

INSPECTION REPORT

**ST LUKE'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

Winton, Bournemouth

LEA area: Bournemouth

Unique reference number: 113842

Headteacher: Mrs A L Palin

Reporting inspector: Mr M Greenhalgh
10422

Dates of inspection: 17th – 21st March 2003

Inspection number: 247415

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Bemister Road Winton Bournemouth
Postcode:	BH9 1LG
Telephone number:	01202 514396
Fax number:	01202 521523
Appropriate authority:	The governing body
Name of chair of governors:	Mrs V Kingston
Date of previous inspection:	24 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team Members			Subject responsibilities	Aspect responsibilities
10422	Mr M Greenhalgh	Registered inspector	Science Design and technology Physical education English as an additional language	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements.</i> <i>Pupils' attitudes, values and personal development.</i> How well are pupils taught? What should the school do to improve further?
9999	Ms R Orme	Lay inspector	Educational inclusion, including race equality	How well does the school care for its pupils? How well does the school work in partnership with its parents?
4444	Ms V Campbell	Team inspector	English Geography	
3145	Ms S Galer	Team inspector	The Foundation Stage Art and design Music	How well is the school led and managed?
27816	Mr D Williams	Team inspector	Mathematics Information and communication technology History Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a primary school for pupils between the ages of four and eleven. There are 293 pupils on roll, which is above the average size. Since the introduction of the new school buildings for Foundation Stage and Key Stage 1 (infants), the number of pupils at the school has risen rapidly. The school is over-subscribed and has a favourable intake in terms of social context, however, attainment on entry is broadly in line with the national expectation. The proportion of special educational needs pupils on the register is broadly in line with the national average and the proportion of pupils eligible for free school meals is below the national average. A growing number of pupils with English as an additional language attend the school and this is above the national average. There have been some problems with long-term staff sickness and the turnover of staff over the last two years has been quite high. During the inspection, there were two third-year trainee teachers in the school taking lessons.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards in English, mathematics and science are improving. They are above the national average, and pupils achieve well. Overall, the quality of teaching and learning is good. The headteacher has clear goals and the school's desire to improve further is very well supported by the staff, governors, parents and pupils. The school is one of the best, in terms of standards, within the authority and its reputation amongst parents is very good. The headteacher has produced a good action plan for improvement and the school is well managed overall. The school is giving good value for money.

What the school does well

- Pupils make good progress in English, mathematics and science.
- The quality of teaching in Years 2 and 6 is very good overall.
- The school is well led and managed. The headteacher is well supported by the deputy headteacher, the senior management team and those teachers leading subject areas.
- The attitudes of pupils towards school are good and rates of attendance are very good.
- The school's provision for spiritual, moral, social and cultural development is good.

What could be improved

- The quality of teaching so as to ensure the progress made by pupils with English as an additional language in all lessons is at least equal to that of the other pupils.
- The school's improvement plan, so that developments can be easily measured and well resourced.
- The promotion of the school's positive values by all staff.
- Standards in art and design.

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 overall improvement since the last inspection, and particularly since the arrival of the present headteacher in 2000. Nearly all areas of concern identified in the last inspection report in 1997 have been addressed successfully. Standards have improved significantly in English, mathematics, science and design and technology by the end of Year 2 and Year 6, as has progress in the Foundation Stage (Reception). Teaching has also improved significantly in planning and organisation. All pupils make satisfactory to good progress except in art and design, where standards remain below the national average and progress is unsatisfactory. There remain some areas for improvement but the headteacher, with the support of staff and governors, has ensured the school is well placed to make significant improvements in the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools*
	2000	2001	2002	2002
English	C	B	A	A
Mathematics	A	C	B	B
Science	C	D	C	C

Key

well above average A

above average B

average C

below average D

well below average E

*Similar schools refer to those schools with similar proportions of pupils who claim free school meals.

Overall, standards for pupils aged seven and eleven (the end of Key Stages 1 and 2) have improved significantly since 2000. This trend of improvement has continued into the present Year 2 and Year 6, with standards either remaining at the levels achieved last year or improving further. This is much the result of the school's improved approach to assessing the progress all pupils make. Targets set by the school have been achieved. Future targets are realistic, but challenging, and pupils are on line to achieve these. Progress overall is satisfactory in the Foundation Stage and good at Key Stages 1 and 2. There remain a few instances across different subject areas where the progress of groups of pupils is not as good as it should be. For instance, more able pupils are not sufficiently challenged and pupils with English as an additional language are not fully supported. By the age of seven, standards in reading are above average and in line with similar schools, in writing they are well above average and above similar schools, and in mathematics they are well above average and well above standards in similar schools. Standards by the age of seven in music and information and communication technology (ICT) are also above the national expectation. Standards are in line with the national expectation in history, design and technology, geography and physical education (PE). By the age of eleven, standards in English are well above the national and similar schools' average, in mathematics they are above average, and in science they are average. Standards in music and ICT are also above the national expectation, and they are in line with the national expectation for history, design and technology, geography and PE. Standards in art and design, throughout the school, are below the national expectation and unsatisfactory improvements have been made since the last inspection. Standards in the Foundation Stage have improved since the last inspection. They are above the national expectation for personal, social and emotional development and for knowledge and understanding of the world, and in line with the national expectation for communication, language and literacy, and for mathematical, physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school, are enthusiastic and show good levels of interest in their work. Presentation of work is generally good.
Behaviour, in and out of classrooms	Pupils behave well with very few instances of disruptive behaviour during the lessons.
Personal development and relationships	Pupils show good levels of respect for each other and develop good relationships. They are keen to take on responsibility and carry out their duties with due care and attention.
Attendance	Very good.

Pupils are keen to please and show a high degree of consideration to others around them. They are very polite and courteous.

TEACHING AND LEARNING

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

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.

Overall, teaching is satisfactory in the Reception year and good, overall, for pupils between Years 1 and 6. This is similar to the last inspection. Many aspects of teaching have, however, improved, especially the quality of planning and the sharing of objectives with pupils. There is some variation in the quality of teaching across subjects, key stages and year groups. The best teaching is seen in Years 2 and 6 and this means that the quality of learning and the progress pupils make are better in these year groups than in the other years. The basic skills of literacy and numeracy are taught well and, on the whole, the lessons are sufficiently well matched to the different abilities in the class. There are a few occasions when the work for the most able pupils is not challenging enough. There are a few occasions when the teaching strategies needed to give additional support to pupils with English as an additional language are absent. In the best lessons, teachers show very good subject knowledge and expertise. Expectations of the standards of work and behaviour are generally good. However, there are some inconsistencies in the way teachers deal with the pupils' behaviour. In the better lessons, pupils acquire new knowledge and skills well and apply a good deal of effort to ensure they make good progress. The main weaknesses in a few lessons include an unsatisfactory match of work to the pupils' needs, questioning that did not encourage pupils to think and the insufficiently supervised withdrawal of pupils from the classroom. In these instances, pupils made unsatisfactory progress, and behaviour became distracting for those that wanted to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but good for Years 3 to 6. This is much improved since the last inspection. Subjects are well supported by schemes of work and provide an overall breadth and balance that are satisfactory. The school provides French in Years 5 and 6, and the range of extra-curricular activities is good.
Provision for pupils with special educational needs	Satisfactory. Sound support is provided for the pupils in and out of the normal lessons.
Provision for pupils with English as an additional language	Good, additional support is provided but members of staff are not trained well enough to ensure the needs of these pupils are always met during lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There have been satisfactory improvements in the school's provision for cultural development and good improvements in the school's provision for multicultural education.
How well the school cares for its pupils	The school gives good care and attention to its pupils, and procedures are good overall. The use of assessment information is much improved but still at an early stage and is satisfactory overall.

The school works well with parents and they have a positive impact on how well pupils do in school. The quality of information that goes to parents is satisfactory, although improvements could be made, for example in the written reports on pupils' progress sent to parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision, which the school is determined to achieve. The senior members of staff form a strong team and subject leaders are working hard to improve their own areas of the curriculum. The school improvement plan is a sound document but needs to define its objectives for improvement more precisely.
How well the governors fulfil their responsibilities	Satisfactory. The governors ensure that all statutory requirements are met. They are well led by the chair of governors and are very supportive of the school. Key governors have a good understanding of their particular areas of responsibility.
The school's evaluation of its performance	Good. The school has made significant efforts to gather a good picture of how well pupils are doing in school.
The strategic use of resources	Good. Finances are spent effectively on those areas identified as priorities for improvement. The school applies the principles of best value to a satisfactory level.

The school's staffing, accommodation and learning resources are at a good level overall. The creation of the new school for the Foundation Stage and Key Stage 1 has improved standards of accommodation considerably and released space for an ICT suite and library in the old school. The procedures for introducing new staff are good. The outside environments for both schools are underdeveloped, although plans are in place to improve these.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Pupils are happy and keen to come to school. The quality of teaching. The progress pupils make. The school's leadership and management. 	<ul style="list-style-type: none"> The communication and information provided by the school. The number of extra-curricular activities. Consistency of homework. Consistency of how teachers apply the school's positive behaviour policy.

The views of inspectors support the positive comments made by parents. Inspectors also agree that the information on pupils' progress could be improved, including the quality of written reports. The setting of homework could also be better to ensure all pupils receive similar amounts within the same class. Teachers could also be more consistent in the way they apply the school's positive behaviour policy. The inspectors do not, however, agree with the parents' views on extra-curricular activities. The inspectors' view is that the provision for additional curricular activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English and mathematics by the time pupils reach the ages of seven and eleven are above the national average. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory to very good progress throughout the school. At times, however, the specific needs of pupils with English as an additional language are not met during whole-class lessons. Pupils achieve best in Years 2 and 6. National Curriculum tests at the end of Year 6 in 2002 show that standards in English were well above average and in mathematics above the national average. When compared to similar schools, standards were well above average for English and above average in mathematics. National Curriculum tests at the end of Year 2 were above the national average in reading, but in line with standards in similar schools, and well above average in writing and mathematics (above standards in similar schools for writing and well above in mathematics). These results represented a significant improvement since 2000 in reading, writing and mathematics at the end of Key Stage 1, and in English at the end of Year 6. Results in mathematics are more erratic, but improved between 2001 and 2002. These improvements have been sustained with the present Years 2 and 6, and the realistic and challenging targets set by the school have been met or are on course to be met. Overall, boys and girls are making good progress in basic literacy and numeracy skills.
2. In science, standards at the age of seven and eleven are above the national average and pupils make good progress. This demonstrates good improvement since the last inspection, and an improvement from average to above for the end of Year 6 since the 2002 results. Pupils have good practical skills and this enables them to acquire a good understanding of the concepts covered across the breadth of the science curriculum.
3. In other subjects, satisfactory to good progress has been made since the last inspection, except in art and design where improvement is unsatisfactory. Standards are above the national expectation for seven- and eleven-year-olds in music and information and communication technology (ICT). They are in line with the national expectation in design and technology, geography, history and physical education, and below the national expectation in art and design. Some key strengths in the subjects identified as in-line with the national expectation include making skills in design and technology, and swimming skills, whilst weaknesses include evaluation in design and technology.
4. In the Foundation Stage (the Reception year), attainment is above the national expectation for the children's personal and social development and in their knowledge and understanding of the world. It is in line with the national expectation for communication, language and literacy, for mathematical development, and in the children's creative and physical development. This represents good improvement since the last inspection. Learning that falls below these expectations is the pupils' development of independence.
5. Pupils with special educational needs are given sound support in the lessons they receive away from the main class. These lessons are aimed towards improving the progress pupils make against the individual targets set for them. Their learning is well

supported in the main lessons and this enables them to make similar progress to others in the class.

6. Pupils with English as an additional language also make similar progress to other pupils in the class and are given good support during lessons with the specialist teacher from the local education authority. However, on a few occasions during whole-class lessons, they are not given enough support to help develop their understanding of the language used by the teacher. For example, pictures are not used to help them to understand the language being used. This means they make satisfactory rather than good progress in these particular lessons.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, behaviour and personal development, and the quality of the relationships they form, are good. The parents' questionnaire indicates that 96 per cent of the pupils are happy to come to school and attendance levels are very good. These are good indicators of the levels of pupils' keenness and their interest in school. This aspect of school life was also a strength in the last report and the school has maintained this and built on it further.
8. It was very evident during the inspection that pupils are keen to make all feel welcome. This was particularly so in the pupils' politeness and general level of courtesy. They were quick to open doors and to stand aside if someone wanted to pass. There were plenty of warm greetings and this helped to create a very pleasant atmosphere around the school. This was also a feature in most lessons. However, in a few lessons, pupils were not given the opportunity to express themselves freely. In these instances, pupils were more subdued and not so eager to participate in discussions or to answer questions.
9. Pupils' behaviour is good overall and, in many instances, very good. They respond very well to activities organised for them by the teachers and, when given responsibility, they accept this extremely well. This was very evident in practical lessons, such as scientific investigations and physical education. In a Year 3 science lesson, for example, pupils worked effectively in groups to investigate water resistance using a range of objects and tanks of water. All pupils acted in a very responsible way and carried out the investigation carefully and sensibly. During a physical education lesson in Year 2, pupils used apparatus safely, giving good attention to the whereabouts of others. On a very few occasions, pupils took advantage of situations, for example when working with a helper away from the normal classroom. Behaviour also became a little disruptive as pupils became restless when the pace of a lesson dropped. This affected the concentration of others and helped to reduce the progress pupils made from good to satisfactory. In a few classes, teachers control behaviour through strict discipline. In these lessons, although pupils behave well they do not respond freely.
10. On the whole, pupils' personal development is satisfactory. There are good instances of pupils accepting willingly the monitoring roles around school. Assemblies are set up in a well-controlled way and monitors observe pupils entering the school after breaks carefully. Many pupils are also keen to perform with musical instruments in assemblies; during the inspection, this included piano, recorder and flute. In lessons, pupils accept responsibility for their own learning well when given the opportunity. They demonstrate good degrees of independence and show good levels of initiative. For example, during a Year 1 design and technology lesson, pupils designed their own playground equipment and chose the materials they needed and the methods they

wanted to use to join them together. In the Reception year and in some lessons in the junior section of the school, pupils are given too few opportunities to be independent learners and this slows the pupils' personal development.

11. Relationships developed by the pupils are good and they work effectively in small groups when trying to complete tasks during lessons or when organising assemblies. Pupils show very good levels of respect for each other. This includes the respect they show for pupils with different cultural backgrounds, who have settled very well into school. There are no recorded instances of racial discrimination and pupils from minority ethnic groups are happy and very keen to do well in lessons.
12. Levels of attendance are very good and well above the national average. There is almost no unauthorised absence. Punctuality is very good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Overall, the quality of teaching and learning for children in the Reception year is satisfactory and for pupils in the infant and junior years it is good. In the lessons seen during the inspection, the quality ranged from very good to unsatisfactory: 11 per cent very good, 41 per cent good, 41 per cent satisfactory and 7 per cent unsatisfactory. Although this represents a similar picture to that found at the time of the last inspection, there have been significant improvements in the quality of teaching. These improvements include: the good delivery of literacy and numeracy lessons; the improved planning of lessons; and the sharing of learning objectives with the pupils. Very good literacy lessons were closely matched to the pupils' abilities, and were interactive and very well organised. This enabled pupils to demonstrate high degrees of independent learning and enthusiasm. Very good numeracy lessons were organised in such a way that pupils were challenged within a very supportive atmosphere.
14. The best teaching across all subjects is characterised by very good organisation and planning, and very good subject knowledge. This was very evident in two music lessons, one in Year 2 and one in Year 6. In both lessons, the teachers had a clear understanding of the knowledge and skills they wanted pupils to acquire across the different ability groups and high expectations of what the pupils could achieve. This enabled all pupils to make very good progress. In the large majority of literacy and numeracy lessons, teachers organise different group activities to ensure all the pupils are given not only tasks that are well matched to their abilities but also good support during the group learning parts of the lessons. When work is well matched to their abilities, pupils respond extremely well. They show good levels of concentration and are well motivated to achieve the objectives set by the teachers.
15. Another key strength in the teaching is the way teachers organise resources, ensure there are good amounts available and then allow pupils to explore them independently. Good examples of this were seen during science and design and technology lessons, when pupils were given the opportunity to learn during very practical activities. In the best lessons, teachers manage time effectively, keeping a good pace going throughout so that pupils are constantly challenged. In these instances, pupils are very interested in the activities; apply considerable amounts of effort to complete the tasks, and think and learn for themselves. The progress the pupils make in such lessons is always good. In a Year 1 design and technology lesson, for example, pupils were able to complete slides and roundabouts as part of their playground topic and were delighted by the fact that they had completed their own models and that they actually worked. The pupils' levels of concentration were high and they had a firm

understanding of how they could improve their products as they progressed through the activity.

16. Teachers are making good attempts to develop literacy, numeracy and ICT skills across the curriculum. In science, for example, pupils are encouraged to write-up their own accounts of the investigations they have completed. This enables teachers and pupils to have a good awareness of how much they understand. This then creates opportunities both for pupils to ask questions to clarify points and for teachers to go over the key objectives with those pupils who are still unable to grasp the concept. In a Year 5 science lesson, this approach helped pupils to gain a firm understanding of the facts that microbes are living things and need energy to grow and multiply. In a Year 4 lesson, computers were used to create designs to illustrate how quite complex symmetrical patterns could be produced easily by following simple steps within a specific program. The use of the interactive whiteboard enabled pupils to follow the steps carefully and then carry them out effectively with some additional support from the non-teaching assistant, who worked very well with the pupils. This example of the contribution of non-teaching assistants was quite typical of the good work this group does across all classes in the school.
17. Special educational needs assistants are conscientious and well informed in terms of the individual pupil. They work hard to support the special educational needs these pupils have. Assistants are usually well organised, although occasionally the skills shown by these assistants are not as well developed as they might be. On one occasion during a numeracy session, the assistant used mathematically vague language, for instance substituting 'big' for 'heavy'. However, the school is aware of this and training arrangements are in hand.
18. Some aspects of teaching are in need of improvement, in particular the support given to pupils with English as an additional language during whole-class lessons. Although in the majority of cases these pupils make progress similar to that of other pupils in the class, teachers have had too little training in how to adapt lessons for these pupils and in the additional support they can give. As a result, teachers miss opportunities to support their learning, for example by using additional visual aids to enable them to keep pace more easily with the learning made by others.
19. The weakest teaching was seen in lessons that were not well matched to the pupils' abilities, where the teacher had poor subject knowledge and where the teacher gave too little support to develop learning. In one unsatisfactory literacy lesson, the teacher had organised inappropriate activities and did not do enough to check whether pupils were making sufficient progress. In a physical education lesson, tasks that were far too demanding led to pupils becoming disenchanted. Behaviour became inappropriate and this had a further adverse impact on the rate of learning.
20. Homework is set on a regular basis for all pupils and this has a satisfactory impact on the progress pupils make. There are, however, occasions when pupils are set homework that is not appropriate, such as spelling lists that are not matched to the pupils' abilities, and homework that only allows pupils to complete work from the day's lesson. One effect of this type of homework is that some pupils have no work to take home because they have already completed it.

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

21. Curriculum provision for the Reception and Years 1 and 2 is satisfactory and for Years 3 to 6 it is good. The previous inspection reported that the curriculum lacked balance

in some areas. These imbalances have been redressed and the curriculum now offered to the pupils is broad and balanced. All subjects have curriculum policies, and schemes of work enable all subjects to meet the requirements of the National Curriculum. In addition, French tuition for pupils in Years 5 and 6 enriches the overall breadth and quality of the curriculum. On the whole, the literacy and numeracy strategies are delivered effectively across the school enabling all pupils to make good progress. However, some areas would benefit from greater emphasis upon the skills being acquired by pupils, as opposed to the factual content of the curriculum. History and geography offer limited opportunities for pupils to develop their enquiry skills, whereas in science, teachers are keen to give pupils ample opportunity to investigate and experiment. The school's promotion of equal opportunities is good overall, although support in whole-class lessons for pupils with English as an additional language does not always meet the needs of these pupils.

22. Pupil's personal and social education is sound and includes good provision for personal, social and health education. The school has comprehensive policies to cover sex education, citizenship and drug abuse and these are delivered effectively. Sound support is provided for pupils with special educational needs during small-group sessions provided by specialist staff and this enables the pupils to make satisfactory progress towards their targets. Class teachers are well aware of the needs of these pupils and ensure that, in the vast majority of cases, their particular needs are well catered for.
23. The school conducts a wide range of educational visits including visits to Brownsea Island, Cranborne Iron Age Village and Hengistbury Head. There is also a residential visit for Year 6 pupils to the Purbecks. These visits enhance the school's curriculum significantly. A good range of extra-curricular activities, including chess club, music club, netball, art and instrument clubs exist, and these are well attended by the pupils. There are satisfactory relationships with the local secondary schools and nurseries. Year 6 pupils are given adequate opportunities to get to know the schools to which they will be going on to. There are good links with the local church and this has a good impact on the pupils' personal development.
24. The school makes good provision for the spiritual, moral, social and cultural development of pupils. This is a similar picture to that found at the time of the last inspection, although the multicultural provision has improved significantly. Overall, nearly all parents feel that the school is helping their children to become mature and responsible. The Christian foundation is clearly reflected in many aspects of the school, but this positive ethos is not uniformly present at every level. Some parents consider that one or two teachers provide a great deal of negative comment to pupils without sufficient emphasis on the positive. This tendency on the part of some staff was observed during the inspection.
25. Provision for spiritual development is strong in assemblies and acts of collective worship, and within religious education lessons. Spiritual reflection is encouraged within creative writing and poetry. For example, a Year 6 girl wrote, 'I will put in my box, The sun of a summer's day, The first grin from my sister, The smile on my Dad's face when I learn to ride a bike'. More excitement towards learning has been encouraged since the last inspection, but there are not enough opportunities for pupils to be independent as they learn in some lessons. The use of star rewards and a focus on the 'child of the week' help everyone to value individuals. Parents, however, express an element of confusion in the awards systems as teachers apply them inconsistently. The work of pupils is celebrated in assemblies and in displays around the school.

26. The school clearly teaches pupils to distinguish right from wrong. Pupils understand the school's code of behaviour and help to form their own classroom rules. However, because of the way some teachers control behaviour, some older pupils do not involve themselves in the lessons in a sufficiently independent manner. There are some good opportunities in practical lessons for pupils to show how well they can behave given the responsibility to work independently, for example in science and design and technology lessons.
27. Good provision is made for the social development of pupils. It is very good in Years 1 and 2 where pupils are encouraged to follow school and classroom routines independently. Overall, pupils are given opportunities to work in a range of different sizes and types of groups and this provides a good platform for a range of interactions between pupils. Older pupils are offered a range of opportunities to exercise responsibility, such as serving as monitors and accompanying younger pupils on visits to the local church. In some classes, the older pupils are not given enough opportunity to discuss independently as they work, and this limits their social development.
28. The school makes good provision for the cultural development of pupils. There are a good number of arts clubs and pupils are given many opportunities to make and listen to a wide range of music. Music of different styles and cultures is played throughout the day in the reception area of the junior school, and pupils have the opportunity to perform on a regular basis during assemblies. There are positive links with the local choral society, and during the inspection, the choir was learning a song by Gilbert and Sullivan. Pupils are taught to appreciate their local culture and environment through a wide range of visits in the locality. Pupils visit a mosque and a church as part of their religious education syllabus, and pupils in the infant department recently celebrated the Chinese New Year. Visitors have also helped pupils experience African-Caribbean cookery and learn about life in Japan. Good use is made of multicultural pictures and artefacts throughout the school. Pupils from overseas are encouraged to contribute to the life of the school, although there were no specific displays to celebrate their Korean heritage. Art and design is used less well to promote a broad cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has very good procedures for ensuring pupils' health and safety, for promoting good attendance and for meeting child protection requirements, and these are carefully followed. Both sites are secure and provide a safe working environment. Pupils are supervised well at break and lunchtimes. Relationships with mealtime assistants are warm and constructive. The school has won a Healthy Schools Award and continues to promote its principles. For example, pupils are encouraged to bring fruit for snack time and to drink water regularly. The school has good first-aid cover, and risk assessments are carefully undertaken. The achievement and effort of a young carer are fully acknowledged by the school.
30. Pupils are known well by staff. Individual targets are set and displayed in each classroom to improve on aspects of their work and personal development, but these are often too broad for pupils to focus on or to know when they have been achieved.
31. Pupils are registered accurately at the beginning of each session, and this is an improvement since the last inspection. Registers are correctly completed, with reasons for absences filled in. They are carefully monitored so that any unusual

absences can be quickly identified. This rigorous approach supports the high level of attendance very effectively.

32. The school has good procedures for monitoring and promoting good behaviour. Not all teachers follow the procedures routinely, and parents report some confusion about the standards expected or rewarded. Inspectors observed a wide variation in behaviour management, and this inconsistency does not help pupils to develop self-discipline. There are satisfactory procedures to monitor and eliminate oppressive behaviour, although the school does not yet have specific ways of auditing the experience of the growing number of ethnic minority pupils.
33. Assessment arrangements and procedures are now satisfactory and this represents a significant improvement since the last inspection. A clear cycle of assessment includes national and school-based tests, and the information gained is used effectively to track pupils' progress. Analysis of this data is thorough and identifies potential under-achieving pupils and those who are progressing particularly well. This information is fed back to the class teachers and curriculum co-ordinators of mathematics, English and science. Although the data are comprehensive and systematic, targets are not clearly identified in teachers' plans and teaching strategies do not always ensure the targets are met. For example, pupils with English as an additional language are acknowledged in the tracking systems, however, although good support is provided on a one-to-one or small group sessions, there are a few occasions when their needs are not sufficiently well identified or supported in the classroom. The school has also yet to develop a means of ensuring that assessments inform whole-school priorities in the school's improvement plan.
34. 'Special books' are used termly to collate individual pupils' work in order to show progress in English, mathematics and science. This provides a useful evidence base that matches pupils' attainment against National Curriculum levels. However, links from these to curriculum targets and activities in lessons are still unclear. The school is developing manageable systems for record keeping in subjects other than English, mathematics and science. These include the 'tadpole' system, which usefully shows areas of the subject that the pupils have covered and what they know, understand and can do. This system is particularly informative when teachers write their reports to parents. Teachers also keep careful records of pupils' progress in relation to the key objectives of the literacy and numeracy strategies.
35. Other individual targets for pupils are displayed in all the classes. These motivate pupils to be successful in their self-chosen area. For example, one pupil had to learn her six times table. She was keen to share her success when her teacher reviewed the targets at the end of the week.
36. The assessment co-ordinator has worked hard and has developed comprehensive tracking and assessment systems. She collaborates effectively with her colleagues and provides detailed and valuable information about pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents' views of the school are largely positive and acknowledge what the school provides for their children. They appreciate the progress that their children make, the quality of teaching and the leadership and management of the school. A minority of parents considers that the school does not work closely enough with them, although more than 90 per cent feel comfortable about approaching the school with questions or problems.

38. Overall, the school works hard to promote a positive and effective partnership with parents and carers, but a few members of staff do not follow policies consistently. This helps to explain why a minority of parents does not feel that the partnership is close enough. The introduction of the new, second site could make communication with parents more difficult, but staff are aware of this. They try to maintain a good flow of information and regular attendance by senior staff in the playground at both sites at the beginning and end of the day. A good number of parents and other helpers regularly attend school sessions to support the teachers and to work alongside the pupils. This usually has a positive effect on the pupils' learning, although there are times when pupils misbehave and are not supervised well enough by the teachers when they work away from the classrooms with parents. Many parents help with homework and this is identified well by the useful comments some make in the pupils' reading diaries.
39. A good range of helpful curriculum and general information is provided for parents. The number of formal opportunities to discuss pupils' progress has been increased to three to meet concerns expressed by parents. Individual progress reports provide satisfactory information and they meet statutory requirements. The quality of reports varies between teachers. Some teachers do not give enough information about the progress pupils have made in their knowledge, skills and understanding. A quarter of parents who responded to the questionnaire do not feel well informed about their children's progress, and the school acknowledges that reporting could be improved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school has improved significantly since the last inspection and especially since the appointment of the present headteacher. Since her appointment in 2000, there has been clear focus on school self-evaluation and raising standards. The headteacher is effective, well organised and has clear priorities. She has formed, together with the deputy headteacher, a strong senior management team that includes three key stage managers. The headteacher and senior management team work in a successful partnership with the well-informed chair of governors, who leads the governing body effectively in its work. Together, they have successfully managed a rapidly increasing pupil roll and overseen the development of the new building for the infant pupils.
41. The school development plan is a satisfactory working document and a useful tool for school improvement. Staff and governors contribute to the production of the plan and this helps to reinforce the shared vision for the school. The overarching view for each area is clearly defined with success criteria. However, these statements are not sufficiently well focused to measure success. Subject leaders are enthusiastic and have a clear understanding of what needs to take place to improve their subjects further. They have produced their own action plans that define the realistic but challenging priorities for the coming year. These leaders are given additional time away from the classroom to fulfil their objectives and this time is targeted effectively. This planning is at an early stage of development and, in many instances, the actions need to be supported by a clear identification of the time-scales involved and of costs in time and money so that all staff understand more clearly the resources needed to achieve the objectives.
42. The school's provision for special educational needs meets the requirements of the Code of Practice. Pupils have comprehensive individual education profiles, which list targets and action taken to meet the needs of each pupil. The subject leaders have good, detailed knowledge of the pupils. However, infrequent monitoring of the way in which support is given, and of whether this is by the most appropriate helper, fails to

deliver the best possible provision. Sound management of special educational needs provision ensures effective support for these particular pupils enabling satisfactory progress to be made towards meeting their individual targets.

43. The headteacher is rigorous in her analysis of pupils' performance data. The monitoring of teaching and learning is improving through the scrutiny of pupils' work and through the observation of lessons. Feedback and support systems have been set up to reinforce the areas of strength, and those that need to be improved are identified and acted upon. The headteacher is well aware of inconsistencies in the way teachers deal with behaviour and a number of actions have already taken place to ensure teachers' approaches to managing behaviour are more consistent and in line with the school's positive behaviour management policy. Training has already taken place to ensure greater consistency. The monitoring of support of pupils with English as an additional language has not been part of the monitoring programme and, therefore, training has not been arranged to enhance the teachers' knowledge and understanding of the strategies needed to ensure these pupils receive the most effective type of support.
44. The governing body is very supportive of the work of the school. Governors are more involved with the school's developments than at the time of the last inspection. Key governors are knowledgeable about their areas of responsibility as a result of the links they have with members of staff, and through their own observations and the support they offer in lessons. However, not all governors are aware of the school's strengths and areas for improvement. Overall, the governing body fulfils its statutory responsibilities and is making a satisfactory contribution to school improvement.
45. The day-to-day financial control and administration are efficient. Effective use is made of ICT and members of staff are well informed about day-to-day events. The governing body's knowledge of, and involvement in, finance are good. Strategies are effective in constructing the budget and spending patterns are well monitored and controlled. The large carried forward last year was due to the budget the school has received for the building of the new school. A useful three-year budget plan identifies key changes as the pupil numbers rise.
46. The school's success in obtaining a number of additional grants has enriched its provision, although other grants to support professional development require a tighter focus to ensure they are used even more effectively. The school makes sound use of the best value principles. Whilst the school effectively compares its test results to other schools, little analysis is done on how its spending patterns compare to those of other schools. There is a satisfactory level of consultation between the school and its pupils through developments such as the Healthy Schools award and the development of the playground. The school is always keen to hear the views of parents, although it has no formal procedure to collate their views more consistently. The governors ensure the school receives best value for money from the services provided to it by operating a competitive tendering system when appropriate. The school is also planning a school council to involve pupils on a more formal basis. It is beginning to evaluate spending decisions more effectively, for example when prioritising the spending on resources by some subject leaders, such as those for history, geography and English. Governors have prudently retained a contingency sum of seven per cent of the budget so that they can meet the new costs relating to the infant department building.
47. The match of teaching and support staff to the needs of the curriculum is good. Subject leaders are mostly specialists in their areas of responsibility. This has a

significant impact on some areas of the curriculum, such as design and technology. The four members of the senior management team have a good amount of non-contact time to ensure they fulfil their roles well. Members of the non-teaching staff are deployed effectively around the school and good use is made of their expertise, such as during an ICT lesson when the teaching assistant provided good one-to-one advice to pupils whilst they worked through a new computer program.

48. The school has good accommodation. It is well maintained and attractive to visitors and members of the school alike. The opening of the new building and site for the infant department has provided good-sized classrooms, a hall large enough to accommodate the whole school and a separate library and ICT suite. Since the last inspection, a library and ICT suite have also been developed for the junior department. Some of the classrooms are small for the number of pupils in the year group at present and this poses problems for some practical activities. This problem will be sorted out as the school grows to have two classes for each year group and additional classrooms are built.
49. The outside areas of both sites are stark and uninspiring at present. However, the school has recently received funding to develop the outside learning environment and pupils are being consulted about their ideas. There is little shade for pupils at the Maxwell Road site.
50. As a result of increased spending on learning resources since the last inspection, provision is now good. Spending on computers and the library has been well targeted. The school is also well resourced for mathematics, physical education and for guided reading books. Some history topics lack resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. To further develop the school, the headteacher, staff and governors should improve:
 - (1) the quality of teaching, to ensure the progress made by all pupils with English as an additional language is at least equal to that of all other pupils in the class;
(Paragraphs: 1, 6, 17, 32, 41, 53, 59, 73, 81)
 - (2) the school improvement plan, so that developments can be easily measured and well resourced; (Paragraph: 40)
 - (3) the promotion of the school's positive values by all members of staff, to ensure it permeates all aspects of the work of the school; (Paragraphs: 9, 23, 25, 41)
 - (4) standards in art and design so that they at least meet the national expectations.
(Paragraphs: 3, 83-86)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	27	27	5	0	0
Percentage	0	11	41	41	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	292
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	19	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	17	17	16
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	97 (91)	97 (97)	97 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	17	16	16
	Total	35	35	34
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (100)	94 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	22	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	22
	Girls	13	12	13
	Total	32	32	35
Percentage of pupils at NC level 4 or above	School	91 (80)	91 (83)	100 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	12	12	11
	Total	31	31	31
Percentage of pupils at NC level 4 or above	School	89 (86)	89 (83)	89 (94)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	284	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	216.5

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	708575
Total expenditure	620703
Expenditure per pupil	2463
Balance brought forward from previous year	106468
Balance carried forward to next year	87872

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	294
Number of questionnaires returned	196

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	3	1	0
My child is making good progress in school.	45	45	8	1	2
Behaviour in the school is good.	39	52	3	1	5
My child gets the right amount of work to do at home.	29	52	12	5	3
The teaching is good.	43	49	5	1	3
I am kept well informed about how my child is getting on.	23	50	23	2	2
I would feel comfortable about approaching the school with questions or a problem.	51	39	5	2	2
The school expects my child to work hard and achieve his or her best.	54	39	3	0	4
The school works closely with parents.	23	59	14	1	3
The school is well led and managed.	40	52	2	1	5
The school is helping my child become mature and responsible.	39	53	4	1	3
The school provides an interesting range of activities outside lessons.	23	44	20	5	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. The Foundation Stage consists of 60 children in two Reception classes. All children spend three terms in Reception and are part time for the first term and full time from then on.
52. The school has made good progress in developing the provision for the Foundation Stage since the last inspection. The accommodation is much improved and children are housed in purpose-built classrooms with an outdoor area adjoining. Unfortunately, the outdoor area has little shade and is south facing. The curriculum has been revised so that it complies with national guidance for the Foundation Stage. Resources have also been improved.
53. When children enter Reception, their attainment is broadly in line with the local education authority average. A small number of children are from minority ethnic families, many of whom use English as an additional language. All members of staff have a good understanding of the Foundation Stage and use the guidance appropriately to form strategic and daily plans to match work to the individual needs of the children. However, there are occasions when support for those pupils who speak very little English is inappropriate. Overall, children make good progress in their personal, social and emotional development and in their knowledge and understanding of the world, and satisfactory progress in all other areas of learning.
54. There is good emphasis on developing the children's literacy and numeracy skills and in providing the children with a satisfactory broad and balanced range of activities for the other areas of the curriculum. However, children are given too few opportunities to plan and initiate activities themselves and the outdoor area has too little impact on their physical development.
55. The proportion of children on course to reach or exceed the expected outcomes by the end of the Reception year is above that expected for the children's personal, social and emotional development, and for their knowledge and understanding of the world. The proportion is in line with the national expectations for communication, language and literacy, for their mathematical development and for their physical and creative development.

Personal, social and emotional development

56. Children make good progress in this area of learning because teachers put much emphasis on this aspect of their learning from the time the children enter the school. The ethos of the classes and the caring, supportive staff ensure that they learn quickly the correct way to behave. Routines are well established and the warm welcome in the mornings sets the tone for the day. Children are polite, saying 'please' and 'thank you', and they are encouraged to open doors for each other and say 'good morning' to the adults who are in the classroom. The teachers act as good role models to the children, listening and reacting to their concerns and expertly nipping inappropriate behaviour in the bud. Children behave well at all times and practise social skills in the 'small world' play area and when they are playing outdoors. The classroom assistants support social interaction well when, for example at the beginning of the day, children show an eagerness to share books with each other, and later when they are eating their mid-morning snack.

57. Children are given good opportunities to develop good relationships with each other, and begin to form friendships and help each other with tasks. Their attitudes and concentration are particularly good when they are involved in physical education and outdoor play, where tasks are active, varied and well suited to this age group.

Communication, language and literacy

58. The planning and teaching for the development of the children's communication, language and literacy skills are satisfactory, and centre on a daily literacy session. The most successful literacy lessons show clear expectations from the teacher, interesting resources and good pace, so that children remain motivated and make good progress. Less successful parts of lessons are when children are asked to concentrate on one activity for too long, or when the teacher has insufficient skills for teaching handwriting to children with special educational needs.
59. A satisfactory range of opportunities is provided to promote speaking and listening. Carefully chosen resources in the classroom support the consolidation of skills effectively. For example, when using models of the three bears' beds, bowls and chairs, children enjoyed re-enacting the story using previously learned sentence structure. However, not enough support is given for the development of vocabulary during outdoor play, as teachers' planning for speaking and listening development is not specific and assistants are less confident in this role. Children who use English as an additional language receive planned and appropriate extra support but, on occasions, well-meaning strategies are used inappropriately by the teacher. At other times, opportunities are lost to use available adult assistance to support their understanding of key vocabulary.
60. Strong emphasis is put on the teaching of writing and phonics. Phonic teaching is systematic and children enjoy learning through carefully planned games. As a result, the majority of children can identify all the letters of the alphabet and many children spell three-letter words confidently. The class teachers and assistants give much time to the teaching of handwriting and this is beginning to pay off when children write independently, forming some letters correctly.
61. Children's phonic skills are used well to support reading. Reading is taught well, for example when the teacher skilfully ensures success for the entire group by reading with them, using repetition and discussion to maintain their interest. In these instances, children make good progress. Parental support for reading is good.

Mathematical development

62. The provision for promoting the children's mathematical development, and the subsequent teaching, is satisfactory. The main thrust is conducted through a numeracy session, which is usually successful in maintaining the children's interest and developing understanding. Some mathematical ideas are successfully consolidated during outdoor play when children use sand and water, knock down skittles or make a number track. Assistants successfully support this aspect of outdoor play by helping the children to count forwards and backwards and to add or subtract small numbers. The majority of the children are able to count confidently to five and many children enjoy counting to ten or higher. A group of more able children enjoyed using their counting skills when writing and reciting numbers backwards from ten as they enacted being in a rocket in their outdoor play. This was a good example of children initiating their own play to explore and develop previous learning experiences.

Children gain a sound understanding of three-dimensional shape as teaching has clear objectives that are well expressed to the children and resources are used that interest them, as when three-dimensional shapes are matched to items from the supermarket. Information and communications technology effectively supports pupils' understanding through carefully chosen programs.

Knowledge and understanding of the world

63. Children are offered a range of appropriate experiences to develop their knowledge and understanding of the world. Teaching and learning are good. Children use magnifying glasses with growing confidence to identify features of goldfish and tadpoles. Through good use of questioning with a clear focus, many children are able to identify some of the features of living things. Because of the very good introduction by the teacher, together with the use of interesting resources, children enjoy learning about the features of old and new teddies. They satisfactorily consolidate their own learning by drawing, and by talking to adults about the features in the drawings. An attractive display of books, children's work and a globe encourage children to recall previous learning. In geography, more able children show very good knowledge of the globe, which has skilfully been adapted to show where different sorts of bears live. These children enthusiastically identify continents and the bears that live in them as well as naming oceans and other countries such as the United Kingdom and New Zealand.

Physical development

64. Children make good progress and teaching is good in aspects of physical development. Children are attaining expected levels of co-ordination and control in fine motor skills such as using a pencil and throwing and catching. However, there are not enough opportunities for children to develop gross motor skills. Children have access to a well-resourced hall and an outdoor area. A satisfactory range and quantity of wheeled toys, such as bikes and trikes, are available, but were not used during the inspection. There is little other large play equipment. There is a good range of other small equipment, such as building blocks, skittles, hoops and balls, but not enough outdoor equipment to develop gross motor skills well. The teaching of skills of spatial awareness, and of early games skills such as throwing and catching, is good and children are making good progress in throwing bean bags accurately by feeling the weight of the bag and concentrating well on aiming carefully. Skilled teaching increases the challenge for children of different abilities and all children in this aspect make good progress.

Creative development

65. For their creative development, the children are given a sound range of opportunities to observe and communicate their ideas through such media as drawing, painting, collage using natural objects, textiles and printing. The quality of teaching in this aspect of the children's development is satisfactory. Outcomes show satisfactory control over the media, growing imagination and sound development of observational skills. However, at times, children are given insufficient opportunity to express their own ideas and creativity. For example, following direct observation of goldfish, some children made unsatisfactory progress as they stuck pre-cut scales onto a ready drawn outline of a fish, whereas other children developed their observational skills well through skilled questioning from the teacher, use of a magnifying glass and appropriate media. Children enjoy exploring sounds, singing old and new songs and matching their movements to the music. They generally keep a good rhythm and the

higher attainers can name percussion instruments, such as maracas and castanets. They are achieving in line with expectations.

ENGLISH

66. Standards have improved significantly since 2000 for eleven and seven year olds. In last year's tests, at least a third of the pupils attained the higher Level 5, which is above the national average and, overall, standards were well above the national average. Inspection evidence indicates a similar picture for the present Year 6. Progress for pupils from Years 3 to 6 shows that all pupils make satisfactory progress over the first three years and very good progress in their final year. In last year's tests for Year 2, standards in writing were well above the national average, whilst in reading they were above the national average. In writing, a very good proportion is attaining the above average Level 3 standard. Standards in the present Year 2 show a similar picture to the results achieved last year. In both areas, there has been good improvement since the last inspection. Good and very good progress is particularly evident in Year 2, with satisfactory progress in Year 1. Standards in speaking and listening throughout the school are in line with national expectations. The impact of some unsatisfactory teaching throughout the school inhibits better progress.
67. The majority of pupils enjoy books and reading. By the time they are seven, they talk about their books, distinguish between authors and illustrators and know the difference between fiction and factual books. They discuss characters and how they might feel in stories. Although pupils have been given many strategies to help their reading, a significant number of below average pupils are unsure about letter sounds and how these can blend together. They also lack confidence in strategies such as breaking words into parts to sound them out. In some lessons, these methods are taught well but not on a frequently enough basis to reinforce the learning for those pupils who find it difficult. The more able achieve very good standards and read with fluency, expression and interest. Pupils are generally well supported at home. Parents make helpful comments about their children's progress in reading diaries. Pupils enjoy using the new libraries and the good quality group and individual reading books.
68. When pupils enter the junior classes, a significant number still need help to recognise and blend letter sounds. However, there is little evidence of regular teaching of these strategies within the junior classes other than in specifically targeted programmes, such as the additional literacy support for lower attaining pupils in Year 3. Provision for pupils in these group lessons is good and the teaching assistant provides appropriate activities and resources to motivate them and promote their learning. In other well-planned lessons, pupils learn to analyse information from factual books in order to create titles and sub-headings. They are able to evaluate the effectiveness of books in providing information. By the time the pupils reach Year 6, teaching is more precise, knowledgeable and rigorous and this enables pupils' attainment in reading to be above standards expected nationally. They show good comprehension skills and read confidently and fluently.
69. Standards in writing in the 2002 tests for seven-year-olds were higher than those for reading. Progress in handwriting is good in Year 2 and pupils are developing a fluent joined style. Skills are usually carefully taught, but in one Year 1 lesson, the less able pupils were too far away from the board to see and found great difficulty in copying and forming letters. The match of the activity was inappropriate for the pupils' abilities. Progress in writing strategies is variable in Year 1. Pupils find difficulty in using double letter sounds in their writing and lack confidence to try. Although the above average are writing in sentences using full stops and capital letters, there is little evidence of

extended writing. In Year 2, progress is good overall with some very good progress evident. Pupils write in a variety of ways, producing imaginative poetry, stories such as 'The Mysterious School' and rewriting stories where they adapt familiar fairy tales to make them their own. There is good evidence of teacher support to help them structure and plan their story writing. The specific teaching of grammar, such as work on verbs, gives pupils confidence to write in the present, the past and the future. Pupils acquire writing skills through carefully structured teaching.

70. By the time pupils are eleven, they attain very good standards of writing. Throughout the junior stage, teachers provide good opportunities to write in a variety of ways, such as poetry, play scripts, instructions and letters as well as story writing. Pupils are taught punctuation and grammar effectively. However, progress in Years 3, 4 and 5 is variable. In some classes, the tasks set are too difficult for the less able pupils. The lack of teacher support and demonstration, and the infrequent use of strategies such as writing frames or 'tool kits', result in pupils losing confidence and being unable to access the task. The more able pupils achieve well and write with maturity. This was evident when pupils watched a Newsround video, took notes from it and re-wrote it as a newspaper account. Pupils are developing a rich vocabulary which is apparent in their own writing. Pupils in Year 5 are able to recall a Greek myth they studied as part of a history project and to discuss and write different endings using imaginative prose. The teachers are beginning to link literacy skills effectively with other curriculum areas, such as science, history, geography and ICT. In Year 6, pupils make good progress. Teachers provide interactive teaching that engages the whole range of abilities in their class. The use of whiteboards supported both spelling and note taking prior to writing invitations. Drama is also effectively used in motivating pupils and developing writing skills.
71. Spelling strategies lack consistency throughout the school. In the infant classes, spelling lists for pupils to learn at home do not always usefully match the abilities of the pupils. As pupils move to the junior classes, the less able lack confidence to try out their own spellings using sounds created by more than one letter. This results in pupils' time being wasted as they queue for words from their teachers. As pupils progress to the top of the juniors, they gain confidence to use dictionaries and thesauruses to support their writing.
72. Speaking and listening skills are satisfactory overall. The most effective teachers use challenging questions and positive feedback to help stimulate thoughtful answers. However, in some lessons, the questions require only a right or wrong answer and this inhibits pupils' opportunities to test and share their opinions. Pupils are usually courteous and attentive and listen well to each other's contributions. When pupils, especially in the infant classes, are given opportunities to hear and talk about the things they have done and precious items they have brought to school, speaking and listening skills are enhanced. More able pupils demonstrate maturity when discussing their reading, their interests and feelings, and show a good understanding of subject-specific vocabulary.
73. Teaching is good overall with the best teaching in Years 2 and 6. The most effective teachers have good subject knowledge and clear strategies to support the whole range of abilities, including those of pupils with special educational needs. Where teaching is unsatisfactory, the tasks do not meet the needs of all the pupils. This is particularly the case for the below average pupils where the lessons lack the range of teacher support to help pupils' learning. Teaching in Year 2 and Year 6 is particularly effective because very positive relationships encourage pupil confidence. Support for pupils with English as an additional language is inadequate on a few occasions. For

example, not enough use of picture clues to aid learning through a better understanding of the key words used in lessons.

74. The co-ordinators are enthusiastic and have very good subject knowledge, which they maintain by attending relevant courses. This knowledge is beginning to impact positively across the school. They have carefully analysed the results of school and national tests to identify strengths and weaknesses. As yet, this has not been transferred sufficiently into pupil or group targets that would further improve standards. Finances are targeted well and the school now has two attractive libraries with a growing number and range of good quality books. The school has also enhanced provision by purchasing group and individual reading books that are appropriately graded to support pupil progress.

MATHEMATICS

75. Standards of pupils by the age of eleven have improved significantly since the last inspection. Pupils of all abilities, including those with special educational needs and who have English as an additional language, make good progress throughout the school and across the breadth of the curriculum. In standard assessment tasks and tests held in 2002, pupils at the end of Year 2 attained standards well above the national average and pupils at the end of Year 6 attained standards above the national average. When analysing the performance of last year's Year 6 against their attainment in Year 2, it is clear that the pupils made good progress. The present Year 2 and Year 6 are performing to similar levels of attainment as was found last year. The best progress made by the pupils is in Years 2 and 6 where the teaching is strongest.
76. By the age of seven, pupils have a good understanding of the relationships between numbers and are regularly dealing with numbers into the hundreds and occasionally thousands. Pupils are able to choose and identify three-dimensional shapes by describing their properties in clear mathematical terms. Pupils count on and back in groups of five, ten and twenty and are confident when dealing with data and simple graphic representation. By the age of eleven, pupils deal confidently with number problems and identify complex patterns involving numerators and denominators. Pupils changed fractions to decimals and were able to change vulgar fractions and add and subtract fractions. They dealt confidently with negative numbers and were able to add and subtract negative numbers. They have a good understanding of data handling and use these skills effectively across other aspects of the curriculum, such as science, where graphs are constructed to give a clear indication of the results found during investigations.
77. Overall, the quality of teaching and learning is good. One of the strongest features of teaching at the end of Years 2 and 6 is the high expectations shown. Pupils rise to meet these challenges and make good progress. Work is open-ended and allows pupils to look for patterns and to develop their mathematical problem-solving skills. In one Year 6 lesson, pupils studied the relationship between numerator and denominator. They were encouraged to look at possible patterns, and several pupils realised that simplifying a fraction where the denominator is a prime number limits their choices considerably. The weakest lessons are characterised by a lack of pace and by tasks that are more mundane and less demanding. In some lessons, there is an over-reliance upon schemes where pupils are asked to complete a certain number of exercises with little regard to whether these exercises challenge the more able or are too difficult for the less so. Use of teaching assistants is generally good, although on occasions the objectives they are helping pupils towards are not focused enough and this sometimes leads to satisfactory rather than good progress made by pupils.

Overall, pupil attitudes are good, and pupils show a positive response and are keen and interested in their mathematics work. Teachers make effective use of ICT, for example in a science lesson, a program was used to calculate graphs as results from investigations were collated.

78. The leadership of the subject is good, despite the fact that the subject leader has been in post a short time. He has good subject knowledge and has made good progress in raising the profile of mathematics in a relatively short time. He has ensured the subject is well resourced, and he models effective lessons for other teachers. Progress and subject coverage are monitored well and a large degree of assessment information is built up, and effective use is made of these data to help raise standards.

SCIENCE

79. Standards in science are above the national averages at the end of Years 2 and 6. This is better than the standards attained in the 2002 National Curriculum assessments for eleven-year-olds. It is also a significant improvement over the standards attained at the time of the last inspection and shows a trend for improvement over the last two years. The improvement is largely the result of a change of emphasis in the teaching of science. Science is now very much taught through an investigative approach and pupils have the opportunity to develop their own thinking and understanding through the wide range of scientific experiments covered throughout the school. The breadth and balance of the curriculum are such that the pupils have a good understanding of all aspects of the science curriculum. More pupils now attain the higher levels at ages seven and eleven and this is much closer to the results in English and mathematics than in previous years.
80. The quality of teaching and learning across the school is good. The main strength in the teaching is the teachers' knowledge and understanding of the topics covered. This was evident in many of the lessons seen and enabled all pupils, including the special educational needs pupils and the most able, to achieve well. In a Year 5 lesson, the teacher's knowledge of microbes and her ability to explain this in easy-to-understand terms when referring to a yeast investigation enabled the pupils to gain a firm understanding that microbes are living things that need to feed to grow. Teachers make effective use of resources to help develop the pupils' understanding and this enables the lessons to take a practical approach to learning. A good example of this was during a Year 3 lesson when pupils were given a range of objects to push through water so that they could feel how the water resistance changed depending on the amount of surface area pushing against it.
81. Teachers also try to make good use of ICT to enhance the quality of learning; a satisfactory example of this was during an investigation into answering the question, 'Do thick or thin elastic bands stretch more?' The teacher used a computer and interactive whiteboard to record the results of the investigation to help demonstrate how line graphs could be used to record results simply and in an easy-to-understand way. Although no unsatisfactory lessons were seen during the inspection, there are some aspects of teaching that could be improved to ensure the progress made by all pupils is consistently good. In one instance, a pupil with English as an additional language needed more visual guidance on some of the key words used. In lessons, the learning objective for the pupils is broad and doesn't identify the more difficult challenges the most able pupils should attain. This does not help these pupils to motivate themselves towards attaining higher levels. The marking of pupils work is of different levels of usefulness to pupils. Some marking questions and challenges the pupils further, whilst other marking does not provide the pupils with any worthwhile

indication of how well they have done and of how they can improve. Homework is set regularly and has a satisfactory impact on the progress pupils make. However, on occasions, the homework is just to finish the work that should have been completed in lessons and, therefore, pupils have to complete differing amounts.

82. The science subject leader has a very good understanding of the subject and has a clear view of how the subject can be improved further. The development of these ideas has, however, been hampered by the subject leader's absence from school and, therefore, such things as monitoring the work of colleagues have not been carried out in any systematic and comprehensive way.

ART AND DESIGN

83. Overall, standards in art and design are below the national expectation by the time pupils reach the ages of seven and eleven. The progress made by pupils, including those with special educational needs and those with English as an additional language, is unsatisfactory in the majority of areas within the subject. Standards at the end of Year 2 are below those expected, except in observational drawing and three-dimensional clay work, where standards are at the expected level. As pupils move through the school, their progress in observational drawing is satisfactory, and by the time pupils reach Year 6, standards in this area are at the expected level. They are able to use their careful drawings of flowers to form a wallpaper pattern in the style of William Morris. Standards in other areas of art and design are inconsistent but usually below the expected level. In Years 1 and 2, pupils are not given enough opportunities to explore and develop their own ideas. For example, pupils depicting the feeding of the 5000 were given ready-drawn loaves and fishes to colour and these were presented on a background formed by an adult. In other aspects of art and design teachers' subject knowledge and expectations are inconsistent. On occasions, work produced is of a standard expected, whilst at other times, work is unfinished or shows lack of commitment, technique or skill expected from the age group.
84. The school has made unsatisfactory progress since the last inspection when standards were in line with those expected. There is still insufficient work in three-dimensions, support for multicultural development is still weak, and ICT has an inconsistent impact on the subject.
85. The quality of teaching and learning is unsatisfactory overall because of inconsistencies in the quality of teaching throughout the school. As a result, the pupils' attitudes to art vary. During good lessons, pupils quickly settle to the task and are motivated by the well-qualified, enthusiastic adults. For example, the teacher and classroom assistant were confident when sharing the teaching of pupils using the computer to create patterns for an Islamic prayer mat and, as a result, pupils made sound progress in their understanding of how to build patterns. On other occasions, work is scrappy or unfinished. Good, well-planned teaching was evident in Year 2 when the pupils worked on a series of activities working from observation of pinecones and using these observations to make lively clay textures. Unsatisfactory teaching shows a lack of subject knowledge or inappropriate expectations. These can be too high as well as too low. This was apparent when Year 1 pupils were using pencils of varying hardness and asked to annotate their sketches showing which pencils were used for the different marks and, in Year 4, when many pupils were given a task and very little further teaching. In both instances, pupils made very limited progress. Questions and explanation are sometimes rhetorical and pupils are given too few opportunities to talk about their ideas and their work. Sketchbooks are at an early stage of development. They are often used as a first draft for a picture and not

used sufficiently for experimentation in the use of tools and techniques such as mark making and colour mixing.

86. Management of the subject is unsatisfactory. The subject leader has a developing knowledge and understanding of the subject and has attended in-service training in order to improve. As a result, planning for the subject is sound. She has led two staff meetings to support staff, and an overview and audit of the curriculum have been formed. An appropriate action plan has been formed but targets need to be more specific and to a time-scale. Greater emphasis should be put on the quality of work produced and less on display. However, actions so far have been insufficient to influence the breadth and balance of the subject or standards.

DESIGN AND TECHNOLOGY

87. Standards in design and technology are in line with the national expectations by the time pupils reach the ages of seven and eleven. This is a significant improvement on the position found at the time of the last inspection, when the standards were below the national expectation and little was being covered in the school as a whole. The strongest aspect of the subject is the making of a range of products. Pupils' design work is satisfactory but their ability to evaluate is not well developed. There was good evidence of a range of finished products around the school that showed a good degree of creativity and imagination. In Year 3, pupils had produced some interesting work to demonstrate how they could make toys move by using balloons and syringes to push air through the models. In Year 6, pupils had produced a range of slippers using sound stitching skills and a variety of materials and colourful designs.
88. The quality of teaching and learning is satisfactory overall with good teaching, as well as satisfactory, observed. The main strengths of the teaching are the organisation of the resources and the encouragement of the pupils to create and make their own original designs. This was evident in many of the displays seen around the school. In a Year 1 lesson, this was also very evident as pupils were encouraged to design and make their own playground equipment. Pupils were confident in the way they wanted to experiment themselves in designing slides and roundabouts, using a range of materials such as straws, pipe-cleaners, cardboard, sticky tape, split pins and yoghurt pots. Pupils showed a high degree of concentration as they worked hard to join materials to produce the models to the simple designs they had previously created. By the end of the lesson, pupils clearly explain the process they had been through and why, and could say what they felt was good about their models. In a Year 6 lesson, pupils were given an opportunity to design a portable shelter. The teacher provided a good range of resources and used questions well to encourage the pupils to evaluate their designs and make some modifications. Although many of the designs were far from practical, the teacher was able to ensure that the pupils made satisfactory progress towards an ability to produce more functional models.
89. The main reason for the improvement in standards is the input provided by the subject leader, who is in her third year of teaching. She is a design and technology specialist and has a very good understanding of the subject. Her knowledge and understanding have driven the subject forward by a systematic approach to developing the quality of teaching through a professional development programme of support and training.

GEOGRAPHY

90. Standards of attainment at the end of Years 2 and 6 are in line with the national expectations. Pupils of all abilities, including those with special educational needs and

those with English as an additional language, make satisfactory progress as they move through the school. This is a similar finding to the last inspection. There is careful subject planning and sound development of knowledge of places. However, there is less evidence of the use of enquiry skills in some junior classes.

91. The quality of teaching and learning is satisfactory. By the end of Year 2, pupils describe and compare places. For example, they compare Poole to London and the Caribbean. They enjoy creating maps showing their routes to school and are developing a sound knowledge of geographical language. Simple grid references are used well in a Treasure Island map. Teaching is particularly effective when it captures pupils' imagination. When pupils receive a letter from Barnaby Bear, they are very well motivated to produce their maps so that the bear can find them. The teacher makes good links to English when she talks about letter-writing skills as part of the lesson. This supports learning and makes it even more relevant for the pupils. Earlier work in Year 1 had introduced pupils to simple maps and they had considered what holiday souvenirs might be brought back from different places. Mapping skills continue to be effectively developed throughout the junior classes. By Year 6, most pupils use Ordnance Survey maps with confidence. They are able to explain contour lines, use keys and show good understanding of six-figure grid references and map scales.
92. In Year 3, pupils learn about the impact of the farming industry and track tea from the plantation to the table. Their study of the weather gives them sound knowledge about measuring and comparing temperatures during the day. They show good understanding of the water cycle using suitable geographical terminology. The more able pupils in Year 3 are insufficiently challenged when asked to draw and write about the water cycle from prepared information sheets. Pupils' independent skills are not developed well. Pupils in Year 4 show empathy with others when they write about erupting volcanoes and the impact on those living near them. Their work also shows good links to the history and English work that pupils complete in their studies of Greece. Work in Year 5 shows a growing knowledge of places. They enjoy their geography and make notes from a video about the Pyrenees. They are able to explain differences between Snowdon and the Pyrenees. Overall, although pupils in Year 5 demonstrate good levels of curiosity, there are insufficient opportunities for pupils to share ideas and discuss their findings together. Pupils' learning is enhanced throughout the school by a good range of educational visits. The residential visit to the Purbecks makes a particular contribution to pupils' achievements and independent skills in Year 6.
93. The subject leaders have good subject knowledge and have worked hard to develop the subject. They monitor curriculum planning and ensure that the subject has sufficient coverage. A manageable assessment and tracking system has been produced that informs report writing. The quality of learning resources has been greatly enhanced since the last inspection and there is now a good range of atlases, globes, videos and other reference materials.

HISTORY

94. By the time pupils reach the ages of seven and eleven, standards in history are in-line with those expected nationally, and are similar to those found during the previous inspection.
95. Pupils in Year 1 recognise features of buildings which give some indication of age. They look at thatched and tiled roofs and speculate which were earlier. These pupils are beginning to develop their understanding of past and present, even in such simple

terms of how much mobile phones have changed in a relatively short time. They were able to predict how homes may change in the future, including the suggestion that school might only last two days a week.

96. In Years 3 to 6, pupils study the Tudor and Saxon times. Pupils discuss artefacts recorded in an inventory of Tudor homes. They speculate upon the type of person who would have left such an estate. In studies of Sutton Hoo, pupils discuss with enthusiasm the range of artefacts found in the burial ship and make satisfactory gains in their learning. However, in several lessons, insufficient use was made of illustrations or artefacts which would have enthused the pupils and encouraged further studies. Thus, the subject became rather academic and less interesting than could have been the case.
97. The quality of teaching and learning is satisfactory. Teachers' subject knowledge is sound. Lessons involve interesting subject matter, and the content planned for the pupils is well chosen. The school has a range of artefacts available to teachers, but they do not always use resources effectively. Whilst discussing Tudor artifacts, there were no examples which pupils could examine, whilst illustrations were very basic photocopies. Pupils asked what is a 'broche' or a 'chardger', but were not able to look at any examples. Similarly, whilst discussing the treasure of Sutton Hoo, there were uninspiring photocopies of some of the items, rather than large colour illustrations of the famous helmet, which could have inspired the pupils to more detailed research.
98. Overall, the co-ordination of the subject is sound. There is clarity in identifying areas for improvement, but little monitoring of the delivery of the history curriculum to ensure all opportunities to enrich the curriculum are taken.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Standards of attainment in ICT have shown a significant improvement since the last inspection. This is due to better teaching, improved resources and more regular lessons. Standards at the end of Year 2 and Year 6 are above nationally expected levels, and all pupils, including those with special educational needs and who have English as an additional language, make good progress.
100. At the end of Year 2, pupils are confident in their use of the mouse and keyboard, and save and load pieces of work. They use accurate terminology when explaining or describing the pieces of technology used. Pupils produce pictures using art programs, and write poems and stories using popular wordprocessing packages. They change font style and font colour to add impact to their work. At the end of Year 6, pupils use the Internet for research studies, and to provide information for wordprocessed articles. They use control devices such as roamer and traffic lights.
101. Teaching and learning are good. The good subject knowledge and understanding of the teacher enabled a Year 2 class to work enthusiastically to choose and then produce a list of party foods. Good explanation from the teacher enabled pupils to change the appearance and colour of the fonts, and to change the position and size of their text. Through good teacher intervention, pupils gain a good understanding of how to make their presentations more appealing and attention grabbing. In weaker lessons, teachers took a less involved role and failed to move the lessons along at a brisk and demanding pace. During a Year 4 lesson, which involved designs using rotation and symmetry, an example created by the teacher caught the pupils' imagination in an inspiring way, which then carried itself forward into their own work.

102. The two key stage subject leaders are aware of the areas in need of further development. Effective use of ICT is made to support other areas across the curriculum, such as science, art and design, literacy and numeracy. They are both relatively new to their posts as subject leaders and are enthusiastic and knowledgeable. They are keen to develop the school's provision for ICT. They have good subject knowledge and are capable of disseminating this to the rest of the school. The school is well resourced throughout in terms of both software and hardware. The system of assessment is fairly informal and, at this stage, does not enable the subject leaders to trace pupils' progress across the school clearly enough.

MUSIC

103. Music is a strength within the school and standards for pupils aged seven and eleven are above nationally expected levels. All pupils, including those with special educational needs and children who have English as an additional language, make good progress. Improvement since the last inspection has been good. Teaching is at least good and sometimes very good, and the subject leader has a clear focus for further development and improvement of the subject. Pupils respond well to all the musical activities, showing confidence and enjoyment. Since the last inspection, standards have risen. The subject leaders have a good understanding of the strengths and weaknesses of the subject and have clearly identified future action. Resources are sufficient and of good quality.
104. The quality of teaching and learning is good. The teachers' very good subject knowledge enables them to plan practical, well-structured lessons that ensure success yet give challenge. This is especially so for the specialist music teacher in the juniors. In Year 2, the teacher's enthusiasm and clear focus led to excitement within an atmosphere of mutual respect. Pupils gained a good understanding of pitch and rhythm through singing in different voices, such as high or low, serious or silly. Singing was enthusiastic, clear and tuneful. In Year 3, pupils maintain a steady beat and develop their singing skills by becoming more accurate and harmonious. In Year 6, the clear objectives expressed to the pupils and the good use of questioning to assess pupils' understanding, together with explanation and a fast pace, led to good progress. By the end of the lesson, pupils had co-operated in small groups to form an ostinato rhythm from a given beat and composed a melodic phrase for the line of a song.
105. A minority of pupils work with peripatetic music teachers in small groups and progress through to reading and playing simple scores with growing accuracy and fluency. These pupils learn to play the drums, flutes and clarinets. Class teachers run recorder and choral singing clubs that greatly enhance provision for the pupils that attend. Pupils learning the recorder play 'Jesu, joy of man's desiring' by J S Bach in three-part harmonies using descant, alto and tenor recorders. They achieve good tone and musical phrasing. The boys and girls who have joined the choir sing from 'The Pirates of Penzance' tunefully and with gusto.
106. The subject leaders have put a school scheme in place and have identified the need to develop the multicultural aspects of music. To be fully effective, their development plan needs refining so that target dates are specific. The subject leaders have developed very good links with the community and, in the past, pupils have joined a local choir to sing to the elderly and worked with the Pavilion Opera Trust, as well as performing in the local carol festival.

PHYSICAL EDUCATION

107. Standards in physical education are in line with the national expectation for pupils aged seven and eleven, and pupils, including those with special educational needs and with English as an additional language, make satisfactory progress throughout the school. Standards in swimming are above the national expectation and all pupils are making good progress. This is a similar outcome to that found at the last inspection. Developments in the subject had been very limited until the appointment of the present subject leader, who is a PE specialist, due to the prolonged absence of the previous subject leader and the re-allocation of the responsibility to a new member of staff. A better focus now on the teaching and development of skills was very evident during the inspection in different year groups. The subject is also supported by a good range of extra-curricular activities, including football, netball and athletics. These activities are well supported by parents and other helpers coming into school.
108. The quality of teaching and learning is satisfactory overall. The best teaching is characterised by well-organised lessons that are well matched to the abilities of the pupils. Teachers make good use of resources to ensure pupils are able to make sound progress in the skills being developed. In a Year 2 lesson, the teacher warmed the pupils up effectively using an aerobic style of movement. This helped to stimulate the pupils in a way that meant they were well motivated and keen to do well. Teachers move around groups well to assess whether pupils are coping with the activities and are making progress. This enables teachers to change the activities or give further coaching points, such as demonstrating the Molby turn during a football skills lesson with Year 4 pupils. Pupils, in turn, listen carefully to the instructions and show good levels of concentration and determination to improve their own skills. Good teaching was evident in swimming. Teachers make it clear to the pupils what they expect them to be concentrating on to improve and build on the skills they have already acquired. The swimming groups are organised by ability and this ensures the tasks set are well matched to the pupils' abilities. Good feedback is given to the pupils on their performance and this stimulates their determination to do well. Weaknesses in teaching were also evident. In one unsatisfactory lesson, the tasks were not well matched to the pupils' abilities. This caused the pupils to lose interest; behaviour became inappropriate and reduced the progress pupils made to unsatisfactory. In another lesson, pupils only made satisfactory rather than good progress because the cones were too wide apart when the teacher was encouraging pupils to develop their weaving and dodging skills. This caused the pupils to run too straight. Good attention is given in lessons to the health and safety aspects of PE. Pupils have a growing understanding of how physical activity affects their bodies and how they can carry out activities in safety.
109. The subject leader is enthusiastic and keen. She has completed a useful audit, developing resources and revising the school's programme of work, during her one hour of non-contact time per week. She has also worked closely with the local education authority adviser and this has helped to create a clear vision on how the subject can be improved. At present, there has been no opportunity for the subject leader to monitor lessons, although time has been set aside to monitor lessons in the near future.