

INSPECTION REPORT

STOURFIELD FIRST SCHOOL

Southbourne, Bournemouth

LEA area: Bournemouth

Unique reference number: 113729

Headteacher: Mrs C Kirkham

Reporting inspector: Mrs Hazel Callaghan
22254

Dates of inspection: March 26th – 29th 2001

Inspection number: 198956

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	County
Age range of pupils:	4-8 years
Gender of pupils:	mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Sharman
Date of previous inspection:	March 26 th –29 th 2001

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22254	Hazel Callaghan	Registered inspector	Physical education	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve?
31754	Charlotte Roberson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
4351	Jeanne Strickland	Team inspector	English Religious education	
21992	Jean Newing	Team inspector	Science Design and technology History Geography	Pupils' attitudes, values and personal development.
14685	Val Aspden	Team inspector	Mathematics Art Music	
18498	Denise Morris	Team inspector	Special educational needs Foundation Stage English is an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stourfield First School is situated on the eastern outskirts of Bournemouth. It is very large for this type of school, having 409 pupils on role at the time of the inspection. Most pupils live in the immediate area around the school. The school can admit up to 120 children each year, but the limited number of classrooms at present restricts the number of classes. There are 118 children in the Foundation Stage, all attending fulltime in the four Reception classes. Older pupils are taught in 11 classes, each year group having three classes except in Year 2, where there are four. The pupil, teacher ratio of 21.5:1 is broadly average for this type of school. Of the estimated 13.6 per cent of pupils eligible for free school meals only 22 actually claim them, which is a below average proportion compared to that found nationally.

On entry to the school children show the full range of abilities, but they are generally below the average found in Bournemouth, and there is a smaller proportion of children with above average ability than is found nationally. Through the school, 99 pupils have been identified as having special educational needs (24.3 per cent), which is about average. Most pupils on the special educational needs register have speech and communication problems, and a small number have either specific or moderate learning difficulties or emotional and behavioural difficulties. Three pupils (0.7 per cent) have statements of special educational needs, which is low compared to that found nationally. There is a very small proportion of pupils for whom English is an additional language (0.5 per cent) and a small number of pupils from other ethnic origins. Pupils stay at Stourfield First School until the end of Year 3, when they transfer to the adjacent junior school.

There have been a large number of staff changes in the previous year owing to a range of professional and personal circumstances. Seven new teachers were appointed in September, which is almost half of the teaching staff. This large turnover and its possible impact on pupils' learning have been well managed.

HOW GOOD THE SCHOOL IS

Stourfield First is a good school with many strengths. It is well led by the headteacher who provides a clear educational direction for the school and very good pastoral leadership. There is a very strong caring ethos in the school that promotes pupils' self-esteem and positive attitudes. The quality of teaching is satisfactory overall, resulting in the pupils' steady progress in English and mathematics and good achievement in science. The school has accrued a very large budget surplus. The headteacher has recently made additional plans for its use, but at present resources for learning are satisfactory overall and could have been improved. The school provides satisfactory value for money

What the school does well

- Pupils make good progress in their learning in reading, science, design and technology, history and geography, and they achieve standards that are often higher than those expected for their age.
- The headteacher has a clear vision for the educational direction of the school and provides very good pastoral leadership. Relationships through the school are very good.
- The school has very effective procedures for promoting pupils' good behaviour to which they respond well. Provision for their moral development is very good.
- Pupils are happy at school. They feel secure, respected and cared for. Pupils are interested in their work and they usually concentrate well.
- The school's aims and values are well reflected in its day-to-day work.
- There are good links with parents, who are very supportive of the work of the school.

What could be improved

- Standards in English, especially in writing, and in mathematics, to equal those in science.
- The quality of teaching, so pupils make good progress in all lessons.
- The timetabling of lessons to ensure that all pupils have good opportunities for learning.
- Financial planning to ensure that available resources are used to meet the school's immediate needs, as well as future developments.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was previously inspected in September 1997. Standards in science, design and technology, history and geography have risen. The quality of teaching is similar to that judged at the previous report. There has recently been a significant turnover of staff, and many of the new teachers are also at the beginning of their career. The management of this aspect of change has been good and there is a consistency in lesson planning which has effectively supported new staff and minimised the impact of change for the pupils. The school has effectively addressed most of the concerns in the previous report so that higher attaining pupils are now appropriately challenged. The playgrounds have been well developed and now provide a stimulating environment for pupils' play. Concerns over the weakness of schemes of work have been mostly addressed. There are now schemes of work for all subjects except for art, which is in the process of development. There has been improvement in the standards of pupils' behaviour and their attitudes to work. The provision for pupils' spiritual, moral, social and cultural development has also been improved.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	B	C	D
Writing	C	B	D	D
Mathematics	D	C	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in the 1998 and 1999 tests are more indicative of the schools results. Standards dipped in 2000 due to the increased number of pupils with special educational needs in the year group. In the most recent National Curriculum tests, pupils achieved standards that were similar to the national average in reading, but were below average in writing and mathematics. In science, standards were above those found nationally both at the expected and the higher levels. In writing the proportion of pupils achieving the higher level was above the national average, but a greater proportion did not achieve the expected standards, so reducing the school's overall average score. In mathematics an average proportion of pupils achieved the higher level, but a greater proportion than was found nationally did not achieve the expected standards, so reducing their overall average score. When compared to schools that have pupils who come from homes in similar socio-economic circumstances, standards are below average in reading, writing and mathematics, but broadly average in science.

During the inspection pupils in Year 2 were judged to be achieving standards in line with those expected in writing and mathematics. Standards were good and above those expected in reading and science. Standards are also good, and often above those expected in design and technology, history and geography because of pupils' good progress in learning. Pupils' achievement is generally satisfactory in information and communication technology, art, music, physical education and religious education, and standards are in line with those expected at the end of Year 2 and in Year 3. Pupils use their literacy and numeracy skills satisfactorily in most areas of their learning.

Children enter the school, with standards that are often below average, particularly in language and literacy, and in their personal and social development. They make good progress in these aspects of their learning and satisfactory progress in other areas so that they achieve standards overall that are similar to those expected when they enter Year 1. Most pupils continue to make generally satisfactory progress in their learning through the school. They make good progress in reading and in science, but could do better in writing and mathematics. Pupils with special educational needs make satisfactory progress in their learning, and those with English as an additional language are well supported and make good progress in their acquisition of English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils throughout the school have positive attitudes to their lessons. They show good levels of interest, and concentrate effectively on their work.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school.
Personal development and relationships	Pupils are polite and courteous. Relationships through the school are very good. Pupils of all abilities work and play together happily. They show care for each other and very good levels of tolerance and respect for each other's ideas.
Attendance	Pupils enjoy school and attend regularly, and their learning benefits considerably from this enthusiasm. Attendance levels are above the national average for this type of school. However, some pupils do not arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

Taking all the available evidence into consideration, the quality of teaching through the school is judged as satisfactory overall. In the lessons observed, however, there was also good, very good and even excellent teaching. In the most effective lessons, teachers have good subject knowledge that they use well to support pupils' effective learning. They confidently answer pupils' questions and provide clear expositions. The pace of lessons is brisk and no time is wasted. All teachers have high expectations for pupils' good behaviour and involvement in the lesson. Time in some lessons is not used effectively and the lessons lack balance, with pupils sitting for too long and not actively involved investigating things for themselves. In some English lessons and in history, geography and science, teachers' enthusiasm stimulates pupils' interest and good learning. The teaching of English and mathematics is satisfactory. Teachers provide good opportunities for pupils to use and further develop their literacy skills, and their knowledge and skills of information and communication technology in other subjects. Pupils' numeracy skills are less well promoted and used across the curriculum. During the inspection 96 per cent of lessons were satisfactory or better. Forty-eight per cent of lessons were good or better, of which eight per cent were very good, and one lesson was excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and appropriately balanced. The organisation of withdrawal groups often disrupts pupils' effective learning. The provision for children in the Foundation Stage is satisfactory overall. The number and range of clubs and activities out of lessons is good, especially for a First school.
Provision for pupils with special educational needs	Pupils make satisfactory progress overall. When working in their groups, progress against their own learning targets is often good, but pupils are regularly withdrawn from other subjects to work on English. This means they do not have equal opportunities for making good progress across the curriculum.
Provision for pupils with English as an additional language	Pupils at the early stages of learning English are well supported and make good progress in the learning of English. Bilingual pupils are also effectively supported and generally make similar progress to their peers in other subjects.
Provision for pupils'	Provision for pupils' moral development is very good, and for spiritual and social

personal, including spiritual, moral, social and cultural development	development it is good. The provision for pupils' cultural development is satisfactory. All these aspects have improved since the previous inspection.
How well the school cares for its pupils	The school provides very good pastoral care for its pupils. The headteacher and staff know them well and provide good levels of personal support. Procedures for assessing pupils' standards and monitoring their progress are satisfactory overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher who provides a clear educational direction for the school and very good pastoral leadership. She is well supported by the deputy headteacher and they work effectively together.
How well the governors fulfil their responsibilities	Many members of the governing body are new, but they are developing a satisfactory awareness of the strength and weaknesses of the school. There are some discrepancies in the school's Prospectus, Governing Body Annual Report to Parents and the reports on pupils' progress that need to be addressed.
The school's evaluation of its performance	The school analyses the results of National Curriculum tests effectively and uses the data to identify weaknesses. Strategies to address them are satisfactory.
The strategic use of resources	The day-to-day management and control of the budget is very good. However, accumulated surpluses are not sufficiently used to benefit the pupils at present in the school. Learning resources are generally no better than satisfactory and could be better.

Accommodation is satisfactory. Increased numbers of pupils have resulted in the music studio now being used as a classroom in response to the government ruling for a maximum of 30 pupils-per-class at Key Stage 1.

The principles of best value are satisfactorily applied to the current budget, but insufficiently to the additional surplus of funds.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The parents are very supportive of the school and are delighted with the very good welfare provided for all pupils. • Parents feel the school is well led and managed. • Parents comment on the fact that pupils enjoy school and want to do well. • Parents feel that the quality of teaching is good. • They are pleased that the headteacher and teachers are very approachable and are easily available to discuss the children's work and progress. • Most parents feel the school is helping their child to become more responsible and mature. • Most parents feel the school works closely with them. 	<ul style="list-style-type: none"> • Some parents feel there are insufficient extra-curricular activities for pupils. • Some parents would like to be better informed about how their child is getting on. • Some parents are unhappy with the levels of homework provided.

The inspection team agrees with these positive comments, but has little evidence to support some of the criticisms. The inspection team believes that the number and range of extra-curricular activities provided by the school are good, especially for children of this age. There are more activities available than in many schools for pupils in Key Stage 1 and a satisfactory range for pupils in Year 3. Overall, the opportunities to inform parents about their child's progress are good. There are a few weaknesses in the format of the annual report to parents on pupils' progress, but generally the comments provide a good level of information on each individual pupil. Staff are available every Wednesday after school to discuss pupils' work and progress, and there are regular formal opportunities for parent consultation meetings. Homework is set regularly to support pupils' progress in reading and aspects of mathematics. Challenges are often set for the older pupils and parents are informed of activities that could be pursued to enhance their child's learning in the topics. Overall, the inspection team judges that the level of homework is satisfactory for pupils in Key Stage 1 and in Year 3, and good in the Reception classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with the full range of abilities. Overall, their attainment is below the Bournemouth average and there are also fewer children who have higher attainment than is found nationally, particularly in their communication, language and literacy skills. Children in the Foundation Stage (Reception classes) make generally good progress in language and literacy and in developing their personal and social skills so they achieve standards that are similar to those expected by the time they enter Year 1. On entry to the school, children's numeracy skills are broadly average, but inspection shows that they make insufficient progress in developing their mathematical knowledge and skills because the teaching in this aspect is less secure and pupils' progress is not sufficiently promoted. In the other areas of learning, children in the Foundation Stage make generally satisfactory progress and achieve the standards expected in their knowledge and understanding of the world, and in their physical and creative development.
2. Standards at the end of the Year 2 are generally in line with those expected, although there have been some fluctuations across subjects over the last four years. In the most recent National Curriculum tests standards in reading were broadly average. A similar proportion of pupils achieved both the expected standard and the higher level to that found nationally. In science, the standards achieved, as judged through teachers' assessment, were above the national average, and the proportion of pupils achieving the higher level was also above average. In writing and mathematics, however, standards were below the national average. In writing the proportion of pupils achieving the higher level was above that found nationally, but a greater proportion did not achieve the expected standards, so reducing their overall average score. When compared to schools that have pupils who come from homes with similar socio-economic circumstances, standards are below average in reading, writing and mathematics, but broadly average in science.
3. Since the previous inspection standards have steadily risen, but in the 2000 tests they fell, owing to the greater proportion of pupils with special educational needs in the year group. This decline had been predicted by the school as part of its monitoring of pupils' achievement. There has been good improvement in mathematics over the last four years, with the exception of 2000, whereas in reading and writing the gradual improvement in standards has been similar to that found nationally. During the current inspection, standards were judged as good in reading and science, and broadly in line with the standards expected in writing and mathematics. In Year 3, standards have improved satisfactorily since the pupils took the National Curriculum tests in 2000 and they are generally in line with those expected for their age in English and mathematics, and good in science. Standards in reading and science are higher than in mathematics and writing because teachers are generally more secure in these subjects and more effective in helping pupils make good progress in their learning.
4. In the other subjects, pupils' achievement is generally satisfactory in information and communication technology, art, music, physical education and religious education and standards are in line with those expected. In design and technology, history and geography standards are good and often above those expected because teaching is good and pupils make good progress in learning.
5. There is no significant difference in the achievement of different ethnic groups. Those pupils who have English as an additional language are well supported and they make good progress in the acquisition of English and in other areas of their learning. There are considerable differences in the standards achieved by boys and girls in writing, more than is found nationally. This has been recognised by the school and some strategies have been identified to promote the better achievement of boys, but they have not had sufficient impact on raising standards. Since there are

significantly more boys than girls in the school, this has an impact on reducing the schools' overall achievements compared with other schools.

6. Higher attaining pupils make appropriate progress in their learning. This is an improvement on the previous inspection and is due to the school's good focus on improving the quality of provision for these pupils.
7. Pupils with special educational needs make satisfactory progress towards their individual targets. Their learning needs in English and mathematics are appropriately identified, and work is usually satisfactorily planned to meet their needs, both in class lessons and in withdrawal sessions. Their learning and that of pupils in their class is disrupted, however, by their withdrawal from other lessons. In some classes pupils are regularly withdrawn from mathematics lessons to do literacy work, which means they sometimes miss part of the introduction and the quick mental warm up. Teachers are very aware of the need to help them catch up and explain the activities briefly to them when they return, but this takes the teacher away from supporting and extending the work of other pupils in the class. Consequently, all pupils in the class make less progress than they could.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are good. Pupils of all ages and abilities show interest in lessons, have a positive attitude to their work and try to finish tasks in the time allowed. They are keen to answer questions and contribute their ideas. This is an improvement since the previous inspection when it was reported that there was a significant minority of boys who displayed poor attitudes. Although there are some challenging pupils, teachers manage them skilfully and there was no evidence of any poor attitudes in any lessons. In fact, in many lessons attitudes were very good. This was well illustrated in a Year 2 science lesson when pupils were investigating with great interest why some toy cars travelled further than others, and in a Year 1 numeracy lesson when pupils were excited by the challenging task to complete the missing numbers on the hundred square, using their knowledge of addition and subtraction of one and ten. Pupils of all abilities try hard and show good levels of concentration and perseverance.
9. Pupils behave well in lessons, around the school and in the playground. They respond well to the teachers' high expectations of their good behaviour. Some pupils who find it difficult to conform are supported well by teachers and teaching assistants. Pupils understand what they have to do and try hard to meet their behavioural targets and this ensures that their learning, and that of the other pupils in the class, is not affected. Pupils show good levels of self-discipline and act very responsibly when they move from one classroom to another for lessons in mathematics and English, usually without supervision. Pupils' behaviour is exemplary in assemblies. The playground is crowded, but pupils play well together and no inappropriate behaviour was seen. This is a significant improvement since the previous inspection, which reported that although behaviour was satisfactory overall, the behaviour of a small minority of boys was poor.
10. Relationships throughout the school are very good and a considerable strength. This is another area of significant improvement since the previous inspection. Relationships are very good between all the adults who work in the school and this is a good role model for pupils who act accordingly. They support and help each other well and value the contribution of others. Pupils regularly have opportunities to help each other and to work collaboratively. A very good example was seen in an art lesson when a pupil with special educational needs was helping more able pupils to make a clay pot. Most are eager to take part in the sharing of thoughts and experiences in "circle time", when they can express their own views and are required to listen carefully to what others have to say. Pupils are given meaningful opportunities to take personal responsibility, working sometimes in mixed-ability groups, acting as monitors within the classroom, acting as playground monitors for a week at a time and helping in assembly. Pupils take their responsibility as playground monitors very seriously and try to ensure that everyone is happy. Pupils with

special educational needs and those with English as an additional language are integrated well into the school. Pupils care for each other. Recently a pupil from Russia joined the school and some pupils took the trouble to find out the meaning of some words in Russian so that they could speak to her in her own language.

11. Pupils enjoy school and attend regularly, which has a very positive impact on their learning. The good levels of attendance reported in the previous inspection have slightly improved and are now just under 95 per cent. Levels of unauthorised absence reported last year are higher than for similar schools, but have improved significantly since the beginning of this school year and are now close to national average. The majority of pupils arrive very punctually, but there is a small minority who are late, and this causes some disruption to the start of the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching through the school is satisfactory overall, which is similar to that found at the previous inspection. Of the lessons observed 93 per cent were satisfactory or better and 48 per cent were good or better with eight per cent very good or excellent. This year there was a significant turnover in staff with almost half of the teachers starting at the school in September. They have all settled well into school routines and the consistency of approach seen through the school is testimony to the good support and guidance they have received in their planning. New teachers to the school have been well supported, but there has been insufficient time to ensure that all staff are secure in providing teaching of the highest quality.
13. The quality of teaching in Foundation Stage is satisfactory overall, with some good teaching in language, literacy and personal education. Teachers have good knowledge of this age group, and work well together to create a positive learning environment. Support staff are skilled in talking to young children and encouraging them to respond. Sometimes, however, lessons are too structured, and children spend too long sitting in whole-class situations, instead of learning through activities and group work. This leads to some restlessness and inattentiveness as children become bored in the overlong lessons. The provision and teaching in mathematical development is not secure and the impact of this leads to some unsatisfactory learning in this area. Teachers generally know children well and weekly planning meetings ensure that children in the four classes receive similar opportunities.
14. At Key Stage 1, the quality of teaching is satisfactory overall, with a significant proportion of good and very good teaching provided. In the lessons observed, one mathematics lesson was judged as excellent. Across the classes in Year 3, the teaching is also satisfactory overall, with some good and very good teaching. In the most effective lessons, teachers through the school use their good subject knowledge to give clear explanations and provide challenging questions to extend pupils' understanding. Effective questioning is also used to probe pupils' understanding and support the development of new ideas and correct use of technical vocabulary. In the best lessons, a brisk pace sustained the pupils' interest and the giving of clear reminders of the time enabled pupils to work with urgency and complete tasks on time. Teachers challenged pupils' thinking, supporting them with appropriate questions to develop learning. Clear explanations resulted in pupils being able to work confidently and independently. The structure of lessons is effective and a lot of information is considered and good learning is accomplished. This was seen well illustrated in the excellent mathematics lesson observed. The teacher gave very clear instructions showing her good understanding of pupils' possible misconceptions when measuring, enabling them to fully understand what they had to do and why. The teachers own enthusiasm for history and geography stimulates pupils' interest so they eagerly suggest questions for what they want to find out. This investigative approach is also well used in science and pupils' learning is effectively promoted in their experiments and quest for information.

15. All teachers have high expectations of pupils' good behaviour and they manage pupils well so no time is wasted with concerns about poor attention. Teachers plan the work together thoroughly, and identify clear objectives for the lessons, so pupils across each age range have the same opportunities for learning. The few pupils with English as an additional language are well supported and they are enabled to make good progress, especially in understanding and using English. There are no concerns over the equality of opportunity for learning of pupils from other ethnic groups, but some pupils are withdrawn regularly from a range of subjects for group work in English, which reduces their opportunities in learning across the curriculum. Teachers are very aware of the need to help them catch up and explain the activities briefly to them when they return, but this takes them away from supporting and extending the work of other pupils in the class.
16. The teaching of English and mathematics is satisfactory overall. The National Literacy Strategy has been effectively implemented and the quality of teaching reading is often good. The National Numeracy Strategy has been satisfactorily introduced, but there are aspects that need further improvement. The mental mathematics session, for example, is not always used beneficially to improve pupils' mental agility and to enable pupils to practise, using a variety of strategies to calculate answers. The teaching of basic skills is satisfactory. Pupils are given good opportunities to use and further develop their literacy skills and those of information and communication technology across the curriculum. Pupils' numeracy skills, however, are less well developed.
17. Teachers mark pupils' work regularly, and a new system for linking the marking to the learning focus of the lesson is used well by many teachers, but it is inconsistent. Most teachers have a satisfactory understanding of the progress pupils make in a lesson, but this information is not always effectively used to ensure that activities in the following lessons build on pupils' prior knowledge, and meet their learning needs so they make good progress. The setting arrangements for mathematics and literacy are having a positive impact on ensuring that activities are better matched to pupils' learning needs, but there is still need for tasks to be more finely matched to what pupils already know and can do within these groups.
18. Homework is set regularly and is used well to support pupils' learning particularly in reading and mathematics. The range and quantity are satisfactory given the age of the pupils. Regular opportunities are provided for pupils to follow up their class work at home, which many do with enthusiasm. Parents are also given information about the work to be covered each term so they are able to explore the topics at home with their child if they so wish.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

19. The curricular provision is satisfactory overall and provides for the pupils' intellectual, physical and personal development. This is a similar picture to that at the time of the last inspection. An appropriate range of learning activities is provided for children in the Foundation Stage, and a satisfactory broad and balanced curriculum is offered to pupils in Key Stage 1 and in Year 3. Statutory requirements are met for all subjects. Schemes of work have been developed for all subjects except for art, which is currently under review. The schemes of work provide an appropriate structure for learning opportunities. This is an improvement on the situation previously reported when the lack of appropriate schemes of work was a concern.
20. The well organised Reception classes offer many interesting activities for children in the early years of schooling. Children under the age of five benefit from good support for their personal development and early language and literacy skills. A strength of the curriculum for pupils in Key Stage 1 and in Year 3 is the strong links made between subjects that make pupils' learning relevant and interesting. History and geography are often taught together in topics, such as the

one on bridges. Design and technology are also incorporated so meaningful links are made and effective opportunities for learning are provided. Information and communication technology is used effectively to support pupils' learning in literacy, numeracy and art. Pupils in the main school are also offered many exciting activities and are gaining from the good implementation of the National Literacy Strategy. This has helped the promotion of literacy in a range of subjects. For example, pupils have good opportunities to develop their writing skills in history, geography and art. In these subjects they use books to find information and write about their findings. Some of the older pupils make books about Bournemouth, showing changes over time. Younger pupils were observed writing about experiments they had undertaken in science. Teachers have also instilled in pupils a love of reading and of literature, which will enhance their future learning and personal enjoyment.

21. The implementation of the numeracy strategy is satisfactory overall. A narrow range of numeracy activities has been put in place, and pupils in Year 2 and 3 are taught in ability sets for mathematics. However, weaknesses in the quality of some teachers' skills inhibited the development of pupils' knowledge and understanding in some numeracy lessons. Too little time is allocated in numeracy to developing the strategies for exploration and investigation of mathematical concepts.
22. Appropriate blocks of time have been allocated to the teaching of subjects, but the use of time in lessons is inconsistent and sometimes unsatisfactory. In some lessons, pupils sit for too long as part of the initial teaching input, which results in too little opportunity for them to be involved in exploring and investigating for themselves. During literacy and numeracy lessons, planning sometimes does not reflect the range of abilities in the class. Too much whole-class teaching takes place, inhibiting provision for those who are lower or higher attaining pupils within the class.
23. Provision for pupils with special educational needs is satisfactory. Overall this is a similar picture to that of the previous inspection. Provision for the more able pupils has improved. Sometimes, however, there is not enough differentiation during lessons to meet the needs of all pupils in the class. For example, in numeracy lessons whole class teaching sometimes fails both lower and higher attaining pupils and often those with special needs. There is also some inequality of opportunity for a small minority of pupils. Those pupils who require additional literacy support are withdrawn from parts of numeracy lessons, hence restricting their access to mathematics. This is unsatisfactory and inhibits their equality of access to a broad and balanced curriculum. Sometimes pupils with special needs are withdrawn from other lessons to work on their literacy targets. This affects their entitlement to many foundation subjects. Teachers are very aware of the need to help them catch up and explain the activities briefly to them when they return but this takes them away from supporting and extending the work of other pupils in the class. Consequently, all pupils in the class make less progress than they could. Hence full inclusion at the school is not secure, and the provision of equal opportunities for all pupils is often unsatisfactory.
24. Good provision is made for extra-curricular activities. There is also a good range of other opportunities that enhance pupils' learning and broaden their experiences. Pupils enjoy many visits to places of interest. Visitors to the school share their experiences with pupils of all ages. Opportunities for sports coaching are also provided, for example in tennis and hockey. The curriculum is strengthened by the different religious cultures that are explored during assemblies and religious education, and by the good visits as part of pupils' learning in history and geography.
25. The school is particularly successful in the promotion of pupils' personal, social and health education. The good quality "circle times" offer pupils the opportunity to share their concerns and talk about issues that are important to them. Pupils develop effective listening skills and learn to respect each other's point of view. This good discussion and sharing opportunity ensures that the pupils' personal development progresses well. Opportunities to develop self-discipline and reliability are satisfactorily provided and pupils are encouraged to organise themselves and their

work. Much of their work in class depends on their willingness to share tasks and to enjoy and learn from the achievements of others.

26. The school makes good provision for pupils' spiritual, moral, social and cultural development. This is an improvement on the standard noted in the previous inspection report.
27. Assemblies seen during the week of the inspection contributed much to pupils' spiritual awareness. Through hymns, prayers, and some very good talks and stories, pupils were able to share in acts of collective worship, which were meaningful to them. Pupils' attention was held, and they took part readily and often joyfully in the singing and in the moments of reflection that were an important part of these gatherings. The assemblies led by the headteacher and deputy provided excellent models, their themes vividly presented and enlivened by carefully chosen illustration and by interaction with the pupils in the hall. These assemblies achieved a real sense of occasion. Some lessons also help to develop pupils' sense of awe or wonder as they encounter the work of artists and musicians, or are surprised by their discoveries in science. Displays around the school show that their work in religious education has been an influence in developing their spiritual awareness, though this was less apparent in the lessons observed.
28. The provision for pupils' moral development is very good and well supported by the strong school ethos. Pupils have a clear understanding of right and wrong, and they understand that their well-being and progress in school depend on the behaviour and attitudes of all. Pupils are effectively involved in developing their own classroom rules and the school's behaviour code is short and comprehensive. The simple rules that it asks pupils to observe are well understood by the pupils and exemplified by their behaviour in corridors and classrooms.
29. The provision for pupils' social development is good and pupils learn from the clear expectation that they will co-operate with teachers and collaborate with one another in their learning and in their play. Teachers promote very good relationships. The friendly and supportive atmosphere in classrooms encourages lively participation by all. Pupils are expected to take responsibility and care for one another. They respond very well to the excellent opportunity provided to act as mentors for other pupils at playtimes, resolving difficulties for younger pupils and trying to act as friends for those who are unhappy.
30. The provision for pupils' cultural development is satisfactory overall and it is gradually improving pupils' awareness of other cultures. Pupils' cultural horizons are being widened by the school's good reading programme. Enthusiasm for stories and poems, and research and discovery through reading, are an important feature of school life. Art, music and religious education contribute to pupils' cultural development. In all these areas there is scope for extending the work being done, so that there is more variety in the art and music that pupils encounter. Satisfactory opportunities are provided to introduce pupils to other cultural traditions, and to begin to develop pupils' awareness of the ethnically and culturally diverse society in which they are growing up. Recently a Russian pupil joined the school and all staff and the pupils made considerable efforts to welcome her and help her settle into an English school. The staff also made good use of this opportunity to broaden the pupils' awareness of the lives of people of other countries: her class had contributed to a wall display of Russian cities and names and tried to learn a few words of Russian to make her feel at home.
31. The school also has constructive relationships with many partner institutions, which enhances the learning opportunities provided. Beneficial links with a large number of pre-school nurseries and playgroups in the community are established. Satisfactory links have also been made with the junior school that shares the site. Most of the pupils transfer to this school and arrangements for this transition are good overall. Some shared in-service training between departments has taken place in some subjects. Communication between the two special educational needs departments is particularly secure. Changes in staff have, however, hindered the continuous and purposeful development of curricular links in all subjects. There are positive links with secondary schools in

the area and students are welcomed for short work experience placements. Two key numeracy and literacy teachers at Stourfield work alongside teaching colleagues from other schools to share good practice. The school is committed to developing this range of links with many schools and institutions still further.

32. The school is successful in bringing people in from the community to extend pupils' learning. It has some well-established links with a particular church in the community and ministers of religion occasionally visit to give assemblies. A recent event in a nearby church organised by a member of staff, was well attended by pupils and their families. Members of the police visit the school to talk to the children and several members of the community, including parents, are regular voluntary helpers in school. These links help pupils to learn about the community they live in. Occasionally, classes make visits to the local community, but this aspect of school life is generally underdeveloped. Links with the community are satisfactory overall.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. There are many very positive features to the arrangements for pupils' welfare, health, safety, care and protection and standards overall in these areas are consistently good. Relationships within the school community are very good and these are crucial in helping to ensure that standards of care and support overall are high. As in the previous inspection parents speak positively of the quality of care their children receive and trust the school to maintain high standards at all times. The staff know the pupils very well and provide effective support and monitoring, which has a positive impact on raising achievement.
34. The school is successful in promoting the health, safety and well being of all pupils. Staff respond to pupils in very supportive ways. They are respected as individuals and their needs are put first. They are well cared for at lunchtimes by a team of adults consisting of several very experienced supervisors. A number of staff are trained in first aid and all minor accidents are handled and recorded very well. The needs of those with medical conditions are understood and effectively met. A small number of pupils have got nut allergies and all lunch boxes are routinely checked by mid day supervisors to make sure there is no chance of mishap. There is a comprehensive child protection policy in place and the headteacher is vigilant in calling in outside professional support for any pupils who may need any extra advice. Liaison with multi agencies is secure and effective in promoting the welfare of pupils.
35. The policy to promote good behaviour is very effective and consistently implemented. All staff, including mid day supervisors, are very familiar with school policy on behaviour management and all use "the golden time" very effectively to encourage standards of good behaviour. There are some pupils who do have significantly challenging behaviour, and effective strategies are used to meet their needs. The procedures used to monitor and record pupils' behavioural difficulties encourage them to develop good levels of understanding of how they must behave, and promote their self-discipline. Pupils have been fully involved in making the six very simple but very relevant school rules, which are clearly displayed around the school. Pupils are rewarded with certificates, stickers, and praise and sometimes with a special challenge cup, not only for their work, but also for improvements in behaviour. Very little misbehaviour is now evident in the school although two very recent short-term exclusions have occurred and procedures were properly followed.
36. Procedures for recording attendance are good and fulfil statutory requirements. The newly appointed education welfare officer and school clerical assistant are getting to know the school systems which rightly bring down rates of unauthorised absence. Overall, monitoring of

attendance is good and the deputy headteacher who monitors attendance knows who is not present, and why. Attendance is reported accurately to parents at the end of the school year as part of the school's procedures for promoting parents awareness of the need for pupils to attend regularly.

37. There are effective procedures for monitoring and promoting pupils' personal development. Staff immediately record any concern for pupils' personal or learning need, including issues that parents may raise informally. This system is very effective and means that the headteacher herself can monitor many aspects of pupils' development. Wherever possible pupils are encouraged to help themselves to sort out any difficulties or anxieties they may be having. Flexible systems are in place to support all pupils.
38. Procedures for identifying pupils' special educational needs are good and their progress is well monitored both informally and as part of the regular review of their individual educational plans. Pupils are satisfactorily supported overall. They benefit from clear individual targets for learning and from the good levels and quality of support that they receive. Individual education plans are regularly and consistently monitored to ensure that pupils' progress is at least satisfactory. The special needs room provides a safe haven in which pupils feel secure and confident. This has a positive impact on their improvements. Although the quality of support in withdrawal groups is often good, the provision is not effectively planned and pupils often miss important work in their class lessons. The highest attaining pupils receive good quality support so that they can achieve their potential. This has improved since the previous inspection.
39. Procedures for assessing what all pupils know, understand and can do are satisfactory overall and have improved since the previous inspection. Statutory requirements in relation to end of key stage National Curriculum assessments are fully met and there are good procedures in English, mathematics and science where teachers regularly assess what each pupil knows. Assessment books in these subjects provide clear evidence of what pupils have learned over time, and ensure that pupils themselves are able to monitor their own progress. Group targets for improving standards in reading and writing provide clear information about standards in these areas. They help pupils to know what they need to learn next and to improve their skills. Assessments in the core subjects and in information and communication technology are closely linked to national curriculum levels of attainment and provide clear information for teachers and parents. Some good home-school reading diaries help to promote good links with parents, providing an effective opportunity for teachers and parents to share information. The collection of pupils' work in English, mathematics and science in individual portfolios provide good information on pupils' prior work and show stages of improvement. Assessment procedures in the foundation subjects, however, are weak. Sufficient information is maintained for teachers to report on pupils' standards in the annual reports to parents, but there are no overall strategies to assess what levels pupils reach, or sufficient records to ensure that the pupils' skills and knowledge are systematically developed. This is a weakness in the provision, which has been recognised by the staff and is included in their school development plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Many very good features were identified in the previous report, which have been maintained and in some cases further developed. The very positive views expressed at the pre-inspection meeting and in the many responses to the parent questionnaire, and in a number of written letters to the registered inspector, show that parents greatly value the partnership that the headteacher is committed to developing with them. Parents are particularly appreciative of the school's welcoming atmosphere and the open and easy communication with the headteacher and staff. The good partnership is effective in helping children learn at home and at school.
41. However, there are still some weaknesses in both the annual report from governors and in the school brochure because they still do not fulfil statutory requirements. For example, they do not

include any comparisons on achievement at the end of Year 2 with other schools nationally. The timing of the publication of the annual report is very late which means that parents are not getting the most up-to-date information. These are shortcomings that the headteacher is aware of.

42. Nearly half the parents completed the pre-inspection questionnaire. All of these parents say that they find the school approachable; that it works closely with parents and that it is well led and managed. A small minority, however, do not feel well informed about how their children are getting on. They believe the school expects all pupils to give of their best, and they believe teaching is good and that the school is well managed. A small number of parents express some concern with homework.
43. Open evenings are held every term and are well attended in the autumn term, but not so well attended after that. All class teachers are available every Wednesday afternoon for any parent who wants to discuss any matter. The school frequently arranges parent workshops on, for example, the teaching of numeracy or on the school's marking policy. These are well attended. Parents' opinions are sought on how such events have benefited them and these show that they are greatly valued, and that they can help pupils to learn at home. Reading diaries are provided for every child and are well used by many parents and by all teachers to record reading progress and also some aspects of personal development. Written reports to parents have many strengths, for example, in the detail on progress in language, numeracy and literacy and in the comments from the headteacher as well as class teachers, but the current format only allows reporting on all foundation subjects jointly. Newsletters to parents from the headteacher give a very colourful and sometimes humorous picture of the school. Parents' concerns are always treated promptly and it was noted during the inspection that much time and attention are given to ensuring that parents are listened to.
44. Several parents help on a voluntary basis in the school. Those that do speak warmly about the welcome they receive. The Parent and Teachers Association (PTA) is successful in raising considerable sums of money for the school through regular social activities, and encourages all parents to get involved. Their notices, as well as school information, are well displayed in the school grounds. Parents know that, if they are able and willing to get involved in the life of the school, they can. Nearly all have signed the home school agreement and many say they support the aims of the school. Overall, links with parents are good and are a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher ensures clear educational direction for the school and provides very good leadership in establishing and maintaining the very good school ethos. She is resourceful, enthusiastic, caring, and has developed very good relationships with teachers, governors, parents, and pupils. Consequently, everyone feels valued. The headteacher has been very successful in building a committed team that works well together to meet the aims and values of the school very successfully. The headteacher is well supported by the new deputy headteacher, who has a similar educational philosophy and the same desire to develop an effective and evaluative school.
46. Good improvements have been made since the previous inspection. Standards in English and mathematics have shown steady improvement, in line with that found nationally, but last year there was a dip in standards owing to the weaker group of pupils in Year 2. Standards in science, design and technology, history and geography have risen, and pupils' achievement in these subjects is good through the school. Significant improvement has been made in the standard of pupils' behaviour and their attitudes to school primarily because of the very effective procedures for promoting and rewarding pupils' good behaviour, positive relationships and effective working. Standards of teaching are similar to those found at the previous inspection. The concerns in the previous report have mostly been addressed. The provision for higher attaining pupils has improved and they are now effectively identified and satisfactorily challenged so they make

appropriate progress in their learning. The school playground and environment have been significantly improved, and now provide a stimulating and attractive place in which pupils can play. Comprehensive schemes of work have been developed for all subjects except art, which is currently under review.

47. The school has begun to effectively analyse the data from the National Curriculum tests and has identified areas of weakness, such as the considerable difference in the attainment of boys compared to that of the girls and weaknesses in the standards of spelling. Satisfactory strategies have been implemented to address the concerns over standards in spelling and progress is being made in this area, but less has been accomplished so far in promoting boys' learning and higher achievement, especially in writing. A new and effective area of development is the setting of individual targets for pupils' achievement in English and mathematics. This, together with the grouping of pupils into classes of similar ability for the teaching of English and mathematics, is beginning to have a positive impact on raising standards.
48. There is an effective management structure to support the day-to-day organisation within this large school, and year group leaders and subject co-ordinators have clear roles and responsibilities that they carry out effectively. Teachers' planning and records of assessment are monitored successfully, but with the exception of English and mathematics, co-ordinators are not yet involved in the monitoring of teaching, or of pupils' learning in their subjects. They do not have sufficient information to enable them to further improve the standards achieved. The greater involvement of co-ordinators in monitoring is, however, incorporated in the school development plan. The leadership of the Foundation Stage is new and developing well. The management of the provision for special educational needs is satisfactory, overall. The special educational needs co-ordinator is very knowledgeable and works closely with special educational needs staff to ensure good levels of communication. The timetabling of the special educational needs withdrawal groups has not, however, been well managed. As a consequence, several groups of pupils, both those with special educational needs and others, are not being given equal opportunities to learn and to make good progress in their learning. The headteacher and staff are sensitive to the needs of all pupils and try to ensure there is an inclusive provision for all. However, this difficulty of timetabling has not been fully recognised.
49. The large turnover of staff this year has been effectively managed and the new teachers have been well inducted into the school's aims and values so there is consistency of approaches through the school. The systems underpinning teachers' planning ensure a satisfactory consistency of learning across the year groups. Comprehensive procedures for the monitoring of the quality of teaching have been developed which have had a positive impact on promoting teachers' skills of self-evaluation and review. The procedures are not, however, sufficiently rigorous to ensure good progress is made in implementing the targets for improvement identified during the process. The professional development of staff is a high priority and the new performance management procedures have been satisfactorily implemented. There is a high level of suitably qualified classroom support assistants who are used effectively to support pupils' learning. The school clerical staff provide a warm welcome to the school and day-to-day school administration is smooth and efficient.
50. The school development plan is an effective management tool, which sets out the priorities for development over the next three years. Subject co-ordinators have developed satisfactory action plans through which they are improving the quality of education provided and appropriate links are made with the school financial planning to ensure costs of these plans are met. The governing body also has a clear role in monitoring the process of the school development plan and its impact on standards.
51. The school is well supported by a well informed governing body that carries out the majority of its statutory responsibilities well. There are areas within the school's Prospectus, the Governing Body Annual Report to Parents and in the annual reports to parents on their children's work and

progress that do not meet requirements and need to be addressed. Many of the governors are new to the school, but they are guided by the headteacher and are developing a sound understanding of the school's strengths and weaknesses.

52. The governors have effective procedures for monitoring the budget and the latest auditor's report judged the financial controls and management to be very good. The headteacher and governing body are making a satisfactory start in applying the principles of best value, and are good at consulting all those concerned about its work, but they are not yet fully considering the best ways of using their financial resources to benefit school development. A very large surplus has been accrued from the school budget since the previous inspection. The headteacher has recently made appropriate plans for its use, but the retention of such a large sum of money over several years means that pupils in the school, who might have benefited from improved provision have missed out. This is unsatisfactory.
53. Overall, the range and number of resources are satisfactory. There are adequate resources for learning in all subject areas, with strengths in science and English. Following the recommendation in the previous inspection, more science equipment has been bought. A lack of artefacts to represent world religions was also noted; some have now been bought and there are plans to add to these. The literacy hour has been well resourced with a very good range of big books for shared reading, and sets of books for group use. Classroom libraries offer pupils a good choice of books for individual reading and the library has a well-arranged stock of fiction and non-fiction, regularly used by pupils. The purchase of some good resources over the past two years has had a positive impact on the quality of provision, but resources could have been even better with the appropriate use of the very significant budget surplus.
54. The school building is satisfactory, but at present rather crowded for the number of pupils on roll. This will be improved when Year 3 becomes part of the junior school in two years time. All classrooms are light and airy and suitably furnished and there is satisfactory range of specialist rooms including a compact library and special educational needs room. The music studio is however at present acting as a classroom and the hall is too small for the whole school to gather comfortably. It is well used throughout the day especially for physical education lessons and for separate assemblies for two-year groups. Its frequent use has resulted in physical education lessons being restricted to half an hour, which limits opportunities for developing pupils' skills especially when the large apparatus is being used. Pupils in Year 3 also have access to the nearby swimming pool. Many members of the school community, including the children, were fully involved in the planning of developments in the area around the school and it is now stimulating and well-maintained. A lot of hard work and energy has gone into the very successful project, which has also received some outside funding. The whole of the accommodation is much enhanced by many colourful displays, which are of a very good standard.
55. Taking all sources of evidence into account, such as
- the standards of children's attainment on entry to the school,
 - the overall satisfactory achievement through the school in English, mathematics, and the good achievement in science,
 - the quality of education provided, in particular the overall satisfactory quality of teaching, then setting them against the amount of financial resources available, indicates that the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, headteacher and staff should:

1. Raise standards in pupils' writing and in mathematics.
(see paragraphs 3, 59, 67-68, 77)
2. Improve the quality of teaching by:
 - sharing the good expertise in the school;
 - ensuring all staff have a secure understanding of the subjects they teach;
 - ensuring teachers are more aware of the length of time that pupils are inactive and providing a more appropriate balance in the use of time in a lesson, so all pupils have sufficient opportunity to experiment for themselves and to complete the task set;
 - improve the accuracy of teachers' on-going assessment so they effectively identify what pupils know and can do;
 - ensuring that teachers provide activities that meet the learning needs of all pupils so they build on prior learning;
 - improving the quality and rigour of monitoring of teaching to ensure improvement.(see paragraphs 12-18, 48-49)
3. Review the system of withdrawing pupils from class so that learning opportunities are not reduced and all pupils have equal opportunities to make good progress across the curriculum.
(see paragraphs 7, 15, 38, 48)
4. Ensure that financial resources are effectively planned to support the priorities for school development and the raising of the quality of education provided.
(see paragraphs 52, 53, 55)

In addition to the key issues above, the following less important weaknesses need to be considered for inclusion in the action plan:

- Consider a better deployment of staff in the setting of mathematics and English so teachers' good expertise is effectively shared and used to benefit the higher attaining pupils and those with special educational needs.
(see paragraph 17)
- Ensure that the statutory requirements for the school's Prospectus, Governors Annual Report to Parents and the annual reports on pupils' progress are met.
(see paragraphs 41, 43, 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

67

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	46	39	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	409
Number of full-time pupils known to be eligible for free school meals	55
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	99
English as an additional language	No of pupils
Number of pupils with English as an additional language	6
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	46	54	100

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	31	37
	Girls	50	49	50
	Total	85	80	87
Percentage of pupils at NC level 2 or above	School	85 (88)	80 (90)	87 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	38	41
	Girls	50	50	53
	Total	86	88	94
Percentage of pupils at NC level 2 or above	School	86 (93)	88 (96)	94 (96)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	283
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y3

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	21.5
Average class size	29

Education support staff: YR– Y3

Total number of education support staff	20
Total aggregate hours worked per week	358

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000
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	£
Total income	697,192
Total expenditure	619,355
Expenditure per pupil	1560
Balance brought forward from previous year	141,216
Balance carried forward to next year	219,053

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	407
Number of questionnaires returned	192

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	3	0	0
My child is making good progress in school.	62	35	1	0	2
Behaviour in the school is good.	54	42	2	1	2
My child gets the right amount of work to do at home.	39	46	10	2	4
The teaching is good.	69	30	1	0	1
I am kept well informed about how my child is getting on.	48	40	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	22	1	0	0
The school expects my child to work hard and achieve his or her best.	60	38	1	1	1
The school works closely with parents.	60	33	5	0	1
The school is well led and managed.	76	23	0	0	1
The school is helping my child become mature and responsible.	65	32	2	0	2
The school provides an interesting range of activities outside lessons.	29	34	16	4	17

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

56. Satisfactory provision is made for children in the Foundation Stage of Learning and they make appropriate progress overall. This is similar to the previous inspection. Children's attainment on entry is just below that of the local area in relation to the local authority's baseline assessment procedures in communication, language and literacy. These are not linked to national averages, but inspection evidence agrees that children are below average nationally on entry into the reception classes. There are fewer children in the higher attaining bracket than in Bournemouth as a whole. By the time they enter year one, children achieve the standards expected in most areas of learning. During their time in the Reception classes children make good progress in language, communication and literacy, and in developing their personal and social skills. They make satisfactory progress in creative development, knowledge and understanding and in physical development. The children's progress in mathematics is unsatisfactory overall. Children with English as an additional language are effectively supported and make good progress in acquiring the English language.

Personal, social and emotional development

57. Provision for the personal and social education of children is good. Teachers provide some good activities that enable children to talk about school life and any worries or concerns they may have. The "circle time" sessions and religious education lessons help children to recognise their own and each other's feelings, and learn to appreciate them. At these times children make good gains in understanding about working with others, sharing resources, and helping each other. In the "plan, do and review sessions", children learn to organise themselves effectively and select resources to match the activities they choose to do. Support staff work with them and provide good levels of encouragement to help them try something new. Because of this good provision children generally behave well. They take turns, wait in line, and help to tidy up their own activities. Sometimes, however, the noisy behaviour of a few children disrupts the learning of the others. Children are encouraged to take care of their environment. Teachers help them to understand how important it is to be safe and careful in their work and play. Children were observed playing well together in the playground. They co-operate well with their peers, and enjoy school life.

Communication, language and literacy

58. Provision for language and literacy is good. Children benefit from a good curriculum for this area of learning. They make good progress in speaking and listening as well as reading and writing. They enjoy stories and develop their speaking skills through some good discussion times. Teachers interact well with children and support them so that they can improve their skills. For example, during the reading of a poem the teacher helped children to recognise the rhyming words by the emphasis placed on them as she read it. The good teacher knowledge had a positive impact on learning. Similarly, during the teaching of early phonics, the knowledge of the teacher and the support assistant enabled children to make good gains as they used actions and signs to help them remember their phonic sounds. Their listening skills are broadly average. Children generally enjoy literacy and show enthusiasm and eagerness to be involved. This is due to the range of good literacy activities and the different approaches that are used. They ask and answer questions well, and listen appropriately to stories. They use pictures and phonic knowledge to improve their reading skills. Many are beginning to read words and simple text. Teachers know their children well, and are aware of their individual literacy needs. Good procedures are in place to help children develop pencil control and early writing. Occasionally in literacy lessons children sit for too long on the carpet and do not have enough time to practise and improve their skills in focussed group activities. The time allocated to improving literacy skills through group activities, in which children work and play together, is sometimes too short and they do not have sufficient time to complete their activities.

Mathematical development

59. Children enter the Reception classes with standards that are similar to those found in Bournemouth. They make unsatisfactory progress in developing their numeracy skills and were achieving standards that were below average during the inspection. This is because the quality of teaching is less secure in this area of children's development. Children count daily and learn to recognise numbers with the use of number lines. Some higher attaining children count to 20 and are beginning to recognise numerals. They know how to add one more, or take one away. Other children count accurately to 5, or 10 and can recognise some numerals correctly. Most children know that money is needed to buy things in the shops. They show appropriate awareness of the passing of time, and talk about "after lunch" or "later". Teachers use resources well to help children improve their understanding of numbers. For example, in one lesson children showed good enquiry skills as they looked closely at real coins. Because the teacher had used lots of penny coins children were able to see that ten pennies was the same as a ten pence coin. In other lessons, teachers used too many different coins. This confused children because it was too difficult for them to understand. Many mathematics lessons are taught as a whole-class lesson. This means that children often sit for too long on the carpet. It also means that the lessons are not sufficiently linked to the learning needs of individual children. At these times children's achievement dips and they do not make satisfactory gains in understanding and skills.

Knowledge and understanding of the world

60. Provision for the development of children's knowledge and understanding is satisfactory, overall, and they make appropriate progress in their learning. They have a broad and balanced range of opportunities to improve their skills. Activities are often linked to an overall topic such as the one on Bridges, which makes their learning more relevant and interesting. They build with different sized bricks; use junk boxes and materials to create their models. They are able to talk about their structures, and explain what they are doing. They make good use of switches as they work at the computer and show a developing understanding of how to control a small floor robot. The children were able to explain that they had to "tell" the robot which way to move by "pressing some buttons." They show good enjoyment with activities such as these and concentrate well to achieve whatever they are trying to do. However, teachers do not plan enough activities for this area of learning. Too few examples of children planning, making and improving their work were observed during the inspection. Although each Reception class has planned time in the "work" area outside of the classrooms for a "plan, do and review" session, in reality these are often too short for any meaningful activity to take place. Children plan their activity, but before they have made or reviewed their model the lesson finishes and they have to wait until next time. Standards in this area of learning are limited by this approach and the restrictions of time.

Physical development

61. Provision for the physical development of the children is satisfactory overall, and is good in physical education lessons. Children use tools, pens, pencils and scissors with satisfactory control. In physical education lessons children explore space well and learn about their own body movements. For example, in one lesson children were able to find a space quickly, respond well to the teacher's instructions and develop their movements satisfactorily through a practiced sequence of activities. Many achieved high standards as they ran and hopped around the hall. The teacher managed the big class well, enabling all children to develop their physical skills in line with their abilities. There are, however, too few opportunities for children to play with large wheeled toys developing their control and special awareness when "driving them around. There is little opportunity for children to learn to share and take turns in this form of activity. Plans are rightly in place to improve this aspect of the provision and so raise standards. Currently the lack of daily opportunities to ride, push and pull toys and other equipment and reduces the quality of learning that takes place.

Creative development

62. Provision for creative development is satisfactory and children attain broadly average standards. Teachers plan appropriate opportunities for children to experiment with paint. Children learn to mix paint to make new colours. Many draw recognisable people and houses. They do not,

however, do enough of this kind of activity to ensure that higher standards are reached. In musical activities, children also make satisfactory gains in learning. They know the names of simple instruments and play percussion instruments in time to the songs that they sing. However, sometimes in lessons children have to wait too long for a turn, because they are taught in whole-class sessions, and there are not enough instruments for all children to play. Hence, turn-taking reduces playing time and standards dip. Some good evidence of past creative work is kept in the Reception class portfolios. These show some good examples of what children can achieve.

ENGLISH

63. Standards attained by pupils in the tests taken at the end of Key Stage 1 in 2000 were close to the national average, though they compared less well with the results obtained by pupils in similar schools. Standards in Year 3 are satisfactory. The trend in English over the past three years has been upwards, with gradual improvement each year until 2000, when there was a drop in attainment. Inspection findings are judged as good in reading and satisfactory in writing.
64. After a good start in the reception classes, most pupils make steady progress with reading and by the end of Key Stage 1 the majority are reading at the expected level and a number well above this. However, at least 20 pupils in Year 3 need special help because their standards in reading are still well below those expected by the end of Year 2. These pupils are benefiting from the very carefully targeted work in phonics provided by the Additional Literacy Strategy.
65. There has been steady improvement since the previous inspection in the development of reading and library skills. The emphasis given to reading, noted in the previous report, has continued, both within the literacy hour and in the time allocated for personal reading and library exploration. Carefully graded books for individual reading choices, an attractive and well-used library and very good resources for the literacy hour, combine to encourage pupils to read fiction and non-fiction for pleasure and research. The support of parents through the home-school reading scheme is important and in most classes a very useful dialogue develops between teacher and parent as they monitor and encourage pupils' reading. Extra help is given to pupils who have special educational needs or have fallen behind in their reading progress enabling them to make satisfactory progress.
66. The success of this drive for reading development is seen in the enthusiasm with which pupils select and talk about their books, and the knowledge which a number show of writers and genres. Several higher attaining pupils were able to discuss their preferences and to talk about some well-known children's writers and their books. Pupils can distinguish between fiction and non-fiction, and understand how books are arranged in a library. Most make confident use of such terms as illustrator, blurb, index, and captions and contents, and they consult dictionaries regularly. Although achievement varies, pupils of all abilities share this lively interest in books.
67. In their writing, pupils in Year 1 show that they are making steady progress in their learning through the year. Pupils of average ability use capital letters and full stops with increasing accuracy as they come to understand sentence structure and begin to try some sustained narrative. Higher attaining pupils re-tell a story effectively and report a happening in simple terms. Pupils attempt a greater range of forms, such as a prayer, some instructions and a dictation. Responding to the teacher's suggestion, in his exercise book, that he should write a sentence with a "sm" word, a Year 1 pupil wrote "I smiled at my teacher with a chisy (sic) smile." displaying both understanding of the consonant cluster and a neat wit in his writing.
68. The effective implementation of the National Literacy Strategy has introduced pupils to a range of technical vocabulary in language. The terms synopsis, synonym and resolution are familiar to pupils in Year 2, as well as grammatical terms such as connectives, nouns, adjectives and verbs, and most are able to understand and use the terms accurately. Spelling progress is generally good, with regular use of spelling books and tests and a systematic approach to teaching and learning

spelling groups and rules. In writing, boys are considerably weaker than girls, more so than is found nationally. This has been recognised by the school, but the strategies employed to address the weakness have not as yet had an impact on significantly raising standards. Lower attaining pupils are still struggling with basic punctuation and spelling conventions in Key Stage 1, but pupils of all abilities respond with interest to a good range of writing tasks. These include narrative, records, captions, instructions and letters, as well as poems on a variety of subjects, often well presented and illustrated for display on classroom walls. Pupils begin to understand the range of purposes for writing, and know that they can use it to record, explain or persuade.

69. Pupils listen well in lessons and assemblies and sustain attention and concentration well. Standards in speaking skills are more variable. The majority of pupils speak clearly and confidently and are often eager to talk, but opportunities for developing their oral skills are too limited in some classes, where response to questions is the most frequent speech activity. In these lessons, sustained presentations, story telling, role-play and acting out are not used enough. Where these are used well, as in one Year 2 class, pupils' response and involvement are remarkable. In this class pupils, after reading a story, were asked to speak in a variety of character roles and styles, and they clearly understood how intonation, pace and emphasis affect meaning. Re-telling the story, at the end of the lesson, they held the interest of the whole class. In contrast, the "hot seating" device, used in one Year 3 class lacked sufficient material and preparation and produced little more than a series of "How did you feel?" questions with brief or monosyllabic answers.
70. A concern raised in the previous inspection report about standards in speaking and listening has not yet been addressed. In 1997 there was no scheme of work for this area, and no method of assessing or recording pupils' progress in developing the skills of speaking and listening. The school has not followed either of these recommendations.
71. The quality of teaching is satisfactory overall. In the lessons observed, teaching was satisfactory and in one lesson in four it was good. Strengths are the good relationships and the effective environment for learning, which are the norm in all classrooms, with pupils ready to work and collaborate. Resources are plentiful and well-chosen, and there is a pleasing absence of worksheets and photocopies of commercially produced exercises. Teachers have worked hard to fulfil the requirements of the literacy hour and they use its structure carefully, though not always with adequate flexibility and attention to the needs of pupils of all abilities. In the better lessons, there was a good pace and variety in the teaching and a sense of excitement and discovery in the learning. Shared enjoyment was a key factor in these lessons. In a Year 1 class pupils responded with zest to a big book on the water cycle, skilfully introduced by the teacher with a prediction exercise which stimulated some perceptive and articulate responses. Pupils enjoyed discovering words that had links with work they were doing in science and geography and then using them satisfactorily to write captions, which they shared with the class.
72. Where lessons were less successful, the opening session went on too long, with pupils sitting on the carpet in a not always comfortable position. Writing tasks were not sufficiently related or interesting, and the final whole-class session was more a time-filler than a satisfying conclusion and consolidation of what had been done in the lesson.
73. The enthusiasm and good expertise of the English co-ordinator is providing good leadership and direction to the subject. There are plans for her to monitor the quality of teaching and share good practice with her colleagues. Work in English has the potential to improve further; as teaching improves then standards will rise.

MATHEMATICS

74. Standards are broadly in line with those expected. The results of the Key Stage 1 National Curriculum tests in 2000 were, however, below the national average and below average in

comparison with similar schools. Last year, however, there was a greater proportion of pupils with special educational needs and consequently the standards declined. Inspection findings show that the majority of pupils in the current Year 2 are at least in line with the national expectation. Standards of pupils at Year 3 are variable. These standards are a slight improvement on those judged at the previous inspection.

75. The progress that all pupils make in their learning is satisfactory, overall. Pupils in Year 1 are able to recognise two and three-dimensional shapes and explain many of their properties. They are using their knowledge of number to solve simple money problems. Pupils build appropriately on their previous learning, so that at the age of seven, most pupils recognise numbers up to 100 and know the value of each digit. They have a secure understanding of addition and subtraction within 20, and are developing a satisfactory understanding of the links between multiplication and division. This concept is satisfactorily developed so that the more able pupils in a Year 3 class were able to solve problems using multiplication and division sums based on the 2, 5 and ten times tables. They also effectively used their knowledge of the fact that division is a form of repeated subtraction to get the correct answers to more complicated problems. Pupils in Year 2 have a good grasp of measurement. They are able to make accurate charts to measure height using knowledge of multiples of 5 and 10 to mark centimetre and metres. Pupils with special educational needs are effectively supported and they make similar progress to the majority of their peers. Higher attaining pupils make good progress, especially in Year 2. This is an improvement since the previous inspection when the progress of higher attaining pupils was found to be unsatisfactory.
76. Teachers successfully promote pupils' good attitudes to mathematics, which has a positive impact on their learning. Pupils settle quickly into groups and carry out the tasks set with good levels of concentration. They confidently answer questions and explain their answers. They work together in pairs and groups effectively using each other's ideas and suggestions. In a Year 2 lesson on measurement, for example, pupils offered each other tips on how to get lines straight and where to look on a ruler. They enjoy being challenged and receiving reward stickers for good work.
77. The teaching of mathematics is generally satisfactory. In the lessons observed teaching was satisfactory, overall, with some good and very good teaching, and there was one excellent lesson. Where teaching was most effective, lessons were well planned and learning intentions were shared throughout the lesson with the pupils. Brisk pace sustained the pupils' interest and the setting of clear time targets enabled them to work with urgency and complete tasks on time. Teachers challenged pupils, supporting them with appropriate questions to develop learning. Examples of pupils' work were shared with the whole class and mistakes were used as a positive teaching point, which resulted in pupils developing new knowledge. Clear explanations resulted in pupils being able to work confidently and independently. The teacher's high expectations, supported by teacher demonstration and clear explanation of the process, enabled pupils in a Year 2 class to make good estimations and precise measurements of objects they use on a daily basis. Pupils consolidated the new knowledge they had gained when teachers reflected on the objectives of the lesson and identified what pupils needed to remember. Where teaching was unsatisfactory, teachers did not give clear explanations of what to do, which resulted in pupils not being able to carry out the tasks set. Pupils' answers were not developed to establish if they understood the concept being taught. In the one unsatisfactory lesson, there were too many activities planned and none of them were sufficiently developed to ensure that pupils made good progress in their concept of measuring using standard measures.
78. Most teachers have secure subject knowledge, high expectations of their pupils and their lessons are well planned. Basic skills are taught satisfactorily and teachers challenge pupils to use these skills to further extend their learning. In all classes, pupils were using and applying the knowledge they had gained satisfactorily. This was evident from a display in Year 3 where pupils explained how they had gained information about their favourite Pokemon characters, and the deductions they had made from it.

79. The numeracy strategy has been implemented satisfactorily throughout the school with teachers planning together in year groups led by the year leader. The emphasis on mental and practical number work is having a positive impact in raising standards, so that pupils are able to see links between numbers and manipulate them in a positive way. Development of pupils' mathematical vocabulary was evident in most lessons with teachers not only reviewing words learnt in a previous lesson, but repeating them and extending the pupils vocabulary at the appropriate time. As a strategy to raise attainment in mathematics pupils have been put into ability sets in Year 2 and Year 3. As this only started in January of this year it is not possible to make a judgement on its success. Teachers are well supported by classroom assistants who are being trained in the numeracy strategy. They are well informed and their evaluations on what pupils have, or have not, learnt are used to inform the planning for future lessons. The inconsistency of teachers' predictions for pupils' attainment based on assessments, however, limits the progress that is made, as activities are not sufficiently based on what pupils already know and can do. Some teachers also do not ensure that pupils act upon the comments that have written in the pupils' books as part of the teachers' marking.
80. Good leadership is provided by the co-ordinator who is a leading maths teacher in the area. At present she does not have a regular teaching commitment because she is more involved in carrying out her duties as deputy headteacher. The co-ordinator has carried out effective monitoring of new and newly qualified teachers, but this is not yet having the impact of improving the quality of teaching through the school or in significantly raising standards. In consultation with the staff, the co-ordinator has put strategies in place to raise standards in the subject. She has had a good impact on improving the role of the learning support assistants who now take a more effective part in the teaching of groups of pupils especially those with special educational needs. Procedures for assessing pupils' achievement are appropriate and good progress is being made in the new strategy of providing pupils with targets for their future learning to support the raising of standards. The school is well supported by the numeracy governor who has the experience to fulfil her role of monitoring the teaching of mathematics.

SCIENCE

81. Standards in science are good. In the most recent teacher assessments for seven-year-olds, pupils' results were above the national average when compared to all schools and in line, when compared to similar schools. These standards are effectively maintained in Year 3.
82. There has been good improvement in science since the previous inspection. The scheme of work has been revised and amplified, and now gives good guidance to teachers. Extension activities for each topic for each year groups have been provided to meet the need of the more able pupils. An investigative approach is strongly embedded in the science curriculum and this is a major factor in the rise in standards.
83. At the beginning of each unit of work there is a brainstorm session through which the teacher assesses what the pupils already know, and what they would like to find out. Pupils in Year 1 wanted to find out how shadows were made. During their group investigation, they put various objects on an overhead projector and through the teacher's skilful questioning they arrived at a satisfactory explanation. Pupils in Year 2 observe carefully and understand the concept of a fair test. They suggest various factors that will affect how far a toy car will travel, devise a fair test to investigate their ideas and explain their results satisfactorily. Pupils in Year 3, have a secure understanding of the properties of a range of materials that was developed well through their investigation into the absorbency of different kinds of papers. Pupils recognised the need to make their test fair and discussed the criteria that would be used. They made sensible predictions and then tested their hypotheses satisfactorily. All pupils use appropriate scientific vocabulary accurately to describe their predictions and the results of the tests.

84. Teaching in science is at least satisfactory, generally good and sometimes very good. Effective pupil management strategies result in good behaviour and relationships and this has a significant impact on pupils' learning. Teachers have successfully promoted pupils' good attitudes towards science, so pupils are enthusiastic and keen to learn. Even the youngest pupils are very attentive and interested during preliminary discussions, and they work very collaboratively when conducting their investigations. The investigative approach seen in all lessons, where pupils are answering questions that they themselves have posed is highly motivating and results in pupils working hard and achieving well. Lessons are well structured. Teachers provoke pupils' thinking, and create good opportunities for pupils to work in small groups. Time is allowed for pupils to share and explain their learning, so they are keen to contribute their ideas. Pupils speak clearly and confidently to explain what they have found out to the rest of the class. In one class they wanted to continue this through playtime! Teachers provide effective methods for the pupils to record their results using pictures and writing, according to the pupils' ability. Hardly any worksheets are used and this gives pupils the opportunity to develop their literacy skills.
85. Science has been managed effectively since the previous inspection and the key issues for this subject have been addressed well. The new co-ordinator is keen and enthusiastic and is at present on a year's part-time course to increase her own knowledge and understanding and to improve the planning and assessment in science. She monitors planning, pupils' work and the assessment books, which provide good evidence of what pupils have achieved. She is not yet involved in the monitoring of teaching but this is appropriately planned when science is the focus of the school development plan.

ART AND DESIGN

86. While it was not possible to observe many lessons there was a wide range of evidence of pupils' standards to be gained from displays, photographic records and discussions with pupils. All of these indicate that standards are broadly average at the age of seven and in Year 3.
87. Appropriate levels of progress are evident in all pupils' learning, both in the lessons and through the displays of work through the school. Pupils through the school are developing an understanding of the styles of different artists such as Mondrian, Van Gogh, Picasso and Monet, and they use this knowledge satisfactorily to create their own paintings. Pupils in Year 2 mix colours using their knowledge of how to create different shades satisfactorily. They use a variety of tools, such as spatulas and different brushes to create texture and different effects. By Year 3, pupils are developing a sound awareness of the impact of different techniques and the composition of pictures to produce perspective. Pupils in Year 1 are developing an awareness of how clay is used to make pots and developing the techniques satisfactorily.
88. The quality of teaching is satisfactory overall. In the lessons observed, however, it was sometimes good and very good. In the most effective lessons teachers exhibit good subject knowledge. For example, the knowledge shown by a teacher in Year 2 about the work of the artist Monet enabled her to use a variety of strategies, questioning, demonstrating, encouraging her pupils to achieve some good paintings both individually and then as a group in the style of the artist. In another class in Year 2 a pupil successfully compared the different styles of Picasso and Monet. In a Year 1 class, pupils were using the medium of clay to make pots for Easter. The work was appropriately matched to the pupils' needs so they made either pinch, coil or slab pots. Pupils collaborated and helped each other if they were having problems. They were also well supported by classroom assistants.
89. As with other subjects, teachers have effectively encouraged pupils' good attitudes to work, so they enjoy art, concentrate well and work hard. This was clearly shown in a Year 3 class where a pupil with a behaviour problem was engrossed in his work and was able to concentrate for at least

twenty minutes to produce a painting using techniques in the style of Van Gogh. He was well rewarded with a merit sticker for his efforts.

90. The work seen in displays and other records shows a wide range of approaches being used. Pupils in Year 1 and Year 2 had made three-dimensional bridges as part of a whole school project on bridges. In Year 3 pupils had been studying Bournemouth and used pencil for observational drawings of old toys and teddies. There was also a very colourful three-dimensional balloon flying over Bournemouth. The displays celebrate the children's own efforts and provide variety. Information and communication technology is used appropriately to extend pupils' knowledge and skills in art. Pupils used a database to find examples of the work of the artist Mondrian, which they printed and used to create work in his style.
91. Leadership of the subject is now satisfactory. The provision of an appropriate scheme of work was an issue at the previous inspection, but it has not as yet been addressed. The new co-ordinator has, however, drawn up a detailed action plan, which shows a satisfactory appreciation of the areas that need to be developed. This includes the scheme of work, the enhancing of staff confidence and the implementation of assessment procedures, which are unsatisfactory at this time.

DESIGN AND TECHNOLOGY

92. There were no lessons seen in design and technology during the inspection as this subject is taught alternately with art. However, there was plenty of evidence of previous work available to make a secure judgement on the standards pupils achieve.
93. Standards in design and technology are above those normally seen for the majority of pupils and in line for the rest for pupils of seven years old, and at the end of Year 3. This is an improvement since the previous inspection when standards were judged to be average with some under-achievement amongst the oldest pupils.
94. Design and technology is very well linked to the topics that pupils study in humanities. Thus pupils are being given a broad relevant learning experience. Pupils have made bridges this term, with different classes focussing on different types, such as the arch, truss and girder bridges. Design is a strong component of the curriculum and pupils talk about their designs and how they had to modify them during the making process to successfully improve the end product. After looking at the various shapes used in bridge building, pupils designed their own models using squares, triangles and cuboids to make the strongest bridge that could carry the heaviest load. Such activities provide pupils with opportunities to develop skills acquired in other subjects, for example, accurate measuring, speaking and listening, and producing clearly labelled diagrams. During a topic on the rainforest, pupils undertook a variety of activities, making a tropical fruit salad, various soups and bread, as well as making large paper-mache animals. Pupils in Year 2 satisfactorily sewed together fabric hexagons to make an exciting background for their paper mache insects. They also used tie-dyeing techniques. When studying a topic on sound, pupils in Year 1 made telephones and pupils in Year 2 made a variety of musical instruments that could be plucked, shaken or banged. Next term, the oldest pupils will be studying the ancient Greeks, and planning shows imaginative learning opportunities in design and technology. They will be making a model of the Parthenon, and designing their own wooden horse, clay pots and modroc plates.
95. It is evident from pupils' achievement that teaching is good. Some Year 3 pupils were very keen to talk about the vehicles that they had made with balsa wood and card. Teachers successfully promote pupils' interest and enthusiasm. Pupils are keen to talk about their work. They explained how they had followed their own designs, sometimes modifying them during the making stage.

They recounted the sequence they had followed, making the frame, strengthening the corners, making the axles and joining them to the frame and then adding the body. They described accurately the tools they had used and the importance of safety. All the vehicles are very different showing that pupils use their own ideas and are not over-directed by the teacher. Some pupils have even brought in models that they have made at home, for example a model Tower Bridge, which open to let the ships pass.

96. Design and technology is managed well by an experienced co-ordinator. The scheme of work gives helpful guidance to teachers. She monitors planning, acts as a consultant as necessary, and informally monitors pupils' work and these aspects are having a positive impact on the standards achieved.

GEOGRAPHY AND HISTORY

97. It was not possible to see any lessons in History in Year 3, or any lessons in geography in Years 1 and 2. This is because these subjects are taught in blocks rather than on a weekly basis. History and geography are taught as humanities around topics. Standards in history and geography are above those normally seen for many of the pupils and in line with those expected for the rest. This is an improvement since the previous inspection when standards were judged to be average.
98. The youngest pupils in Key Stage 1 look closely at photographs of houses, shops and school in Victorian times and are able to identify the similarities and differences between then and now. They are beginning to understand why changes have taken place, such as the building of new roads following the mass production of the motorcar. Other pupils have looked at artefacts, cooking utensils, irons, hot water bottles and are beginning to suggest sensible reasons for the changes that have taken place. The interest of some pupils has really been captured. They bring in relevant objects from home, for example a 40-year calendar. The oldest pupils use local newspapers as sources of historical evidence, which give good information about Bournemouth in the past, its buildings, transport and leisure. The topic on bridges has provided good opportunities for pupils to study a range of evidence: text, photographs and the Internet. They are developing a sense of chronology as they sequence the bridges from the earliest beam bridge to the modern Humber Bridge. Pupils are developing geographical skills and vocabulary through these topics. They have produced travel brochures highlighting the features that make Bournemouth a popular seaside resort and a booklet about famous bridges, for example, Tower Bridge, Sydney Harbour Bridge and the Golden Gate Bridge in San Francisco. Pupils in Year 3, use a map to successfully identify specific features in the locality and then after discussion draw a simple map of their route to school. They provide an appropriate key to identify the features on their map.
99. It is evident from pupils' achievement that teaching in history and geography is good. An investigative approach to aid pupils' learning is used effectively in humanities. At the beginning of each topic the questions asked are 'What do we already know? What would we like to find out?' At the end of the topic the question 'What have we learned?' is asked. This approach is highly motivating and pupils are keen to talk about their learning, for example, the contribution made by Brunel and Telford to bridge building. Pupils' interest is aroused and maintained by relevant books about the topic and by high quality inter-active displays, for example, the local study showing Bournemouth a hundred years ago, as the popular resort it is today, and what it might be like in a hundred years time.
100. The very positive learning attitudes of the pupils make a significant contribution to the standards achieved. Pupils' learning is extended well by relevant homework; for example, Year 3 pupils came to the geography lesson with a list of landmarks that they pass on the way to school. Pupils are keen and enthusiastic and work very well collaboratively when looking at, and discussing, evidence. They listen carefully to each other's contributions and work with concentration on the interesting and challenging tasks set.

101. The co-ordinator has recently been appointed and provides sound leadership. When humanities comes into focus on the school development plan next term, she has an appropriate action plan to review the policy and the scheme of work to ensure that knowledge, understanding and skills are developed successfully in each topic as pupils progress through the school. The curriculum for history and geography is good. It is broad and well balanced and taught in a very relevant manner, which stimulates pupils' learning. Good opportunities are provided for pupils to use their literacy skills in humanities.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Standards in information and communication technology are average across the school and there are many good opportunities for pupils to improve their skills. This represents good improvement since the previous inspection when the quality and range of activities were weak. Standards are better in Year 3 than in other years. This is closely linked to teachers' experience and skill. It is also due to the expertise of the co-ordinator, who has helped pupils in this year group to improve their standards quickly.
103. At Key Stage 1 pupils achieve standards that are broadly in line with those expected. They learn to control the mouse at an early age and quickly develop the ability to draw pictures and give simple instructions. They use the keyboard to support early writing skills, and use different numeracy programmes to sort objects into sets, and improve their number skills. By the time they leave Year 1, almost all pupils can use the mouse to make a valid choice. They are able to give a sequence of instructions to a floor robot. Pupils in Year 2 build on these skills successfully and learn to develop routes for the robot. They learn how to use a CD-ROM effectively to search for information. Information and communication technology is effectively used in other subjects to develop pupils' understanding and knowledge. In art, for instance, pupils used the computer to find examples of the work of the artist Mondrian. They printed them and used them to create work in his style.
104. In Year 3 pupils improve their skills and use computers regularly to support their work. Higher attaining pupils in this year group are able to send, receive and print e-mails independently. They show high levels of expertise in solving simple problems, and confidently try things out to see if they will work. Pupils across the year group develop their word processing skills by combining text and graphics to improve their writing. They create posters as part of their geography studies, and display data in simple graph form in mathematics. They have researched the work of different artists, and have undertaken research relating to their topic on bridges. For example, in one class they have down loaded examples of different bridges across the world, comparing and contrasting them as part of their work in design and technology.
105. The quality of teaching in information and communication technology is satisfactory overall, and is good in Year 3. Pupils gain from the good skills of teachers, and the recent staff training linked to a national initiative is having a positive impact in the classroom. Teachers' skills are improving. They have the confidence to try new things, and because teachers are confident and know what they want pupils to achieve, standards are rising. There are good examples of teachers working closely with pupils of different abilities to guide them through a range of steps to succeed with a particular task. For example, a group of pupils in Year 3 with special needs, benefited from good support as they tried to develop their mathematical skills through the use of computers. The use of information and communication helped them to improve their mental maths skills.
106. The subject is well led, and this is having a positive impact on raising standards across the school. The good new assessment procedures help teachers to know what they need to teach next to build effectively on pupils' prior skills. Resources are satisfactory, but plans are rightly in place to increase the number of computer systems in the school. Teachers currently make the best use of

the available resources enabling pupils to take turns throughout the week. This ensures that each pupil has time to practise and improve current levels of skill.

MUSIC

107. While it was not possible to see many lessons, evidence has been gained from a video, tape recording, dance lessons and hearing pupils sing in assemblies and the Bible Club.
108. Pupils in Key Stage 1 and Year 3 attain standards in line with those expected for their age. By seven, pupils sing a repertoire of songs and hymns, showing satisfactory control of pitch, dynamics and rhythm. In assemblies, pupils sang in tune with good pitch and obvious enjoyment. They also composed new words for a hymn. Pupils in Year 3 build satisfactorily on the skills they have acquired. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.
109. The quality of teaching and learning is satisfactory overall with evidence of some good practice. In a Year 2 class, the teacher's good subject knowledge and planning led to pupils displaying very good listening skills, enabling them to hear and identify an instrument and join in with the same rhythmic pattern. They successfully followed the teacher's hand signals as she conducted them and were able to perform simple patterns, keeping a steady pulse. Pupils' response to music is being effectively developed. A Year 1 class had been inspired by a piece of African music to build an art collage of representations in abstract drawings of the effects of what they heard. Pupils in Year 3 were developing their movements in physical education in response to the music of the Firebird. They have composed their own music to which pupils in the class are developing their own dance. In two classes, groups of pupils performed their orchestration together well. In one class they followed their own form of notation, which clearly showed when each group of instruments was to perform.
110. Teachers are now more confident in the subject and appropriate support is being given to the newly qualified teachers. Where lessons were well planned behaviour was good. A class in Year 2 must be commended on its use of the non-tuned percussion instruments and enthusiasm for their work. There was a brisk pace throughout the lesson. Pupils showed good levels of self-discipline and the instruments were only played when instructed by the teacher. The lesson was well structured and provided pupils with rich learning opportunities, such as listening to music by Tchaikovsky, identifying and clapping rhythms, recognising percussion instruments and performing effectively together on the instruments provided.
111. Curriculum provided is satisfactorily broad and effectively balanced. As well as the planned opportunities provided within the scheme of work, older pupils performed songs and played instruments as part of their nativity concert for the parents. As well as the planned opportunities in the scheme of work, others are provided to develop pupils' skills. For example, the school has also been involved with a workshop provided by Dorset Music Service and a Samba day for pupils in Year 3. Resources are generally satisfactory and pupils' awareness of the richness of other cultures has been enhanced by the purchase of a range of multi-cultural instruments and song activity books. Accommodation for the teaching of music was good, but the music studio has had to be used as a classroom this school year.
112. Co-ordination of the subject is satisfactory. The co-ordinator is reviewing the scheme of work and there is an appropriate draft policy for the subject. There is not as yet any formal assessment procedures in music, and this has been identified by the school as a need.

PHYSICAL EDUCATION

113. During the inspection gymnastics was being taught in Year 1 and 2 and dance was being taught in Year 3. From the evidence gathered from observations of physical education lessons and in discussion with pupils about their work, it is judged that standards are generally in line with those expected in the Key Stage 1 and in Year 3. This is a similar picture to that judged in the previous report.
114. In gymnastics pupils are developing satisfactory balance and control of their movements. In Year 1, pupils showed good awareness of space around them and had good attitudes to exploring a range of twists, turns, rolls and balances, which they perform satisfactorily on the floor. This type of activity is appropriately extended in Year 2 so that pupils explore the way to perform similar range of movements on some of the large apparatus available. At both ages pupils are developing satisfactory strategies for linking their movements to create a short sequence which some repeat effectively when requested. They show satisfactory progress in developing their expertise and many perform very individual style of movements showing imagination. Teachers do not sufficiently high expectations for pupils to develop the full use of their body when stretching, or challenge the pupils to achieve a higher standard of performance. Consequently, pupils make less progress in refining their movements so that their balances are held steadily and landings from jumps are well controlled.
115. In the movement and dance sessions pupils in Year 3 made satisfactory progress in developing their movements in their response to the music played. They showed appropriate awareness of the pulse and mood of the music and developed their movements with satisfactory sensitivity. Many pupils performed very individual styles of movements showing good levels of creativity, especially when exploring body shapes in response to spikey sounds, strong chords and more flowing rhythms. Pupils showed good levels of concentration and worked effectively to improve their movements, but there was often insufficient input from the teachers to stimulate new ideas. Pupils consequently made less progress in refining their movements so that different levels were explored and a greater variety of movements were developed.
116. In all the lessons observed, pupils worked sensibly as individuals, in pairs or in groups. They used resources responsibly and shared their ideas readily. In the group sessions, pupils co-operated effectively so that good progress was made in developing the choreography of their dance. Most pupils were eager to show what they could do and in one lesson, the levels of pupils' concentration and application were excellent which enabled them to improve their performance.
117. The quality of teaching is satisfactory, overall and occasionally it is good. There is consistency in the style of teaching that ensures that pupils make steady progress in developing an appropriate range of skills and knowledge. Each lesson had an appropriate structure of a warm-up and most also incorporated a satisfactory cool down at the end of the activity. Pupils did not, however, know why these regular events were incorporated in the lesson and many could not explain why exercise was good for you. All teachers use pupil demonstration to help the other pupils develop their performance and provide appropriate praise and encouragement. In the most effective lessons this demonstration was used as a teaching point so that the quality of movements was improved. Where teachers' subject knowledge was secure, they provided better levels of coaching to improve pupils' performance. In the dance sessions, this resulted in pupils' better expressive whole-body movements. It extended pupils' awareness of how to use the different parts of their body to reflect mood, such as the use of elbows, knees and feet to create more jerky, spikey movements when the guiro was played. Teachers are very conscious of the importance of safety in physical education lessons and pupils are taught how to move apparatus correctly. There are high expectations of pupils quiet working to which pupils respond well. They enjoy physical education, and there is always a controlled sense of purpose and focus on the task.
118. Co-ordination of the subject is satisfactory. The co-ordinator provides good leadership in the provision of a range of activities outside lessons. The curriculum for physical education is appropriately broad and balanced so pupils are introduced to a wide range of skills and

opportunities to experience a good number of activities. The use of a physical education club enhances pupils' learning and provides a wider range of activities than is often possible in lessons. The use of coaches to work with pupils in the physical education club has also enhanced pupils' opportunities for developing hockey and tennis skills. Pupils in Year 3 also have access to the nearby swimming pool. The accommodation available for physical education is rather limited as there is no grass area specific for the pupils in the First school to use and the hall is rather small. As it is in frequent, physical education lessons have to be limited to half an hour. This restricts opportunities for developing pupils' skills, especially when the large apparatus is being used.

RELIGIOUS EDUCATION

119. The teaching of religious education is based upon the local Agreed Syllabus. Standards at the end of Key Stage 1 and in Year 3 are in line with the expectations of the Syllabus and are similar to those at the time of the previous inspection report. Four pupils are currently withdrawn from religious education lessons and provided with other work.
120. Pupils have a generally satisfactory knowledge and understanding of the bible stories, which they are taught in Key Stage 1. This understanding is satisfactorily reinforced by the programme of assembly themes, and for some pupils by the Bible Club, which meets regularly in a lunch hour. The quality of the assemblies observed during the inspection make a significant contribution to pupils' interest in and knowledge of the Christian religion. Displays, response to behaviour codes, and discussions in "circle time" also help pupils to understand more about religion, and to make links between morality, behaviour and belief. Writing and drawing done by pupils in their religious education lessons indicate their lively interest, but the quality and range of pupils' work is limited. By Year 3, pupils have been introduced to some aspects of Judaism and are beginning to understand the values and traditions of another faith.
121. Teaching is satisfactory overall but the content and structure of the lessons observed did not match the creative planning which made the religious assemblies really vivid and meaningful to pupils. Teachers were rather tentative in lessons when dealing with some of the pupils' more interesting questions and reluctant to let these lead into areas in which they felt less confident. Two lessons in Year 2 and one in Year 1 were observed, and it was noted that teachers whose work in other subject areas was good or very good, did not achieve the same quality of teaching or pupil response in these lessons. The lessons lacked detailed, imaginative planning, good use of resources and a variety of lesson strategies to engage pupils' imagination and to set them thinking. In two of the lessons, teachers read from the same book, holding up pictures, which it was difficult for pupils sitting at the back to see. In two lessons pupils were asked to imagine themselves in the crowd as Jesus passed, and to write a diary account of the feelings they would have had at the time. It was clear that they had not been sufficiently involved in the story to be able to enter imaginatively into the scene. The intention in the brief lesson plan was that pupils should understand the symbolism of Easter, and the link between the resurrection, new life and new beginnings. There was little indication that this had been achieved or attempted.
122. The new subject co-ordinator for religious education is keen to take the subject forward; aware that recently it has been neglected. This is partly because much energy and emphasis has gone into the development of literacy and numeracy teaching. The co-ordinator recognises that more careful lesson planning is needed if the scheme of work is to be implemented successfully. She is working with the local education authority adviser and liaising with the junior school.
123. The school has the capacity to improve its teaching of religious education. At present, although the subject is clearly valued and supported, it is not benefiting from the imagination and thought which teachers bring to their planning of work in some other subjects. Resources are satisfactory overall. A lack of artefacts to represent world religions was noted at the previous inspection. Some have now been bought, but more are required and there are plans to add others.

