symbolic use of water in baptism and the lighting of candles in comparative religions, which is above expectations and to this extent, teaching makes a positive contribution to their moral and spiritual development.
157. Taking full account of the lessons seen, discussions with pupils and teachers and a scrutiny of previous work, the quality of teaching and learning is satisfactory, overall throughout the school. Two lessons were seen where the teaching was good and there was one unsatisfactory lesson during the inspection. The significant strength of teaching is teachers' planning of imaginative role play activities which give pupils the opportunity to enact popular stories and to empathise with the important characters in religious history. In a good Year 2 lesson seen, for example, most pupils expressed the feelings of jealousy felt by Joseph's brothers in the 'Coat of Many Colours' story and one higher-attaining pupil, pretending to be an Egyptian pharaoh explaining his dreams to Joseph, explained, *'There will be seven years of plenty and seven years of famine.'* Where the teaching was unsatisfactory, it was because the concept of the symbolism of water included in the planning of the lesson proved to be too difficult for most pupils and resulted in some deterioration in the behaviour and attitudes of a significant minority. An area for development in the teaching is the variation, from class to class, in teachers' expectations of the amount and quality of pupils' written work. In some cases, a writing exercise is set, but without any allowance being made for the range of ability levels within the class, so that the task is too hard for some and too easy for others. Teaching makes a good contribution, overall to the development of pupils' speaking and listening skills, through drama, although there is a need to develop a better balance between oral work and good quality writing throughout the school.
155. The subject coordinator has only recently been appointed and has made satisfactory progress in ensuring that the scheme of work fully meets the requirements of the locally Agreed Syllabus. In addition, she has ensured that there are at least reasonable resources in terms of religious artefacts, information and communication technology in the form of video tapes, and relevant visits and visitors to support the planning of work for each year group. The main area for development in the subject is to ensure that all teachers make full use of these resources to plan an interesting and balanced range of activities for their classes.