

# INSPECTION REPORT

## **CORFE CASTLE CE VC FIRST SCHOOL**

Corfe Castle

LEA area: Dorset

Unique Reference Number: 113760

Headteacher: Mrs C J Bell

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Reporting inspector: Mrs J M Jones

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> November 1999

Under OFSTED contract number: 707229

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	Voluntary Controlled
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	East Street Corfe Castle Dorset BH20 5EE
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Appropriate authority:	Governing body
Name of chair of governors:	Mr N Dragon
Date of previous inspection:	January 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs J M Jones Registered Inspector	English History Geography Music Special educational needs Equal opportunities	Attainment and progress Teaching Leadership and management The efficiency of the school
Ms J Buncher Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs J Cousins	Areas of learning for children under five Mathematics Science Design and technology Information technology Art Physical education Religious education	Attitudes, behaviour and personal development The curriculum and assessment Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- Pupils achieve above average standards in information technology. They make good progress in design and technology, music and physical education.
- The teaching is good in nearly two-thirds of lessons and very good in about a tenth.
- Pupils have positive attitudes to their work. They behave very well and have very good relationships with each other and staff.
- The school has good leadership and is well managed.
- Provision for pupils' spiritual, social and cultural development is good. Moral development is very good.
- The school is a caring community and provides good support and guidance for pupils.
- Partnership with parents and the community is good.
- Financial control is good and school administration is efficient.

### Where the school has weaknesses

- I. Some pupils under achieve in reading and writing and standards of handwriting are unsatisfactory throughout the school.
- II. Teachers do not consistently set work that matches pupils' differing needs. The quality of marking and reading records is unsatisfactory.
- III. Monitoring of curricular planning, teaching and standards of pupils' work is underdeveloped and does not enable the school to evaluate fully the effectiveness of its work.
- IV. The school has not considered sufficiently how to deploy staff to improve all pupils' literacy skills and provide regular support for pupils with special educational needs.
- V. The Governors' Annual Report to Parents does not contain all the required information.

**The weaknesses are far outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has made generally satisfactory progress since the last inspection in 1996 and has a satisfactory capacity to improve further. Sound progress has been made in addressing all the key issues from the previous inspection. Standards overall have remained in-line with national expectations and have improved in information technology, design and technology and, in mathematics, in using and applying knowledge. Pupils' handwriting skills remain unsatisfactory. The quality of teaching has improved further and the school's development plan is now satisfactory. The school has continued to produce relevant policies and schemes of work for all areas of the National Curriculum and assessment procedures are now sound. However, monitoring and evaluating the curriculum remain concerns and have been identified again as a key issue during this inspection.

## Standards in subjects

The table shows the standards achieved by seven year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	C	D	<i>average</i>	<i>C</i>
Writing	C	D	<i>below average</i>	<i>D</i>
Mathematics	B	C	<i>well below average</i>	<i>E</i>

This information shows, for example, that in 1999, although standards in reading were average compared with schools nationally, they were below average compared with similar schools. The judgement of the inspection team was that, in the work seen, standards in reading and writing were in-line with national expectations but that in mathematics they were also in-line with expectations.

Inspection evidence shows that pupils' attainment exceeds expectations in information technology and is in-line with them in science. Standards in religious education meet the expectations of the agreed syllabus. Progress in physical education, music and design and technology is good and satisfactory in all other subjects. Pupils' skills in speaking, listening and number are good. Children under five years old make good progress in their personal and social development and satisfactory progress in all other areas of learning. Pupils with special educational needs make satisfactory progress overall.

## Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 9 years
English	Good	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Good
Religious education		Satisfactory	Very good
Other subjects	Satisfactory	Satisfactory	Good

The quality of teaching is good overall and is never less than satisfactory. There is good teaching in both key stages but the majority is for the youngest and oldest pupils. The very good teaching is in Key Stage 2. Teaching for children aged under five and in Key Stage 1 is sound overall and is very often good. The semi-specialist teaching in design and technology, information technology and physical education is effective in improving the rate of pupils' progress.

A strong feature of teaching throughout the school is the way in which teachers manage pupils. Teachers create a purposeful classroom atmosphere that encourages pupils to take their learning seriously and do their best. They know pupils very well and have a calm and consistent approach to discipline. Teachers value pupils' ideas in discussion, which encourages all pupils to have the confidence to contribute. Teaching in Key Stage 2 is very good when activities are chosen that are imaginative, challenging and excite pupils. Homework is used effectively to extend pupils' understanding of their work.

In teachers' planning, learning objectives are not always specific enough for teachers to know whether they have been achieved. The purpose of the lesson is not shared with pupils or followed through in questions, marking or target setting. Teachers have developed their own systems for assessing pupils' progress in lessons but do not use this information well enough to refine lesson plans and review pupil groupings.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory;*



poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

• **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good in and around the school. Most pupils enjoy learning, concentrate well and persevere with their work. They are friendly, courteous and trustworthy.
Attendance	Satisfactory. Most pupils come to school on time.
Ethos*	Good. Staff are committed to raising standards, teamwork is well established and strong links with parents and the community have been established.
Leadership and management	Good. The headteacher provides effective leadership and has a clear educational vision. The governors are very supportive and, in partnership with the headteacher, play a full part in making strategic decisions. Subject co-ordinators work hard to promote and develop their subjects.
Curriculum	Sound overall but there is no overview to ensure it can be covered in the time available. The issue of mixed age and split year group classes has not been fully addressed. Assessment procedures are satisfactory.
Pupils with special educational needs	Provision is satisfactory. Pupils make satisfactory progress overall. Learning targets in pupils' individual education plans are too broad.
Spiritual, moral, social and cultural development	Pupils have very good opportunities to reflect, discuss moral issues and appreciate their own culture. Preparation for life in a multicultural society is less well developed.
Staffing, resources and accommodation	Satisfactory. Good accommodation and number of teachers. Few support staff and little administrative help for size of school. Resources adequate.
Value for money	Satisfactory.

\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

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• **The parents' views of the school**

**What most parents like about the school**

- VI. Children like school.
- VII. Standards of work achieved by their children.
- VIII. The school's caring ethos.
- IX. High standards of good behaviour.
- X. The positive effect that the school's values and attitudes have on their children.
- XI. It is easy to approach staff with questions or problems.
- XII. They are encouraged to play an active part in the life of the school.

**What some parents are not happy about**

- XIII. A very small minority of parents reported that children are taught.

## KEY ISSUES FOR ACTION

The governors and staff should address the following matters in writing the action plan in order to raise standards and improve the provision the school makes.

1. Raise standards and improve the rate of all pupils' progress in reading and writing, including handwriting, by:
  - .stimulating pupils' interest in reading;
  - .ensuring the literacy strategy is implemented consistently through the school;
  - .identifying clearly how literacy skills can be developed through other subjects;
  - .ensuring pupils are taught a range of strategies to help them decipher unfamiliar words and that sufficient time is given to talking about books they have read;
  - .assessing and recording pupils' progress in reading to identify clearly what they can do and what they need to do to improve;
  - .improving the quality of books and classroom reading areas;
  - .giving more opportunities for younger pupils to write freely and older pupils to undertake extended writing;
  - .providing a wide range of word sources in classrooms to support pupils' spelling;
  - .setting spelling homework at the right level of difficulty for pupils' age and ability; and
  - .emphasising standards of handwriting and presentation and practising joined handwriting regularly.(Paragraphs 4-15, 19, 27, 30-32, 64, 67, 70 and 78-91)

1. Ensure that teachers consistently set work that meets pupils' differing needs by:
  - .developing whole-school agreed systems for routine assessment, including marking, that are used to refine lesson plans, review pupil groupings and set specific targets; and
  - .setting specific learning objectives for pupils, including in group work, that challenge pupils of all levels of prior attainment.(Paragraphs 11, 28, 30, 34, 35, 38, 46, 82, 83, 90, 117, 130 and 136)

1. Implement planned, regular, rigorous and systematic monitoring and evaluation of curricular planning, teaching and standards of pupils' work to enable the school to evaluate fully the effectiveness of its work.  
(Paragraphs 54, 55, 59, 91 and 111)

2. Review the deployment of part-time teachers and support staff to improve all pupils' literacy skills and provide pupils with special educational needs with regular help.  
(Paragraphs 11, 35, 58, 66 and 82)

3. Ensure that the Governors' Annual Report to Parents meets statutory requirements.  
(Paragraph 57)

**In addition to the key issues above, the following less important additional points for improvement should also be considered for inclusion in the action plan:**

- . set challenging and specific targets for pupils' attainment in national tests, including at the end of Key Stage 1.  
(Paragraphs 8 and 38)
- . give greater emphasis to: data handling and open-ended investigations in mathematics; experimental and investigative skills in science; creative dance in physical education; and food technology in design and technology. (Paragraphs 13, 14, 15, 94, 95, 103, 144 and 121)
- . develop a written overview of the curriculum that ensures a proper balance within and between subjects, that the curriculum can be covered in the time available and addresses fully the issue of mixed age and split year group classes. (Paragraphs 33, 34 and 36 )

- identify in planning how and when subjects are combined and identify clearly how literacy skills can be taught through other subjects in the long-term planning. (Paragraphs 34, 36 and 83)
- develop further pupils' preparation for life in multi-cultural Britain. (Paragraph 44)
- clarify the timescales in the school development plan and develop a calendar of planned action that enables the school to show that it can complete tasks within the time intended and to check its progress in achieving stated objectives. (Paragraph 60)

## INTRODUCTION

### Characteristics of the school

1. Corfe Castle First School is attractively situated in the middle of the historic village of Corfe Castle. It is a very small school with 62 pupils aged four to nine years old with slightly more boys than girls. The school is affiliated to the Church of England and its status is voluntary controlled. Most pupils live in the village itself, although over a third live in the surrounding rural communities. The school's catchment area extends from Rempstone to Kimmeridge. There has been an apparent fall in pupil numbers since the last inspection, when there were 78 pupils, but the second cohort of Reception pupils has yet to be admitted, which it is anticipated will increase the number on roll to 76.
2. Pupils come from a wide variety of backgrounds and in national socio-economic terms the intake is broadly average. No pupils claim free school meals, which is well below average by national standards. However, the exact number of pupils eligible for free school meals is difficult to establish since the local authority does not provide a schools meals service, with the result that parents do not always claim the benefit to which they are entitled. All pupils speak English as their first language and very few come from ethnic minority communities. There are nine pupils on the register of special educational needs, nearly all of whom have moderate learning difficulties. There are no pupils with a Statement of Special Educational Need.
3. The majority of pupils benefit from attending the private nursery, which shares the school's site. They are admitted into the Reception and Year 1 class in two groups of four-year-olds as a staggered intake. At the time of the inspection, four children in the Reception class were four years old and had been attending school full-time for two weeks. Children's attainments on entry vary but are generally as expected for children of their age.

The school aims:

- to help pupils become successful learners and, through the Christian ethos of the school, to develop a caring attitude towards one another and to their environment;
- to teach the National Curriculum, with priority being given to the core subjects of reading, writing, mathematics and science;
- to support parents and involve them in the learning process; and
- for the school to be part of its local community.

The school has identified a number of actions related to general school development in order to improve standards. They include:

- adopting the revised agreed syllabus for religious education and devising an assessment sheet;
- implementing the National Grid for Learning initiatives and the numeracy strategy;
- revising the scheme of work for science and establishing a moderation folder;
- developing a closer liaison with the Nursery and revising the early years curriculum;
- introducing home-school contracts;
- implementing the new homework policy;
- continuing membership of the Dorset school improvement network;
- improving monitoring and evaluating of pupils' work;
- providing a quiet area in the playground and pictorial Bibles for all pupils as a millennium project; and
- reviewing and improving the storage provision.

The school has set literacy and numeracy targets for pupils at the end of Year 4 for 2000 and 2001 but no numerical targets for pupils who will be taking the national tests at the end of Key Stage 1. The targets for pupils currently in Year 4 are for 72 per cent to achieve Level 3 in reading, and mathematics and for between 50 and 70 per cent to attain Level 3 in writing.

**Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	10 (8)	7 (7)	17
		(98)		(15)

<b>National Curriculum Test/Task</b>		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	12 (5)	9 (7)	9 (8)
	Girls	3 (5)	6 (6)	7 (6)
	Total	15 (10)	15 (13)	16 (14)
Percentage at NC Level 2 or above	School	88 (63)	88 (81)	94 (88)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10 (7)	9 (8)	10 (8)
	Girls	7 (6)	7 (6)	7 (7)
	Total	17 (13)	16 (14)	17 (15)
Percentage at NC Level 2 or above	School	100 (81)	94 (88)	100 (94)
	National	82 (81)	86 (85)	87 (86)

**Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	5.1
	Unauthorised	School	5.7
	Absence	National comparative data	0.2
			0.5

**Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		<b>Number</b>
	Fixed period	0
	Permanent	0

**Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	100
	Less than satisfactory	0

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refer to the year before the latest reporting year

percentages in parentheses

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

1. The school's results in Key Stage 1 National Curriculum tests for 1999 show that, when compared with the national average, pupils' attainment is average in reading and writing and above average in mathematics. In teacher assessments in science and speaking and listening, all pupils attain the expected level, which is very high compared with the national average. The percentage of pupils attaining the higher than expected level is above average in writing and mathematics, close to the national average in reading and below average in science. These results represent a significant improvement on those achieved in 1998 when pupils' attainment in comparison with schools nationally was well below average in reading and writing and below average in mathematics. In teacher assessments, pupils' results in science were above the national average at the expected level but below average at the higher level.
2. In 1999, compared with the results of schools with pupils from similar backgrounds, the school's results are below average in reading and writing and average in mathematics. This indicates that some pupils under achieve in reading and writing. There has been no discernible trend in pupils' attainment from 1997 to 1999. Results have remained close to the national average, although they were higher in 1996 than they have been since. However, the small number of pupils involved in these assessments makes statistical data and comparisons between year groups unreliable and can give rise to large annual fluctuations in attainment.
3. The last inspection report stated that standards of achievement throughout the school were generally in-line with national expectations but were good in reading, speaking, listening and religious education. Pupils achieved levels that were appropriate for their abilities in all subjects except for understanding and applying mathematics, which was identified as a key issue, the design aspect of design and technology and handwriting. Inspection evidence in 1999 shows that standards overall have remained in-line with national expectations. They have improved in using and applying mathematics and information technology, remained similar in speaking and listening but are now in-line with national expectations in reading and the expectations of the agreed syllabus in religious education. Pupils' handwriting skills are still unsatisfactory. The requirement to report on attainment in the foundation subjects, including design and technology, has been lifted so direct comparisons of standards are not possible but all pupils now make good progress in design and technology.
4. Inspection evidence shows that pupils' overall attainment is in-line with national expectations at the end of Key Stage 1 and when they leave the school at the end of Year 4. At the end of Years 2 and 4, the proportion of pupils attaining the expected levels is in-line with national expectations in English, mathematics and science and exceeds them in information technology. Attainment in religious education meets the expectations of the agreed syllabus at the end of Years 2 and 4. Inspectors' judgements about pupils' attainments at the end of Key Stage 1 in English, mathematics and science are similar, although not identical, to those revealed by the National Curriculum tests. They differ slightly because inspectors look at a wider range of work than is included in the tests. In English, for example, account is taken of pupils' attainment in speaking and listening and, in mathematics, greater emphasis is placed on using and applying mathematics than is possible in the tests. In science the results are based on teachers' unmoderated assessments, which are sometimes generous. Approximately eight out of ten parents who completed the pre-inspection questionnaire reported that the school enables their children to achieve a good standard of work.
5. The school has set literacy and numeracy targets for pupils at the end of Year 4 for 2000 and 2001. The targets for pupils currently in Year 4 are however, not tight enough, giving a range, for example, of between 50 and 70 per cent to attain Level 3 in writing. No target was set for the higher than expected level (Level 4) although a high proportion of pupils attained this level in 1999. Targets for 2001 are appropriately challenging in reading and writing because pupils who attained a low Level 2 (2C) are expected to achieve the expected national level (Level 3) at the end of Year 4, which would represent good progress. Although targets have been set for some pupils to attain the higher level (Level 4), they are phrased in terms of pupils 'might just' access Level 4 and are not, therefore, sufficiently specific. The school has not set targets for pupils' attainment in the national tests at

the end of Key Stage 1.

6. Throughout the school and across the curriculum, pupils' skills in speaking and listening are good and in reading and writing are broadly satisfactory, although handwriting is unsatisfactory. Pupils' skills in handling number and mathematical ideas are satisfactory. No evidence of significant variations between the attainment of boys and girls was found during the inspection. The school is aware of this as a potential concern and analyses its base-line and Key Stage 1 test results by gender.
7. Children's attainments on entry vary but, overall, are as expected for children of their age. They make good progress in their personal and social development and satisfactory progress in all other areas of learning. By the time they are five years old, children achieve the desirable learning outcomes in all areas of learning and exceed them in their personal and social development. These standards are broadly maintained as pupils progress through the school and progress is satisfactory overall. However, pupils' progress is not smooth. The youngest and oldest pupils make the most rapid progress. Progress is good in information technology, design and technology, music and physical education. It is satisfactory in all other subjects, including English, but is slower in reading and writing.
8. Higher and lower attaining pupils and those with special educational needs make satisfactory progress but it is restricted in some lessons because teachers do not consistently match work closely to pupils' needs. Teachers often group pupils according to their year group rather than their prior attainment and do not specify learning objectives for higher and lower attaining pupils in their planning. The rate of progress of lower attaining pupils in English is improved when they receive additional literacy support. Pupils with special educational needs make good progress when taught in specially designated groups. In withdrawal groups, they benefit from the well-planned activities that closely match their prior attainment, the high level of adult support and the emphasis on literacy skills. Pupils in Year 1 made good progress in the lesson seen in learning single letter sounds and blending them to make three-letter words. However, their progress over time is restricted because they only receive extra teaching once a week, which is not sufficiently frequent to ensure that the progress made in these sessions is consolidated and extended. Targets in their individual education plans are not reviewed regularly enough and do not identify the small steps in learning that make pupils feel successful and promote higher attainment. Teachers do not incorporate them into their lesson planning. All pupils, including those with special educational needs, are set targets for learning that are shared with parents but these are also too broad to help pupils make good progress. Little use is made of information technology to support the learning of pupils with special educational needs.
9. In English, progress is broadly satisfactory for all pupils but is less secure in reading and writing. Pupils use spoken language effectively throughout the school to communicate with adults and each other and make good progress in this element of English. They benefit from reading regularly at school and at home but the quality of many books does not instil an enthusiasm for reading. Pupils' progress in reading is not tracked carefully in their records and their research skills are underdeveloped. Pupils have too few opportunities to write freely and at length. Progress in spelling is improving because of the increased attention to phonics but the lack of word sources in classrooms does not help them spell words correctly. Standards of handwriting and presentation are unsatisfactory.
10. Pupils make satisfactory progress in mathematics. The school has made a good start with implementing the National Numeracy Strategy and it has begun to place a greater emphasis on direct teaching and developing pupils' mental strategies. Pupils in both key stages make good progress in number work and sound progress in using and applying mathematics. However, there is not enough emphasis on data handling in Key Stage 1 and open-ended investigations in Key Stage 2.
11. In science, pupils make sound progress overall and good progress in the aspect concerning life processes and living things. The local area, especially the beach, is used effectively to develop observational skills but there is insufficient emphasis on experimental and investigative skills.
12. Pupils in both key stages make good progress in information technology and it is used well to support many other subjects. They learn key skills systematically and apply them appropriately. Progress is particularly good in



accessing and using information from the internet, sending and receiving e-mails and using simulations to support work in other subjects. In religious education, progress through the school is satisfactory. Pupils acquire a sound understanding of Christianity and other faiths and their understanding of religious symbolism and practices develops appropriately. A strong feature of religious education is pupils' confidence in expressing their feelings and their increasing awareness of the feelings of others. There are also strengths in other subjects. In design and technology, pupils use mechanisms to make a variety of dinosaur models with moving mouths or limbs. They plan, make and evaluate their work well. However there is not sufficient emphasis on food technology. In music, pupils in Key Stage 2 make very good progress in learning a complicated composition involving the use of their voices and a wide range of instruments. In physical education, the school makes very good use of its swimming pool and all pupils in Key Stage 2 can swim the length of the pool confidently. The use of creative dance is, however, underdeveloped.

15. **Attitudes, behaviour and personal development**

13. Pupils throughout the school respond well in lessons. In nearly all lessons observed pupils had good attitudes and they were never less than satisfactory. Pupils' relationships and behaviour are very good and their personal development is sound. Since the last inspection the strengths of these aspects have been maintained or improved.
14. More than nine in ten parents who completed the pre-inspection questionnaire reported that the school achieves high standards of good behaviour. Their views were confirmed by inspection evidence.
15. Children in the Reception class enjoy learning and are eager to explore new topics, as was exemplified in their enthusiasm for their project on teddy bears. They behave very well, listen attentively to instructions and concentrate well. They work as part of a group but are also able to work independently and make choices as when, for instance, they select the fabrics they want to use in their science work. They take turns and, in their structured play, share sensibly resources such as construction kits. They are sensitive to the feelings and needs of others, for example by making room for each other on the carpet where they are sitting. They treat resources and other children's property with care, gently handling objects brought in for their 'show and tell' sessions.
16. In both key stages pupils are interested in their work and most sustain good levels of concentration. They participate appropriately in discussions and confidently seek help when necessary. They usually persevere well to complete their tasks. Pupils enjoy receiving stamps and stickers for good work and behaviour. They take even greater pride in their work when they are given certificates and stickers in a whole-school assembly where the headteacher and all staff are present. They are also pleased to celebrate each other's achievements. However, too many pupils take insufficient care with their handwriting and the presentation of their written work.
17. Pupils with special educational needs enjoy the special attention they receive when working in withdrawal groups. They enjoy playing the games that support their learning, take turns fairly and accept winning or losing happily. They are well motivated by the praise and encouragement they receive. In class lessons, their behaviour and attitudes to learning are the same as other pupils. Parents reported that pupils with special educational needs are treated well by other pupils, which raises their self-esteem and this was confirmed by observations made during the inspection.
18. Standards of behaviour are very good. Pupils' disciplined enthusiasm and ability to work co-operatively help their learning. Pupils throughout the school are friendly and courteous, for example allowing visitors to go through doorways first. They are also very trustworthy, as was evident from the fact that the school could leave without anxiety a collection of money for India on a mat in the hall. Pupils are very conscious of school rules and know what is expected of them. For example, they always walk along the corridors, line up at the end of break-time and enter the school in an orderly manner. On the playground, pupils play safely and sensibly. The large apparatus is used fairly by all classes and pupils respect the separate area for ball games, which means that all can play happily without disturbing each other. Pupils enjoy playing with painted games on the playground. There was no evidence of bullying and there have been no exclusions in the past 12 months.
19. Relationships between pupils themselves and with adults are very good and are characterised by mutual respect and trust. Pupils are encouraged and are confident to articulate their views and beliefs. In a religious education lesson, for example, older pupils discussed moral issues such as what is important in the world and who owns it, and valued each other's ideas and beliefs. Pupils in Key Stage 2 are able to work collaboratively when required as

was exemplified in a history lesson in which pupils worked together to decide which were the most significant contributions of the Romans to life in Britain.

20. Pupils' personal development is sound. They listen to what others have to say and even the youngest pupils are able to reflect on their feelings and explain what makes them feel cross or shy. Pupils of all ages offer to help and, when given the opportunity, take responsibility sensibly, for instance when they tidy the library and help to put out apparatus for younger children. Older pupils are encouraged to support Reception children when they are first admitted to the main school. Pupils take increasing responsibility for their own learning, for instance by researching and writing booklets about dinosaurs.

23. **Attendance**

21. Levels of attendance are satisfactory and are in-line with the national average. Unauthorised absences in the last year were below the national average. The majority of pupils arrive at school punctually, ensuring that there is a prompt start to the school day and no teaching time is lost. Lessons start and end on time.

24. **QUALITY OF EDUCATION PROVIDED**

24. **Teaching**

22. In the lessons observed, the quality of teaching is good overall and is never less than satisfactory. It is good or better in more than six in ten lessons and it is very good or better in one in ten. All the very good teaching is in Key Stage 2. There is good teaching in both key stages but the majority is for the youngest and oldest pupils. Teaching for children aged under five and in Key Stage 1 is sound overall and is very often good. In Key Stage 2, the quality of teaching is nearly always good and is often very good. This is an improvement on the situation in the last inspection but direct comparisons are difficult as no overall judgement was given and statistics were not included in the report.

23. The quality of teaching for children aged under five in the Reception class is satisfactory overall but good in language and literacy. It is based on a secure understanding of the needs of children of this age. The teacher creates a caring and secure atmosphere, which helps children settle quickly into school life. Clear classroom routines have been established, for example for moving around the school. Lesson planning is satisfactory. It includes appropriate opportunities for structured play and is based on the requirements of the desirable outcomes for children's learning. In mathematics, the teacher provides a variety of interesting activities. Although expectations of the quality of children's work are often high, for example in writing, work set does not always match closely children's levels of maturity and ability. The type of activities undertaken by the children is not monitored and recorded.

24. In both key stages, teaching is satisfactory in English and good in design and technology. In Key Stage 2, teaching is very good in religious education and music and good in mathematics, science, information technology, history and physical education. It is satisfactory in geography. In Key Stage 1, teaching was satisfactory in all other subjects but it was not possible to make a judgement about the quality of teaching in history, geography or physical education as no lessons were seen. No lessons in art were seen in either key stage. The teaching of literacy and numeracy is sound. However, the use of the plenary session to consolidate and assess what pupils have learned is underdeveloped. In literacy, some pupils had difficulty in seeing the text. The semi-specialist teaching in design and technology, information technology and physical education is effective in improving the rate of pupils' progress throughout the school.

25. The quality of teaching for pupils with special educational needs is satisfactory overall, and is good when they are withdrawn for extra support. In the withdrawal groups, the teacher adopts a wide variety of effective and interesting approaches to reinforce the learning objectives. Very good relationships between the teacher and the pupils are evident and there is a good balance between individual and group work. However, these sessions are very long for pupils with short concentration spans. The co-ordinator for special educational needs sets the targets in pupils' individual education plans but the targets are not used to help teachers plan lessons or choose

activities that match pupils' needs.

26. A strong feature of teaching throughout the school is the way in which teachers manage pupils. Teachers create a purposeful classroom atmosphere that encourages pupils to take their learning seriously and do their best. They know pupils very well, establish very good relationships that are based on mutual respect and have a calm and consistent approach to discipline. They gain pupils' attention quickly and insist that pupils listen attentively to the teacher and each other. Resources are used well, for example in a design and technology lesson in Key Stage 2 when pupils examined and disassembled model dinosaurs. In both key stages teachers provide enhanced opportunities for pupils to develop their skills in speaking and listening through circle times and classroom discussions. Teachers value pupils' ideas in discussion, which encourages all pupils to have the confidence to contribute. In Key Stage 1, a good aspect of teaching is teachers' ability to retain pupils' interest during whole-class sessions. Teaching in Key Stage 2 is very good when activities are chosen that are imaginative, challenging and excite pupils. For instance, in a music lesson pupils thoroughly enjoyed using a wide range of instruments and working together to perform a composition based on the Roman invasion of Britain.
27. Within the context of generally good quality teaching, the only significant weakness is that teachers do not consistently set work that matches pupils' differing needs, particularly in English. Although learning objectives are often appropriate for the lesson as a whole, they are not specific enough to enable teachers to assess whether or not they have been achieved. In group work in the literacy hour, for example, there are no learning objectives for each group that challenge pupils of all abilities. Learning objectives are not shared with pupils or followed through in questions, marking or target setting. There are no whole-school agreed procedures for routine assessment. Teachers have developed their own systems for assessing pupils' progress in lessons but do not use this information well enough to refine lesson plans and review pupil groupings. Pupils are often organised according to age rather than their prior attainment. The result is that the work set is sometimes too hard or too easy, the pace of lessons slows and pupils' concentration begins to wander. This was exemplified in one lesson where pupils were colouring a repetitive worksheet and in another where pupils were trying to draw a picture after reading a piece of text that they did not understand. In both lessons, pupils became restless and they made little progress. The quality of marking is variable but unsatisfactory overall. It is encouraging rather than analytical and does not give pupils useful feedback about their work to help them improve. When reading with pupils, teachers do not assess their progress to identify what they can do and what they need to do next. Current reading records are inadequate.
28. All parents reported in the questionnaire that they were satisfied with the amount of work that their children are expected to do at home. The school has a new homework policy and home-school contract that makes it clear what is expected of teachers and parents. Inspection evidence shows that homework is used effectively to support pupils' progress in reading, handwriting, spelling, mathematics and independent research. However, spellings are sometimes too difficult for lower attaining pupils or those with special educational needs.
31. **The curriculum and assessment**
29. The curriculum provided by the school is broad and relevant. It meets statutory requirements and covers the National Curriculum and religious education. There are suitable policies for sex and drugs education and, although there is no written guidance for teachers, provision for pupils' personal and social education in lessons is good. The national strategies for literacy and numeracy have been implemented throughout the school and are supporting effectively pupils' learning in most classes. However, there are variations in the way in which the literacy strategy is implemented. The school provides good specialist support for all pupils in physical education, design and technology and information technology. The curriculum for children aged under five years is satisfactory and leads to the Desirable Learning Outcomes recommended for children at this age in all areas of learning. There have been considerable improvements since the previous inspection, notably the development of policies and schemes of work to help teachers plan and teach most National Curriculum subjects. Teaching and learning objectives are now included in planning.
30. Although in practice the curriculum is appropriately balanced, written planning does not enable the school to assure itself that there is a proper balance within and between subjects and that the planned curriculum can be covered in the time available during the school year. There is no overview of the whole curriculum that shows clearly which subjects and aspects of the National Curriculum are taught as topics and which as separate or

continuing units of work. The two-year cycle of topics that includes science, history and geography ensures coverage of the curriculum but does not indicate how long topics should last or address the issue of mixed age and split year group classes. There are appropriate schemes of work for most subjects. The school has adopted commercial schemes and some of the nationally recommended planning documents to ensure that teachers' planning builds systematically on pupils' knowledge, understanding and skills. However, many of these are new and have yet to be adapted to meet the specific needs of the school, especially in history and geography.

31. Teachers make satisfactory use of the school's curricular guidelines to support their planning with the result that there is now a consistent set of plans that show coverage and progression in a two-year rolling programme. There are examples of good cross-curricular links. For example, in science and English pupils describe and explain how objects held in the air will fall to earth and, in English and history, the teacher used a story about finding fossils to support work in history. It is, however, left to individual teachers to decide how and when subjects should be combined. The school has not identified clearly how literacy and numeracy skills can be taught through other subjects in the long-term planning. Short-term planning is sound with general learning objectives which focus teaching in some lessons but opportunities for assessment are not always highlighted.
32. The provision for pupils with special educational needs is satisfactory overall, as it was at the time of the last inspection, because pupils make sound progress but there are areas of weakness. Pupils with identified special educational needs in all classes have weekly sessions with the part-time teacher and receive good quality teaching. This system is not effective, however, in improving their general progress because the extra help is not frequent enough and activities are not continued or developed further in class lessons. Learning targets in pupils' individual education plans are very general and are not changed regularly enough to make them useful. It is left to individual teachers to translate them into a clear and detailed plan for each pupil. In practice, therefore, this does not happen. These factors limit pupils' progress. There are appropriate systems for identifying the special needs of children through the base-line assessment, annual tests and the descriptors provided by the local authority. There are, however, no arrangements for testing pupils in Year 1. When necessary, outside agencies are asked to make more detailed assessments. The files for pupils with special educational needs are kept in the office, which makes them less accessible for teachers.
33. Pupils, including those with special educational needs, have equal opportunities in learning and equal access to extra-curricular activities and nearly all areas of the curriculum. The way it operates on a day-to-day basis avoids obvious stereotypical behaviour by gender and boys and girls work together as equals in all aspects of school life. However, the school has not addressed fully the issue of equal curricular access, especially in history and geography, when classes contain mixed age groups and some age groups are split between two classes.
34. There is sound provision for extra-curricular activities, which include, at different times of the year football, gardening and recorder club. All activities are supported well and pupils are keen to take part. Pupils have suitable opportunities to participate in football tournaments and swimming galas. The curriculum is further enhanced by a good range of visits to such places as the beach, Corfe Castle, Durlston Country Park and the local church.
35. The previous inspection highlighted insufficient and inconsistent use made of assessment. Planning, teaching and assessment were not linked. Since then the school has worked hard to improve its procedures and its use of assessment. It now has sound assessment arrangements in the core subjects of English, mathematics, science and information technology, which monitor progress through a range of regular tests and tasks from entry in Reception to Year 4. A strong feature is the setting each term of individual targets for pupils in English, mathematics and science, which are agreed with parents. Procedures for tracking pupils' progress are developing. Base-line assessments are carried out conscientiously and provide useful information. In addition to national tests in Year 2, optional national test material in English and mathematics is used for pupils in Years 3 and 4. These additional test results are beginning to provide a good annual indicator of pupils' progress and attainment in future tests. However, there are no testing procedures for pupils in Year 1 to inform target setting for the national tests the following year. The school has no objective measure on which to base an assessment of pupils' attainment in science. Procedures for the assessment and recording of skills, knowledge and understanding of religious education and the foundation subjects have not yet been agreed and no record is kept when pupils' attainment differs markedly from the rest of the group.

36. Analysis of national test results has been undertaken and is beginning to identify areas of strength and weakness in the school's provision. Records of work and portfolios of selected work in English provide useful indicators of pupils' progress and facilitate future moderation and assessment decisions. However, the English portfolio does not include examples of work at the higher than expected level, which limits teachers' expectations of pupils' attainment. The quality of Annual Reports to Parents about their children's progress is satisfactory and, for the youngest children, is good.
39. **Pupils' spiritual, moral, social and cultural development**
37. Provision for pupil's spiritual, social and cultural development is good and for moral development it is very good. The good quality overall provision for pupils' spiritual, moral, social and cultural development reported at the time of the last inspection has been maintained. The school achieves its aims of encouraging pupils to become competent, caring and independent members of society.
38. Good provision is made for pupils' spiritual development. The daily acts of collective worship provide a strong foundation for the promotion of pupil's spiritual awareness. There is always a prayer, a hymn and a talk, which promotes reflection on a spiritual matter. Lessons also contribute well to pupil's spiritual development. A good example was seen in a Key Stage 2 design and technology lesson in which pupils were intrigued by how a cork is used as a cam to make vertical movement. Similar contributions are made in religious education and physical education lessons and there are good opportunities in circle times for pupils to reflect on their experiences in a way that develops their self-knowledge. Teachers listen carefully to pupils and value their ideas in all subjects. Acts of collective worship meet statutory requirements.
39. The school's provision for pupils' moral development is very good and is promoted through the school's positive ethos and its clear and consistent set of values. The vast majority of parents report that the school's values and attitudes have a positive effect on their children. The school creates a strong family atmosphere and adults in the school set a very good example. They manage pupils kindly and consistently and place a strong emphasis on raising pupils' self-esteem. Pupils then apply these principles to their relationships with each other. Discussions about specific moral and environmental issues in circle time and collective worship, where pupils are encouraged to contribute, are used well to reinforce positive values. The school provides a strong moral code as a basis for behaviour and teaches pupils to distinguish between right and wrong. Teachers discuss with pupils school rules and the reasons for having them. The school's values and pupils' understanding of what constitutes acceptable and unacceptable behaviour are reinforced through the good system of rewards. There are good opportunities for pupils to extend their understanding of wider issues through their support of world-wide charities and raising funds in response to international disasters.
40. Provision for pupils' social development is good. In lessons pupils are consistently encouraged to relate positively to each other and are given good opportunities to collaborate. For example, in a lesson seen in the Reception class, children built their own towers and then joined them together to make one very tall tower. Pupils were reminded to value the contributions of their classmates. Adults encourage pupils to be polite, thoughtful and courteous. In their classes, pupils are given some responsibilities but have fewer opportunities to contribute to the smooth running of the school. The values of citizenship are very well developed through discussion of current affairs and awareness of other people's problems, such as those suffering from leukaemia. At harvest festival pupils support senior citizens in their own community by distributing parcels of food to the elderly.
41. The provision for pupils' cultural development is good. There are good opportunities for pupils to appreciate and develop their own cultural traditions, for example in literature where they write, recite and perform poems. The school actively seeks to enrich pupils' knowledge and experience of their own cultural heritage through regular trips and participation in concerts and the local arts festival. In assembly, pupils enjoy listening to a range of music from other countries. Provision for pupils to appreciate the diversity and richness of other cultures is included in the curricular planning for the arts, religious education and history. The school prepares pupils satisfactorily for life in a multicultural and multifaith Britain by discussion and the study of Judaism and Islam but this element of the school's provision for pupils' spiritual, moral, social and cultural development is less well developed.

44.

#### **Support, guidance and pupils' welfare**

42. The school places great importance on caring for the individual and, overall, provides good support and guidance for all pupils. This enhances the quality of life in school and has a positive impact on standards. The school has successfully maintained the supportive community, as identified during the last inspection, but there was no clear judgement in the last report.
43. All staff show concern for pupils' well-being and provide both personal and academic help when pupils need it. They create an emotionally secure environment within which pupils can feel safe. The school's procedures for monitoring pupils' progress are satisfactory. There are formal assessments in English and mathematics to record pupils' progress but little in other subjects. The register for special educational needs is accurate but does not show pupils' levels of need or give important dates, such as when pupils were added to the register and when the next review is scheduled. Pupils' progress cannot be tracked easily. Appropriate links have been developed with external agencies to support pupils with special educational needs, for example with the educational psychologist. There are no consistent procedures to monitor pupils' personal development but teachers know their pupils very well and support is informal but effective. Procedures for monitoring progress and personal development are therefore satisfactory overall.
44. The school's systems for promoting discipline and good behaviour are good. Pupils draw up school rules and there is an established system of rewards and sanctions that all staff implement consistently. The school's behaviour policy and related issues such as bullying are explained to pupils regularly in their classrooms and assemblies. Pupils set great store by the cups, stickers and certificates that they receive. Teachers encourage good behaviour through praise and reward and the way in which this approach is applied consistently through the school makes a positive contribution to pupils' attitudes. The occasional lapses from the usual standards of behaviour are dealt with appropriately. Lunch-time supervisors contribute well to the school's behaviour management.
45. Procedures for monitoring and promoting attendance are sound. Attendance registers are well kept and completed correctly. They are kept in classrooms so that they are immediately to hand in case of an emergency, which is appropriate since the school secretary is part-time. They are monitored regularly. Parents are aware of the school's procedures and most follow them. The school works well with its education welfare officer to encourage regular attendance by pupils.
46. Procedures for child protection and the promotion of pupils' well-being, health and safety are good. The senior teacher is the named person responsible for child protection and maintains appropriate records. The school's policy is satisfactory. All staff have been made aware of their responsibilities under local child protection guidelines and know where the relevant documents are kept. The school pays careful attention to the safety of pupils and staff. Safe practice was seen in all lessons observed during the inspection. The school has a very good and comprehensive health and safety policy and routine safety procedures, such as fire practices, are carried out regularly. There is a good number of staff with first aid qualifications. Governors have an appropriate overview of the school's health and safety procedures.

#### **49. Partnership with parents and the community**

47. Partnership with parents and the community is good. There has been little change since the last inspection when it was reported that parents supported the school very well and there were good links with the local community.
48. The information the school provides to parents is generally sound. A small minority of parents who replied to the pre-inspection questionnaire did not think that the school gave them a clear understanding of what is taught. This point of view was not borne out by inspection evidence or parents who attended the pre-inspection meeting who said that they were pleased with the quality of information they received. For example, the school has run workshops on how to help children at home and learning through play. The school sends home regular newsletters and termly information about the curriculum. The school prospectus is a good document but the

Governors' Annual Report to Parents has some significant omissions, such as a full financial statement and information about the success of the school's policy for special educational needs. There is a helpful pre- Reception information book for parents. Parents are very satisfied with the opportunities to discuss their children's progress with teachers and the information in the annual report. Teachers are accessible and there is a genuine open door policy, with staff available to meet parents when there is a need to do so. Parents report that they find it easy to approach the school with questions or problems to do with their child. Governors send out biennial questionnaires to parents to seek their views on the school's provision and parents confirm that their suggestions are well received and acted upon.

49. Parents' involvement with their children's learning is good. Nearly all parents report that their children like school. They think that the school is approachable and encourages them to play an active part in its life. All parents are invited to special events in school such as the harvest festival, carol services and sports days. Some parents help in school on a regular basis with activities such as reading and cookery while others accompany pupils on school trips. Numbers vary, however, according to parents' other commitments. Most parents help their children with reading and other homework and complete the reading diaries. There is an active association for parents, friends and teachers, which organises social and fund-raising events. Parents of pupils with special educational needs are involved appropriately in reviews of their progress.
50. The school has developed good links with the local community that enrich the life of the school and contribute to pupils' personal and social development. There is effective liaison with the Nursery and middle school to make the transfer of pupils to the next phase of education as easy as possible. The school receives good support from local charities, including village charities. It has close ties with a major oil producer who has helped fund and support environmental and musical initiatives. There are also good links with the National Trust and a quarrying firm, which supports curricular activities.

## 53. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 53. **Leadership and management**

51. The school has made generally satisfactory progress since the last inspection in 1996 and has the capacity to improve further. Sound progress has been made in addressing all the key issues from the previous inspection. The school has worked hard to improve the school's emphasis in mathematics on practical skills and applying knowledge. However, this requires further development because the full impact on pupils' attainment is not yet evident. The school's development plan has improved a great deal and is now satisfactory. The school has continued to produce relevant policies and schemes of work for all areas of the National Curriculum and general learning objectives are included in planning. However, monitoring and evaluating the curriculum remain a concern and have been identified again as a key issue during this inspection.
52. The last inspection report did not give a clear judgement about the management of the school but the positive aspects identified in 1996 still exist and leadership and management are good overall, although formal monitoring of teaching and curricular development is underdeveloped. The key issues were expressed within the context of the statement that Corfe Castle First School is 'successful in providing a happy and supportive environment in which pupils feel confident and secure'. This remains true.
53. The headteacher provides effective leadership and has a clear educational vision so that all work to a common purpose. She is fully committed to the school and continuing to raise standards. Staff and pupils are well managed, teamwork is well established and strong links with parents and the community have been formed, thus establishing the school's good ethos. The school has published aims that are agreed, published and implemented. They are kept under regular review but, although it is implicit within them, they do not express high expectations of what pupils can achieve. The school has a clear set of values and attitudes, which is shared fully by parents and has a positive effect on pupils.
54. The governing body is very supportive and, in partnership with the headteacher, plays a full part in making strategic decisions about the school. It has developed appropriate structures and ways of working through its committees to enable it to discharge its statutory responsibilities. Staff present new policies and schemes of work

to the curriculum committee so that governors develop a good understanding of the curriculum provided by the school. Governors visit the school regularly. The literacy governor, for example, has observed teaching in all classes and reported back to the governing body. Governors are developing their role as a critical friend, are well aware of standards in the school and are beginning to set the agenda for school improvement. The school meets all statutory requirements except for the contents of the Governors' Annual Report to Parents, which has some significant omissions such as a full financial statement and reports on the school's progress in implementing the action plan and its provision for pupils with special educational needs. Some of the information in the school brochure is not presented in the recommended format.

55. The role of the subject co-ordinators is satisfactory. They understand their responsibilities and work hard to promote and develop their subjects. As was mentioned in the last report, the use of co-ordinators' release time is not recorded or evaluated. The co-ordinator for special educational needs takes responsibility for reviewing pupils' individual education plans, setting targets for learning for pupils and liaising with staff. She does not devise special teaching programmes for pupils or provide specific guidance or support for teachers. There are no systems for regular meetings so that expertise and information about pupils are shared. Although the job description states that the co-ordinator will monitor pupils' progress and ensure progression and continuity, this has not been carried out formally, although she works with pupils in all classes every week and therefore knows their capabilities and difficulties. As a part-time teacher, she is not available for most of the week and liaison with staff and parents is sometimes difficult. The governing body has satisfactory strategic oversight of the school's provision for pupils with special educational needs through a nominated governor who visits the school regularly. The school has no procedures that enable it to evaluate the success of its provision.
56. Monitoring and evaluation of the implementation of curricular planning, teaching, standards of work and pupils' progress are unsatisfactory at present but are improving. The headteacher analyses data from the school's test results, looks at teachers' planning and is involved in classrooms. Co-ordinators are beginning to scrutinise pupils' work in the core subjects of English, mathematics and science. However, the information gained does not always lead to specific intervention. Monitoring is not planned, regular, rigorous or systematic and does not, therefore, enable the school to evaluate fully the effectiveness of its work.
57. Planning for school development is sound. The headteacher and staff formulate the outline school development plan that is then thoroughly discussed by all governors, particularly the finance committee. The development plan is a useful working document that identifies areas for improvement and includes an action plan to raise standards and improve results in the national tests, although this is not listed amongst the school's priorities. It is linked appropriately to financial planning procedures and costs are identified. Staff meetings are planned ahead and relate closely to school development priorities. However, timescales are not clear and there is no calendar of planned action that enables the school to show that it can complete tasks within the time intended and to check its progress in achieving stated objectives.
60. **Staffing, accommodation and learning resources**
58. The school has maintained its satisfactory overall provision of staffing, resources and accommodation since the last report. The staffing situation is very stable. There have been very few staffing changes since the last inspection. The number of trained teachers employed by the school compared with number of pupils on roll is well above national averages for first schools. The qualifications of the teachers employed are appropriate for the demands of the curriculum and the age range of the pupils in the school. At present, there is an adequate number of suitably experienced support staff. However, one ancillary welfare assistant is on a short-term contract and when she leaves the number of support staff will be below average for schools of similar size. The support staff work well with teachers and make a positive contribution to the progress of pupils with special educational needs and those identified for additional literacy support. The number of hours per week worked by the school secretary is low.
59. The school's arrangements for staff professional development are satisfactory and are usually linked to priorities identified for personal and institutional development. The recent focus has been on the national initiatives in literacy and numeracy. Staff have participated in the relevant courses, which have had a significant effect on the quality of teaching. However, there has been no recent training in special educational needs for class teachers or the co-ordinator. Arrangements for teacher appraisal are on schedule. The headteacher has also been appraised



recently.

60. The accommodation is good for the age range and number of pupils and supports the curriculum well. The school was built in 1895 but has been extensively modernised and enlarged. The building is on a single floor but is not fully accessible to wheelchairs. The library is attractive and is large enough to be used by a whole class. The school is attractively decorated and is treated with care by the pupils. The cleaner in charge works very hard to ensure that it is well maintained and kept spotlessly clean. There is no evidence of graffiti or litter. The large playground has been recently resurfaced and repainted, and there are several small garden areas in which the children enjoy working. Outdoors a new heated swimming pool, with a secure surrounding fence, is used to good effect during the summer months and the climbing equipment is much appreciated by all pupils. The playing field is large with a flat area large enough for a football pitch and a slope to a small nature area that can be used for environmental studies.
61. The quality and quantity of learning resources are satisfactory overall. However, the quality of books in classroom book areas and in the library, especially of non-fiction books, is unsatisfactory. Some reading scheme books are old and unappealing. The school's range of resources is amplified by good use of the schools' library and museums service. Resources for pupils with special educational needs are adequate for pupils' needs but do not include computer programs. Resources for the youngest pupils are satisfactory but there is a lack of literacy resources, especially big books. Other equipment, for example some number apparatus, the water tray and role play equipment, is quite old and well worn.
64. **The efficiency of the school**
62. Standards of efficiency are satisfactory overall, as was the situation in the last inspection. Financial planning is satisfactory. Governors fulfil their responsibilities for planning the use of resources and base decisions on current data and sound projections. The finance committee has a well planned annual cycle of meetings that enables them to set the budget and monitor spending effectively. The school is clear about priorities, budgets systematically for new expenditure and plans ahead for the coming year but the effectiveness of decisions is not always evaluated carefully enough, particularly in terms of raising standards. The school has a surplus on its current budget because of the money that has been carried forward from previous years. However, it represents less than five per cent of the school's income and, with the indemnity scheme, enables the school to deal appropriately with unexpected expenditure. Co-ordinators do not manage a budget for their subjects because decisions are taken appropriately by the whole staff. The school benefits greatly from the fund raising efforts of the parents, teachers and friends association, including paying for the running costs of the swimming pool and improving the resources for information technology, and the contributions from local charities in, for example, financing the safety surface for the climbing frame.
63. The deployment of staff is unsatisfactory. The school has a strong commitment to maintaining high levels of teaching staff, which has been successful in improving pupils' progress in design and technology, information technology and physical education. However, it has not considered sufficiently how to use staff to raise standards in reading and writing, which are below those achieved by similar schools. Funds for pupils with special educational needs are used to maintain teaching staff rather than increasing the number of support staff. Although pupils make good progress in withdrawal groups, the infrequency of the sessions does not ensure that progress is sustained when they return to the classroom. In some lessons, such as the literacy hour, teachers struggle to meet the differing needs of the wide range of ability and age groups in their classes without any additional adult support. Next term, Class 2 will have pupils from three year groups, which will broaden further the range of levels of attainment. The help given to pupils receiving additional literacy support is effective in improving their progress.
64. Satisfactory use is made of learning resources and the accommodation. The library is visited regularly by all pupils and computers are used efficiently in all classes to support learning in many subjects. Spending on resources is low as is evident in the quality of some reading books.
65. Standards of financial control are good. Governors have a clear understanding of the school's finances. The finance committee conscientiously undertakes regular reviews of the school's financial situation, ensuring that

available resources are spent prudently. There is good liaison between the headteacher, chair of the finance committee, school secretary and other committee members. The school secretary provides an efficient service and manages the school's day-to-day spending carefully. The headteacher and governing body receive regular and up-to-date information. The last financial audit was carried out over two years ago and its recommendations have been implemented. There is good and effective administration, which makes a significant contribution to the work of the school, responding to problems as they arise and relieving teachers of much that is not directly relevant to their work with pupils.

66. Despite the high unit cost because of the size of the school, taking into account pupils' attainment on entry, the average standards achieved, the good quality of teaching, pupils' good attitudes and very good behaviour and the efficiency with which resources are used, the school offers satisfactory value for money.

69. **PART B: CURRICULUM AREAS AND SUBJECTS**

69. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

67. Children under five are taught in a Reception class with Year 1 pupils. At the time of the inspection, children under five years old were attending the school all day. Their attainment on entry is as expected for children of their age. The good links with the Nursery and the caring and secure atmosphere in the classroom help children settle quickly. The majority of children can tell you what colour objects are. They recognise their names as they put things away in their labelled trays. They know how to use a book and that words and pictures have meaning.

There are sound procedures for initial assessment and a good report sheet is in use, which assists in informing parents about what their children should know and be able to do for themselves. The type of activities undertaken by children is not well monitored and recorded. Resources in the Reception class are adequate overall but resources for literacy, particularly big books, and structured play equipment are less satisfactory.

70. **Personal and social development**

68. Children make good progress in the Reception class and their attainment exceeds the desirable outcomes for children's learning by the time they are five years old. A strength of the provision for children aged under five is the way that children quickly become accustomed to the school environment. Children in the Reception class work well together, for instance sharing the bricks fairly. They co-operate and help each other to cut up pieces of fabric, when one is having problems. They look after each other, for example bringing a pencil for themselves and an extra for a friend. They have positive attitudes to learning and join in activities confidently, particularly enjoying the story they read together. They show independence in selecting tasks. Teaching is based on the well-established friendly relationships between children and with adults. Children understand the difference between right and wrong very well.

71. **Language and literacy**

69. Most children under five years of age make sound progress and attain the Desirable Learning Outcomes in language and literacy. They have good listening skills and listen attentively to teachers when they are reading stories. They sit quietly, follow instructions carefully, put up their hands and answer questions enthusiastically about rhyming words in a story. Children's fine motor skills are not well developed when they enter the school. The teacher's good modelling of writing helps pupils learn to form letters correctly. They practise writing the letter 'I' when they copy words such as 'like' and enjoy making small books about things they like. In a few weeks of school they have learned how to write many letters for themselves. They make good progress in class activities when children join in and read stories together, studying some of the sounds letters make and discuss the characters in a book about teddies. They trace over pictures and form lines by joining dots. They use role-play, for instance when they pretend to be cooking, and develop writing skills when they write down shopping lists in the play kitchen. Staff speak to children encouragingly and use praise and stickers to good effect. They talk to children about what they are doing, but do not always ask even more challenging questions, which will make children think deeply about tasks. Teaching is usually good, with high expectations of the children's ability to cope with demanding language work through literacy lessons.

72. **Mathematics**

70. Children under five make sound progress and attain the Desirable Learning Outcomes in mathematics. Most recognise the numbers one to six. They count the number of buttons on a coat, using a computer program. They roll a dice with the numbers one to six and recognise the numbers. The majority match cards accurately and some sort shapes into two groups. A small group of children make simple patterns. They develop well their knowledge of shape, especially when they match shapes, cut them out and stick them down to make a collage. Teaching is sound. A strength of this teaching is the good planning at an appropriate level that incorporates a variety of activities for the children. However, there is scope for even more use of extension activities and greater use of differentiation. There are appropriate long-term plans.

73. **Knowledge and understanding of the world**

71. Children make sound progress and their attainment by the age of five is as expected for children of this age. When they discuss how to keep bottles of hot water warm, they identify a variety of fabrics, which will insulate the bottle. Teaching is good when resources are well chosen enabling quality conversation to develop around the theme. Stories are used well to encourage children to develop thoughtful and caring attitudes. During the inspection, children used the computer to demonstrate they understood the meaning of words such as 'over', 'on' and 'in' and to order pictures to make a story.

74. **Physical development**

72. Children in the Reception class make sound progress in their physical development and attain the desirable outcomes for children's learning by the age of five years. They make models using construction kits and handle pencils and crayons with increasing control and accuracy. They make sound progress in learning to use scissors when they cut up pieces of fabric. In the hall, children move around safely. They demonstrate their ability to jump, run and move over the equipment, finding their own space for balancing, travelling and hopping, which increases their body control. They have limited opportunities to play with wheeled apparatus and have no separate fenced playground.

75. **Creative development**

73. Sound progress is made in developing children's creative skills and their skills are as expected for children of their age. A satisfactory variety of experiences is planned for the children. In the Reception class there is a pretend kitchen, where children cook and have imaginary tea parties. Children develop sound painting skills when they create paintings of themselves. They paint fields and the sky to produce a background for their coloured tractors and scarecrows. They create good collages of autumn, sticking leaves and autumn fruits onto a hessian background. They print grassy backgrounds and add furry fabric to create a daisy collage. They use mouldable materials to good effect, such as when they make pots. They sing songs about animals and take it in turns to make different sounds using percussion instruments.

74. Since the last inspection the school has worked hard to improve its provision for children aged under five years. Closer links with the private Nursery have been forged and staff have produced a useful pre-Reception information book for parents and improved the reports. They also now have a policy and good scheme of work based on the desirable outcomes.

77. **ENGLISH, MATHEMATICS AND SCIENCE**

77. **English**

75. The last inspection report indicated that the majority of pupils achieved standards in English that, when compared with those expected nationally, exceeded them in reading, speaking and listening and were in-line in writing. The school has maintained these standards in speaking, listening and writing but they are now in-line with national expectations in reading.

76. National Curriculum assessment data for 1999 shows that, at the end of Key Stage 1, when compared with all schools, the proportion of pupils attaining the expected level or higher is above average in speaking and listening and average in reading and writing. When compared with similar schools, results are below average in reading and writing, which indicates that some pupils underachieve. Compared with national figures, the percentage of pupils attaining the higher level is average in writing and below average in reading. Results for 1999 at the expected and higher than expected levels show a great improvement on those for 1998 in reading and spelling and some improvement in writing overall. There is no discernible trend in attainment over time. Direct comparison is difficult as the small number of pupils involved can cause considerable variations year on year.

77. Inspection evidence shows that the attainment of the majority of pupils in English at the end of Key Stage 1 and Year 4 exceeds national expectations in speaking and listening and is broadly in-line with them in reading and writing. There is therefore no significant difference between these judgements and National Curriculum test results.
78. Although National Curriculum tests at the end of Key Stage 1 in 1998 showed that the performance of boys in reading and writing was below that of girls, in 1999 tests their attainment was similar. Inspection evidence showed no discernible difference between the attainment of boys and girls. The school is aware of the situation and is monitoring carefully all test results.
79. Progress in English is satisfactory for all pupils, including higher attainers and those with special educational needs. Progress of the youngest pupils is satisfactory and often good, it slows in the middle of the school and then accelerates again in Key Stage 2. The literacy strategy has been implemented but has not been monitored sufficiently rigorously to evaluate its effectiveness and ensure that classroom practice is consistent throughout the school. Plenary sessions in the literacy hour are not always used effectively to reinforce learning objectives or promote speaking and listening skills by encouraging pupils to share and extend their ideas. Teachers group pupils according to their year group rather than according to their prior attainment and therefore, although work is often set that matches closely pupils' ability, tasks are sometimes too easy and at other times too hard. Teachers struggle to meet the needs of all pupils during the literacy hour because of the wide range of ability in the mixed age classes and the shortage of additional adult support. Pupils identified for additional literacy support make good progress in lessons. They benefit from the valuable extra help they receive and specific targeted teaching. Pupils with special educational needs make good progress when withdrawn from the classroom for specialist teaching in a small group. However, these sessions are not sufficiently frequent to ensure that this good progress is sustained over time and, for the youngest pupils, are too long for them to sustain high levels of concentration. Targets in pupils' individual education plans are not incorporated into class teacher's lesson planning.
80. The use of literacy across the curriculum is satisfactory. In most lessons teachers use accurately vocabulary that is specific to the subject but these words are not included in teacher's planning and are not given appropriate emphasis during the lesson. Teachers develop literacy skills, especially speaking and listening, through other subjects but do not include learning objectives for both subjects in their lesson planning. In a religious education lesson in the Reception and Year 1 class, pupils had the opportunity to express their feelings and explain, for example, what made them cross, happy, scared or proud. In history in Key Stage 2, pupils worked collaboratively and used skills of negotiation to rank in order of importance the various improvements to the life of ancient Britons brought by the Romans. In the class for pupils in Years 2 and 3, appropriate links with the work in history on dinosaurs were made by including the story of Mary Anning and looking at fossils. However, the school has not identified clearly how literacy skills can be taught through other subjects in the long-term planning.
81. Standards of speaking and listening exceed national expectations at the end of Key Stage 1 and in Year 4. By the end of Year 2, most pupils speak confidently, including in front of the class. They give relevant answers to questions and use an appropriate vocabulary. They re-tell the basic plot of stories they have read. Nearly all pupils listen carefully to their teachers and each other. Pupils make good progress through the school in speaking and listening. In Year 4, most pupils speak clearly and talk confidently in a broadening range of contexts. In group and class discussions, most pupils listen carefully to each other's points of view and are keen to contribute their own ideas. In a geography lesson, the teacher asked questions that encouraged pupils to express their thoughts more clearly by encouraging them to explain the reasons that people make journeys rather than just compiling a list. Pupils participate in the local arts festival and, last year, achieved great success in the sections for choral and individual verse.
82. The attainment of most pupils in reading is broadly in-line with national expectations by the end of Key Stage 1 and Year 4 but some pupils under achieve. In Year 2, pupils read simple texts reasonably fluently, accurately and with some expression. They recognise everyday words out of context but have few strategies other than their knowledge of letter sounds and use of picture cues to help them decipher unknown words. However, they are not always able to explain what happens in the stories they read or answer straightforward questions about them. Higher attaining pupils read unfamiliar text easily and accurately and follow the main points of the story as they read. In Year 4, most pupils read a range of unfamiliar texts fluently and accurately. They are able to talk and

offer opinions about the story but do not predict what may happen next.

83. Progress in reading is broadly satisfactory. All pupils have regular opportunities to read during the school day and most receive invaluable support from the involvement of their parents through the home-school reading diaries. Lower attaining pupils are well supported by the reading schemes because of the constant repetition of words and phrases and their familiarity with the characters, setting and style of the stories. The library is large enough to accommodate a whole class and is used regularly. However, the quality of books in classroom book areas and in the library, especially of non-fiction books, is unsatisfactory. Book areas are not attractive and do not stimulate a love of reading. Pupils use dictionaries and thesauruses appropriately to help them with their writing but the oldest pupils are not confident in finding words in dictionaries when the first letter is the same. Their library skills are also underdeveloped but, when older pupils reviewed non-fiction books, they considered the usefulness of the index, contents and glossary. Pupils do not have sufficient opportunities to talk about books they have read. Although the school's focus is now appropriately on teaching reading through the literacy hour, teachers continue to read with pupils individually. However they do not assess pupils' progress to identify clearly what pupils can do and what they need to do to improve. Current reading records are inadequate.
84. Standards of writing are generally in-line with expectations at the end of Key Stage 1 and Year 4. The range of writing is satisfactory and includes stories, accounts, descriptions, letters and poems. In Year 2, the majority of pupils write independently and their writing conveys meaning in simple words and phrases. They use everyday words and are aware of the need for capital letters and full stops even though they are rarely used accurately. Writing is limited in length, usually consisting of a few lines. Spelling is often incorrect but can generally be understood. Higher attaining pupils use simple sentences in a logical sequence and punctuation to demarcate some sentences. In Year 4, most pupils begin to use an appropriate and more interesting vocabulary. They write reasonably freely in a sequence of sentences but not at length, with the result that ideas are not fully developed. The punctuation of sentences is not secure. They spell simple monosyllabic words correctly but not irregular words such as 'could'. Standards of handwriting are unsatisfactory. In Year 2, pupils' handwriting is legible but not joined. There are inconsistencies in size, the way in which letters are positioned on the line and the use of the upper and lower case. By Year 4, many pupils do not join their writing and take too little care with the presentation of their work.
85. Progress in writing is generally satisfactory but there are some important weaknesses. In Key Stage 1 pupils regularly practise their writing skills but teachers miss opportunities to extend pupils' word skills. Progress in spelling throughout the school is improving because of the school's increased focus on key words and letter patterns. However, the lack of opportunities for extended writing and availability of word sources in classrooms limits pupils' progress. Although pupils practise handwriting skills, they make unsatisfactory progress through the school. Pupils are given spelling homework but, in one class, the words to be learned were the same for all pupils and were far too hard for many of them. Information technology is used well to promote writing skills as when, for example, pupils in Class 1 used different coloured fonts to present their poems about leaves.
86. Pupils have satisfactory attitudes to their work and behave very well. Most try hard, take pride in their work and listen carefully to their teacher and each other. Relationships between pupils themselves and with their teachers and other adults are very good. In nearly all classes, pupils concentrate and work reasonably quietly although noise levels tend to rise during group work. Pupils handle books carefully and most state that they enjoy reading, although few are enthusiastic about books or knowledgeable about authors. Most pupils are keen to participate in class lessons, for example when marking full stops and capital letters on a shared text. Pupils know the routines of the literacy hour and usually move sensibly between whole-class and group activities, settling to work without a fuss. They become restless in lessons when the task's too hard or repetitive. Pupils with special educational needs and those identified for additional literacy support are positive in their attitude to reading and writing. They enjoy the games they play, cope well with winning and losing and learn from their mistakes.
87. The quality of teaching is never less than satisfactory and is often good. It is satisfactory overall but stronger in whole-class sessions than during group work, when the pace of lessons tended to slow. Teachers have a satisfactory knowledge and understanding of English and implement all aspects of the literacy hour. Although their expectations of the standard of pupils' work are generally appropriate, they are sometimes not sufficiently high in Key Stage 1, as when pupils were learning letter sounds that were identified in the national literacy strategy for pupils in a younger year group. Lesson planning is in the format recommended in the national literacy framework but learning objectives are unclear and sometimes there are too many. Lessons do not always follow a logical sequence or make a coherent whole. For example, in one lesson, three different texts were used

that had no thematic link. There are no specific learning objectives for group activities with the result that the work does not match sufficiently closely pupils' differing prior attainment. In nearly all lessons, it was difficult for pupils to see the shared text because the print was too small. The texts used during the inspection were often enlarged photocopied sheets that were uninspiring, especially for pupils in Key Stage 1. In one class pupils sat on chairs for the whole-class session, which made it difficult for them to move to the front and participate in the activities. All teachers manage pupils well, which is a strong feature of their teaching. However, the use of praise to motivate pupils is variable and teachers' interactions with pupils are often more about completing the task than pupils' learning. The quality of informal assessment and marking is inconsistent but is better in Key Stage 2. Marking is encouraging and supportive but does not indicate clearly what pupils have achieved and what they have to do to improve. Homework is used appropriately to support pupils' progress in reading, handwriting and spelling, although some spellings to be learned were too difficult for lower attaining pupils or those with special educational needs.

88. The headteacher, who is also the English co-ordinator, is firmly committed to raising standards in English and has begun to monitor curricular planning and pupils' work. However, there has been very little monitoring of the quality of teaching.

91. **Mathematics**

89. Since the last inspection the school has improved its provision for mathematics by writing a policy and scheme of work. Teachers have implemented the numeracy hour and are using the numeracy framework to assist planning. At the time of the last inspection standards of achievement were sound in Key Stage 1 and 2 but pupils were under achieving in using and applying their knowledge, which has improved. The school has made a good start with the numeracy strategy, which has begun to improve standards in mental mathematics. Although improving, there are not enough opportunities at present for pupils to apply their mental skills.

90. The school's results in Key Stage 1 National Curriculum mathematics tests for 1999 show that, when compared with schools nationally, pupils' attainment was above average and the proportion of pupils attaining the higher than expected level was also above average. These results represent a significant improvement on those achieved in 1998 when pupils' attainment in comparison with schools nationally was below average. In 1999, compared with the results of schools with pupils from similar backgrounds, the school's results were average in mathematics. Inspection findings show that pupils' attainment is in-line with national expectations at the end of Key Stage 1 and Year 4. At the end of Key Stage 1, they differ from the test results because much of the evidence is based on the work of pupils currently in Year 2.

91. By the end of Key Stage 1, pupils' understanding of number is sound. A good feature of their work is in number activities. Pupils use their number bonds to ten carefully and identify odd and even numbers. They partition two figure numbers and can add two-figure numbers and one-figure numbers. They sequence numbers beyond 50 and find different ways to make ten pence. They use standard measures well when they record the width and length of a variety of objects in centimetres. They measure accurately teddy's arm in centimetres. They measure time well. All pupils understand o'clock and most know how a clock will look at half past the hour. Homework is used particularly well when pupils are asked to find out about and draw shapes in their home. Data handling is satisfactory when pupils create bar graphs of fruits eaten. However, data handling is not given enough emphasis in Key Stage 1.

92. In Key Stage 2, pupils' understanding of number is satisfactory. Standards of attainment are improving steadily and are at least sound. A particular strength of pupils' work in Key Stage 2 is their use of number. They read and write whole numbers in figures and words and multiply whole numbers by ten. They use decimals well and make equivalent fractions. However, work set does not always match pupils' prior attainment, especially for higher attaining pupils. There is some good work on developing problem-solving skills when different ways to colour a half are found but open-ended investigations are not given enough emphasis. Data handling is covered sufficiently with some good work where interesting questions were answered about bar graphs and pie charts about favourite crisps and yoghurt. The measurement of time is well covered when pupils estimate time before measuring it. They also record accurately at what time they get up, have breakfast and eat dinner. They use shape well when they record the number of vertices of a given shape and name various polygons, including pentagon and rhombus. They calculate what the perimeter of a shape is by counting centimetres.

93. All pupils in both key stages make satisfactory progress overall. Pupils in Key Stage 1 make good progress in number when they count up to 20 and back to zero. They say which is the smallest or largest number when given a pair. A good feature of a lesson seen was when pupils partitioned a number of objects to find the groups of ten. Sound progress is made in investigation, particularly when they find out how many ways they can make the number 30 using addition and subtraction. Pupils add and subtract ten from a number successfully. Pupils in Key Stage 2 also make good progress in writing numbers in figures and words. Some pupils explain the value of digits in a three-figure number. They add and take away accurately from numbers with three digits and know their tables up to ten. They make good progress in understanding shape when they classify three-dimensional shapes using mathematical properties. They make very good progress with fractions when they investigate different ways to colour in half a sixteen-squared shape and cut up circles to make halves and quarters of a whole. They colour in sections of a whole correctly to show equivalents of simple fractions.
94. Pupils have good attitudes to mathematics. They are interested in all topics and behave very well in class. They co-operate well and share resources, for example when cutting out equivalent fractions. Their good response to teaching contributes positively to their progress in lessons.
95. The quality of teaching is sound overall and good in Key Stage 2. Teaching has been improved since the last inspection when it was generally sound in both key stages. It has also improved since the introduction of the numeracy strategy, which provides a good framework for teachers. Members of staff have worked hard to implement the strategy this year. All members of staff have completed appropriate training and more is planned. The satisfactory teaching during the inspection accounts for pupils' rate of progress. Lessons have clear, but general, learning objectives and there is a good balance between whole-class teaching and group or individual work. Plenary sessions are used appropriately to draw together and consolidate what has been learned but are not yet fully effective in challenging pupils and extending their understanding. Where teaching was very good, the teacher had high expectations and used praise well to motivate pupils. However, teachers do not usually share the purpose of the lesson with pupils at the outset or make clear what they should achieve. Teachers have a good level of knowledge and understanding of the subject. The use of open-ended questioning to deepen pupils' thinking is underdeveloped in some classes. Lessons proceed at a satisfactory pace.
96. The mathematics co-ordinator also leads the development of numeracy. The co-ordinator looks at teachers' planning but does not monitor the quality of teaching and learning. The subject is led satisfactorily within the constraints of the time available. The policy is well written. Termly targets are set for each pupil and shared with parents.
99. **Science**
97. Inspection evidence shows that attainment is broadly in-line with national averages. In the 1998 National Curriculum assessments in science, results were above average and improved further in 1999 when they were very high compared with the national average because all pupils attained at least the expected level. However, the proportion of pupils attaining the higher level was below average in both 1998 and 1999. These results differ from inspection findings because they refer to a different group of pupils and the small size of the cohort can lead to considerable variations from year to year. In addition, the results are based on teachers' unmoderated assessments, which are sometimes generous.
98. By the end of Key Stage 1, pupils carry out some challenging investigations, where they make predictions about what will happen, for instance, when a plant is left in the dark. They carry out good investigations independently to find out what happens to a leaf when the stalk is left under water. They describe their observations of moving objects. Pupils' scientific knowledge is sound. They write about photosynthesis and what they know about nettles' poisonous hairs. They draw clear diagrams of snails, labelling correctly features such as the foot and shell. They also label diagrams to show the different parts of plants. Most pupils know that some changes are reversible, for example that chocolate changes to a liquid when it is heated and if left to cool becomes a solid again.
99. In Key Stage 2, pupils understand forces well. They predict what will happen to a seed when it is released from



a height and explain why, as well as explaining what will happen when a brick or feather is released from a height at the same time. They discuss the effect that different-sized Newtons have on objects or springs. They predict the effect of friction on objects. They set up good experiments to see whether coloured water is taken up into the leaves and explore rock pools and identify animal species. They write about solids, liquids and gases.

100. Progress is satisfactory overall for all pupils, including higher attaining pupils and those with special educational needs. Pupils make good progress in their knowledge and understanding of living creatures through visits to the local beach, which they use to observe and write about the natural things they find. They produce good diagrams of plants and mushrooms, making careful observations of them and how they grow. Pupils progress well when they sort materials into living and non-living groups. They draw careful diagrams to illustrate which objects float and which sink in water. Pupils investigate the conditions necessary for the growth of cress seeds. There is insufficient emphasis on experimental and investigative aspects of science. Key Stage 2 pupils make good progress when they investigate what materials are attracted to magnets, including iron, steel and aluminium and when they see if magnetism works through various materials.
101. Pupils' attitudes to science are good. They work diligently and independently, for instance on individual writing about pollution on the beach. They are interested in how plants grow and change, asking questions related to their work. They show respect for equipment, as they did when using magnets. They behave very well and work with sustained concentration when they write about seed dispersal. They talk confidently about exploring The South Carey Nature Trail and take pride in their work, particularly when the teachers, praise their work.
102. Teaching is satisfactory overall and good in Key Stage 2. Teachers set appropriate expectations when they ask pupils to observe living organisms carefully. Good teaching is characterised by the use of open-ended questioning, which encourages pupils to think more deeply. This was particularly evident in a lesson where pupils were asked to say what would happen when you put two magnets together with like poles facing. Teachers plan carefully with general learning objectives and occasionally use questioning to carry out an initial assessment of pupils' knowledge. Resources are used to good effect to bring science lessons to life.
103. The curriculum ensures appropriate coverage of all aspects of the National Curriculum. The National Curriculum assessment results are beginning to be analysed to demonstrate the performance of pupils in different aspects of the subject. Assessment is used to create individual targets for pupils every term. The school is starting to assess the strengths and weaknesses in pupil's knowledge and understanding but is not using internal assessment procedures to target pupils with a view to assisting them to reach national expectations. The co-ordinator provides satisfactory leadership within the limited time available. The new scheme of work is linked effectively with recent national guidance. Resources are sound. They are stored centrally in one area and are easily accessible. The school has made significant improvements since the last inspection and the new scheme of work and policy document give teachers good support.

#### 106. **OTHER SUBJECTS OR COURSES**

##### 106. **Information technology**

104. Pupils' overall attainment is above national expectations and information technology is used well to support many other subjects. Standards have improved since the last inspection. By the end of Key Stage 1, pupils use a mouse well, for example to draw careful pictures. They word process and redraft their writing to produce interviews. They handle data and produce graphs about weather. In Key Stage 2, particular strengths are the use of the internet, e-mail facilities and simulations, for instance to explore life in Ancient Egypt and find out about the Romans and Vikings. They use simulations, making predictions about the consequences of their decisions. They combine different forms of information and show an awareness of audience when they make Christmas cards. They add to, amend and interrogate information stored from the internet. They add information and create class pie and bar graphs about favourite fruit and crisps.
105. All pupils make good overall progress through the school. They learn key skills systematically and apply them appropriately. Pupils in Key Stage 1 make satisfactory progress when they use a mouse to select jigsaw sections and having clicked on them, move them to the correct place on the screen. They develop number skills and

information technology when they count the number of teddies on the screen and press the correct number key. They carry out personal research to find out about dinosaurs on the internet. They word process information about the school rules and interview staff. In Key Stage 2, pupils make good progress when they design and make Christmas cards straight onto the screen and add their own texts. They write hyper links for a book on stone quarrying related to a local study of Durlston Head. Pupils use LOGO and have programmed a control device around a given map. However, the least well developed aspects of information technology are the use of LOGO and of information technology to sense physical data and display it.

106. Pupils enjoy using computers and share the mouse fairly when working in pairs. They concentrate on computers, and read fluently the information on the screen. They help one another if they get stuck. They listen carefully to the teacher and other pupils, answering questions keenly and offering to demonstrate what they are doing.

107. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. It is good overall. Teachers explain clearly how to use the programs and assist pupils to access a good variety of programs, particularly in Key Stage 2. Teaching is good where planning has clear learning objectives, previous topics are revised at the beginning of lessons and teachers are very familiar with the programs. Teachers organise information technology well, timetabling lessons to introduce new programs. They use the screen effectively to show pupils what they have to do and what the different screens will look like. Their discipline is good with the result that pupils can listen without interruption to explanations of particular tasks.

108. The scheme of work for information technology covers all aspects of the curriculum but record sheets of pupils' attainment are not levelled. There are computer programs for most subjects of the National Curriculum. This subject is well led by the co-ordinator, who has worked hard to support staff with a full scheme of work, which includes useful information from the new national guidance for teachers. The co-ordinator monitors planning and leads in-service training. However little monitoring of teaching has been undertaken. There are satisfactory resources in Key Stage 1 and good resources in Key Stage 2. Since the last inspection more up-to-date hardware and software have been purchased. The new policy and scheme of work help staff with their planning.

#### 111. **Religious education**

109. Since the last inspection a new scheme of work has been adopted, which gives teachers good support in planning lessons. There is a very good medium-term planning sheet for staff. Pupils sometimes take their good work to the co-ordinator, who makes a comment about the work and monitors the curriculum in this way.

110. In the previous inspection report standards of achievement were good but pupils' attainment is now in-line with the expectations of the agreed syllabus. In both key stages pupils produce satisfactory pictures and writing about harvest festival. In Key Stage 1, pupils record different ways in which we create celebrations and enjoy them. They learn about other faiths when they draw symbols, which remind them of the story of Hanukkah and light. They also record symbols of bravery and loyalty to God. In Key Stage 2, pupils write about the Bible stories, as when they take the story of Joseph the dreamer and sequence the story into six scenes, illustrating them well. They develop knowledge of the Church of England when they draw symbols of the church. They also write about what God is like and describe the Trinity. They develop an understanding of the significance of certain items when they write about a special object. They develop knowledge and understanding of people when they describe themselves and write thoughtfully about friends.

111. Progress is satisfactory in both key stages. A strong feature of religious education is pupils' confidence in expressing their feelings and their increasing awareness of the feelings of others. Progress in lessons is sound where pupils discuss, draw and write about their special object. In Key Stage 2, progress is occasionally very good when pupils discuss the significance of plants and natural geographic features and their importance in the world. They also write and illustrate their work on their favourite season or place, saying why they like it. They also consider one thing they would like to change about themselves, which helps develop their self-awareness.

112. Pupils' response to the subject is good. They enjoy the challenge of discussions about life and beliefs. They show an interest in stories that are read to them about special objects and answer questions carefully. Pupils behave well, are polite and respect other people's books when they are working.

113. The quality of teaching is good overall. It is satisfactory in Key Stage 1 and very good in Key Stage 2. Lessons are well planned and follow the new syllabus. Where teachers show an enthusiasm for the subject and understand how to develop pupils' understanding and knowledge, they engage pupils' interest. The effective lessons support pupils' spiritual development well. Where the teaching is very good, teachers have high expectations of pupils' quality of thinking and their awareness of the world.

114. Currently there is very little assessment, although annual reports are written for each pupil. Curricular leadership is sound. There are sufficient resources.

117. **Art**

115. It was not possible to observe any teaching of art during the inspection but judgements are based on a scrutiny of pupils' work and displays around the school and discussions with staff and pupils. Pupils make sound progress through the school. A strength of their work is in three-dimensional modelling, when they make sand sculptures, dinosaur sculptures and statues of people. At the time of the last inspection three-dimensional work was reported to be limited. This element of art was pupils in Key Stage 1 make effective dinosaur dioramas and puppets and good models of shelters for soft toys, using fabric to cover the frames. Older pupils use mouldable materials effectively such as when they make interesting pots out of clay. They use collage well, when they make daisy pictures and autumn fruit collages. There are examples of some good observational drawings of tigers where pupils produce posters to advertise a competition. They use pastels effectively to draw people moving and lifting objects. They also draw large, bright Roman shields. However, pupils do not use sketchbooks in Key Stage 2 and imaginative and creative work is underdeveloped. Many pupils use paint thoughtfully and produce some good paintings of Romulus and Remus. They produce beautiful pictures of still life, when they paint chrysanthemums. They use printing to good effect when they formulate leaf patterns by printing using leaves.

116. Pupils enjoy art and respond positively to all aspects of the subject. They talk happily about the topics they have covered and answer questions thoughtfully. They work well together when they create designs straight onto the computer using a drawing package. Pupils talk about and evaluate their work. They behave very well and use materials and equipment with appropriate care. They collect materials and tools to use when making clay pots without any fuss. They are helpful in the classroom. Pupils are able to make informed choices of materials once they have had sufficient experience of the media.

117. The policy and scheme of work are soundly planned and are about to be reviewed in light of the new curriculum. The curriculum is effectively managed and developed throughout the school but there are no agreed procedures for assessing pupils' progress. The co-ordinator supports staff well. Some good quality pupil work is displayed throughout the school and is photographed in albums but explanatory notes regarding the techniques or processes are not included. Standards of display in classrooms and around the school are generally good. Resources are sufficient to fulfil the requirements of the National Curriculum. Most classes have a satisfactory supply of basic materials. However, there is scope to develop further the use of the variety of famous artists, studied by pupils.

120.

120. **Design and technology**

118. Pupils make good progress through the school and attain standards that are above expectations for their ages. A strength of this subject is pupils' use of mechanisms, for example to make a variety of dinosaur models with moving mouths or limbs. Pupils plan, make and evaluate their work well. Progress throughout the school has been improved since the last inspection with greater attention being paid to the design brief and evaluations of pupils' own work. However there is not sufficient emphasis on food technology. Displays throughout the school celebrate pupils' achievements.

119. Pupils produce complicated models. Key Stage 1 pupils worked hard to create model dinosaurs heads using six lollipop sticks. They use recycled material well, including fabric, as when making model animals, puppets and toys. They sew two pieces of fabric together using running and over-sewing. Key Stage 2 pupils develop very

good skills in the use of card, wood and cork to make cam toy models. They design and make party plans where they produced good quality invitations, menus and party hats. They use wood well, as when they make Egyptian model theatres frames and add card scenery. They use construction kits to form models of tools with pivot points and test them out. They mix ingredients and make sandwiches and cocktails.

120. Pupils' response to technology is good. They enjoy cutting and shaping card. They are pleased with the models they make and show their products to staff with pride. They work independently and in groups to generate ideas and persevere to solve problems. They work carefully with tools and share them fairly.
121. Teaching is good in both key stages. The teacher has high expectations when pupils are asked to sew fabric together themselves and use a variety of stitches. Good subject knowledge about how to incorporate mechanisms into models aids pupils' progress. Good use of resources means pupils have opportunities to develop skills when joining wood, card and corks to produce a cam toy. Teachers make good use of time, reminding pupils how long they have to complete a task. They plan soundly with appropriate learning objectives, have good organisational methods and high standards of discipline.
122. The whole-school planning produces a broad and balanced curriculum. However there is no method of assessing pupil's achievements although teachers report on pupils' progress in the Annual Reports to Parents. The co-ordinator has worked very hard to develop guidance for staff. Topics are planned to tie in with recent national guidance. The co-ordinator monitors the resources and supports all classes. Resources are good but the lack of a larger cooker and a designated area for handling food restricts pupils' access to food technology. Since the last inspection, guidance for staff has been produced in the form of a policy and scheme of work.

125. **Geography**

123. Timetabling arrangements during the week of the inspection were such that it was possible to see only two short geography lessons, both in Key Stage 2. Further evidence was taken from a scrutiny of planning documentation and pupils' work, looking at displays and talking with teachers and pupils. It was not possible to make a judgement on the quality of teaching in Key Stage 1.
124. Progress made by pupils is satisfactory, which is similar to the findings of the previous inspection. The youngest pupils recognise physical and human features of their surrounding and learn geographical terms, such as 'hills', 'footpaths', 'fields' and 'hedges'. They look at the effect of the changing seasons on the countryside and work on the farm. In Year 2, pupils use their mathematical skills to sort land and water features into two groups using a Venn diagram, placing caves and channels in both groups. Pupils in Key Stage 1 show an awareness that the world reaches beyond their own locality both within and outside the United Kingdom by, for example, choosing a soft toy to take on holiday and keeping a notebook of their trip. They study volcanoes and learn where they are found and how they are formed. They record information about volcanoes in a labelled diagram to show lava, ash and the cone.
125. Pupils in Key Stage 2 use maps in a variety of scales. As part of their history topic on the Romans, pupils locate places where the Romans lived and, on a pictorial map, use letter-number co-ordinates to find specific features. They keep a daily weather diary, using measuring instruments and techniques to record accurately the temperature and rainfall. The information obtained is then utilised to make graphs and compare weather in Corfe Castle with that in other countries. Pupils in both key stages bring postcards of the journeys they made for their holidays and find the places mentioned on a world map. The school makes good use of the local area, as was identified in the previous report. Pupils in last year's Year 4, carried out a detailed study of Corfe Castle and Studland, which involved, for example, collecting evidence about the quality of the beach and discussing associated environmental and moral issues.
126. Pupils' attitudes to geography are good. They are particularly interested in maps and the local area. They concentrate well and enjoy sharing their ideas with the class. The quality of teaching in Key Stage 2 is satisfactory. Planning and preparation for lessons are sound. Teachers have an appropriate knowledge and understanding of geography and manage pupils well. Time and resources are used appropriately and careful questioning establishes what pupils know and understand.

127. Curricular planning is adequate and gives appropriate coverage of the National Curriculum but does not identify a sufficiently clear progression in skills and concepts. At present it is left to individual teachers to determine how much time is spent teaching geography and whether it is taught as a discrete unit of work or linked with other subjects. This system of planning leads to differences in time allocations between classes and some inequality in access to the curriculum for pupils in split year groups and mixed age group classes. Assessment is underdeveloped and does not inform effectively the planning of subsequent work. The co-ordinator is well qualified and enthusiastic about geography but has not had the opportunity to monitor teaching and learning. Links with other subjects, although relevant, are not defined clearly and do not identify geographical elements precisely enough. Geography resources are adequate but not generous.

130. **History**

128. In the previous inspection, standards were judged to be generally in-line with national expectations and to sometimes exceed them. The requirement to report on attainment in foundation subjects has been lifted so direct comparisons in standards are not possible. However, all pupils, including those with special educational needs, make satisfactory progress through the school, which is similar to the findings of the last inspection. Only one history lesson was observed during this inspection, which was in Key Stage 2, so it is not possible to make an overall judgement about the quality of teaching but in the lesson seen it was good. Further evidence about pupils' progress was taken from lessons in other subjects that included aspects of history, for example an English lesson in Class 2, a scrutiny of pupils' work, displays around the school and discussions with staff and pupils.

129. Key Stage 1 pupils acquire a sense of the past and begin to realise its differences from the present. The youngest pupils develop a sense of chronology and begin to sequence important events in the school day and their own lives. They know, for example, that they were babies, then went to Nursery and now school and use everyday words that relate to the passing of time. Pupils in Key Stage 1 understand that the important events we remember on Bonfire Night and Remembrance Day happened long ago. They relate episodes from stories of the past, such as how teddy bears were given their name and about famous people like Julius Caesar and Queen Boadicea. Pupils in Class 2 are very knowledgeable about dinosaurs and their characteristics. They understand that fossils provide clues about what life was like a very long time ago. As they move through the school they develop an increasingly clear awareness of the differences between the past and present in their own and other people's lives, by comparing and contrasting, for example, holidays nowadays and those enjoyed about a hundred years ago.

130. In Years 3 and 4 pupils understand that past time can be divided into periods. They have a good factual knowledge of the Roman conquest and occupation of Britain. They undertake group research into various aspects of everyday life in Roman Britain such as education, health, water supplies and buildings and, in the lesson seen, presented their findings to the class. They also used their historical knowledge to discuss and decide as a group the order of importance of the changes and improvements brought by Roman civilisation. The teacher asked questions that probed pupils' understanding and encouraged them to think more deeply and give reasons for their decisions. The activity was well chosen to excite and interest pupils.

131. In both key stages pupils' learning is enhanced through a good range of visits. For example, pupils in Years 3 and 4 visited the Ancient Technology Centre where they learned about life before the Roman invasion and enjoyed practical activities, for instance by becoming archaeologists, making charcoal and grinding corn. Older pupils also enjoyed asking questions about the past when visited by a 'Roman soldier'. Pupils in all classes have good opportunities to use information technology, including the internet, to support their learning. Displays in classrooms and corridors stimulate pupils' interest in history, especially when they include artefacts such as Roman pottery.

132. Pupils enjoy history, are keen to share their learning with others and are interested in learning about how people lived in the past compared with their own way of life. They particularly appreciate the opportunity to develop a greater understanding of history by visiting places of interest. Older pupils work well collaboratively and are confident when expressing their views

133. Curricular planning for history is broadly satisfactory. The school is beginning to use the new national planning

framework. However, it has yet to be adapted to meet the needs of the school and ensure progression in the acquisition of knowledge, understanding and skills by addressing the issue of mixed age and split year group classes. Good links are made with work in other subjects like English, geography and music but they depend on individual teachers rather than being clarified in the school's curricular overview to ensure an appropriate balance between subjects. Assessment procedures and the use of assessment are unsatisfactory. No record is kept when pupil's attainment differs markedly from that of the rest of the group. The co-ordinator has had no opportunity to monitor and evaluate teachers' planning, the quality of teaching and the standards of pupils' work. History makes a good contribution to pupils' spiritual, moral, social and cultural development through the work on British history and ancient civilisations. Resources for history are adequate but are heavily supplemented by teachers' own collections of artefacts.

136. **Music**

134. At the time of the inspection in 1996, standards of achievement in music in both key stages were similar to and above national expectations and pupils performed appropriately for their abilities. Pupils had too few opportunities to listen to music during assemblies but this is no longer the case. Standards in the lessons seen during the current inspection were appropriate for pupils' age in lower Key Stage 1 but well above those expected in Years 3 and 4. During the current inspection there were few opportunities to observe work in music, but from the lessons seen and assemblies, all pupils, including those with special educational needs make satisfactory progress in Key Stage 1 and very good progress in Key Stage 2.

135. In assemblies, all pupils listen carefully to the music that is played as they enter and leave the hall. They sing with enthusiasm in unison and in tune with an effective accompaniment of tuned and untuned percussion instruments, which are played by Key Stage 2 pupils. In the youngest class, pupils listen carefully to the teacher and imitate accurately the tone in which she sings a phrase. For example, they reply to sung question using a 'squeaky', "cross" or "happy" voice. From a range of instruments they select one to create the desired effect in representing the sound made by fireworks illustrated in pictures. They use the knowledge they have already gained about the kinds of sounds that various instruments make. Pupils sing a range of simple songs from memory and learn to control their voices and a variety of percussion instruments.

136. In Key Stage 2, pupils' enjoyment and understanding of music is developed further. In Years 3 and 4, they are given good opportunities to perform with others. In the lesson seen, pupils were rehearsing and developing further their class musical composition of the story of the Roman invasion of Britain. They copied complex rhythms performed by the teacher and succeeded in 'passing round' different rhythms without missing a beat. Groups of pupils successfully maintained an independent instrumental line whilst relating it to those of other performers. They made very good progress in learning a complicated composition involving the use of their voices and a wide range of instruments. Some pupils participate in extra-curricular recorder lessons. In the group of higher attaining and older pupils that meets every week, pupils learn to read conventional notation. They know the names of most notes in the treble clef, including sharps, and know how to play them on the descant recorder. Pupils' willingness to miss a playtime and their perseverance in practising indicate an interest and enthusiasm for music.

137. Pupils have good attitudes to music and behave very well. Younger pupils are confident enough to sing together whereas some older pupils are willing to sing alone. Older pupils work very well together as a class and in groups and thoroughly enjoy performing, playing instruments and singing. They achieve satisfaction and pleasure in their results. All pupils pay attention in lessons, try hard and treat instruments with care.

138. Teaching in music is good overall and very good in Key Stage 2. Lessons start with good 'warm up' activities that settle pupils quickly. The pace of lessons slows when the part in which pupils take turns to play instruments is too protracted and some pupils have too few opportunities to participate. Where teaching is very good, the teacher has a secure knowledge and understanding of the subject and conveys her own interest and enthusiasm to pupils. Activities chosen are well linked to learning in other subjects and are stimulating, challenging and exciting. Lessons proceed at a brisk pace with a good balance between performing and listening.

139. Curricular planning is based on a published scheme and shows progression in musical elements. A range of

music for listening from pupils' own and other cultures makes a good contribution to pupils' cultural development. Good links are made with other subjects, such as history, but these are not clear enough in long-term planning. Pupils enjoy participating in the local music festival and last year the choir was very successful.

142. **Physical education**

140. Since the last inspection a good policy and scheme of work has been written to guide staff. At the time of the last inspection standards of achievement were in-line with national expectations. These standards have been maintained and are improving steadily. The apparatus has been improved and wall bars are now of the correct type.
141. Pupils make good progress in both key stages. They make particularly good progress in developing swimming skills. Key Stage 1 pupils are confident in the water, most can swim a short distance and some are competent swimmers. In Key Stage 2, all pupils can swim the length of the pool confidently. They refine their front and back strokes. In country dancing, pupils develop their skills of dance but the use of creative dance is underdeveloped. Children aged under five years make good progress when they move around the hall. They hop, travel and balance in a variety of ways. The pupils can evaluate their own work and that of others in a thoughtful way.
142. Pupils have good attitudes to all aspects of physical education. They thoroughly enjoy the warm up activities, listen carefully to the teacher and concentrate on what they are asked to do. Relationships between pupils and teachers and between pupils themselves are very good. Pupils behave very well, join in keenly with all gymnastics challenges and share equipment fairly with each other. They work sensibly together as a team to put out the apparatus and handle it with care.
143. Teaching is good in Key Stage 2. It was not possible to observe any lessons in Key Stage 1. Teachers' lesson planning is satisfactory with well written learning objectives. They have secure subject knowledge and use resources well. They give clear explanations of what pupils are expected to do, however they do not tell pupils how long they have to complete a task. A strength of the teaching is the way in which the teacher shows pupils how they could improve, by gently pointing out the parts of the body that need to be tightened more. Standards of discipline are good and pupils are well managed.
144. The curriculum is broad and balanced and well supported by the scheme of work. The co-ordinator manages the subject satisfactorily but the curriculum is not well monitored. Resources are sound for games, dance, and gymnastics and good for swimming activities.

147. **PART C: INSPECTION DATA**

147. **SUMMARY OF INSPECTION EVIDENCE**

145. In addition to a preliminary visit, a team of three inspectors spent the equivalent of seven inspection days in the school. The team observed 30 lessons in whole or part. All daily assemblies were attended as well as some registration periods to see the starts and ends of sessions.
146. A sample of pupils from all year groups was heard reading aloud and, when asked, they also discussed their books and aspects of their work and progress. Samples of pupils' work in every class were scrutinised. Pupils' behaviour in the playground, in the hall and around the school was observed. The total time spent observing classes, sampling pupils' work and talking to pupils amounted to more than 31 hours.
147. In addition to the above, much time was also spent on interviews. Discussions were held with the whole governing body and all team members interviewed the headteacher. Interviews were held with all members of staff who have responsibilities for subjects and aspects of the school, the leader of the Nursery, the head of Year 5 at the middle school and support staff, including the secretary and the caretaker. Formal and informal discussions were held with many pupils in lessons, at playtimes and around the school. The team also scrutinised a wide range of documentation, including the minutes of governors' meetings, curriculum and other policy documents, teachers' plans, financial statements, pupils' records, reports and attendance registers.



150. **DATA AND INDICATORS**

150. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y4	62	0	9	0

150. **Teachers and classes**

150. **Qualified teachers (YR - Y4)**

Total number of qualified teachers (full-time equivalent):	3.7
Number of pupils per qualified teacher:	17

150. **Education support staff (YR - Y4)**

Total number of education support staff:	3
Total aggregate hours worked each week:	28
 Average class size:	 21

150. **Financial data**

Financial year:	98/99
	<b>£</b>
Total Income	137442
Total Expenditure	137158
Expenditure per pupil	1781
Balance brought forward from previous year	6272
Balance carried forward to next year	6556

150. **PARENTAL SURVEY**

Number of questionnaires sent out: 62  
 Number of questionnaires returned: 32

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	54	35	6	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	25	6	0	0
The school handles complaints from parents well	29	42	10	0	3
The school gives me a clear understanding of what is taught	35	45	6	10	0
The school keeps me well informed about my child(ren)'s progress	32	48	6	3	0
The school enables my child(ren) to achieve a good standard of work	45	38	6	0	0
The school encourages children to get involved in more than just their daily lessons	32	35	19	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	58	10	0	0
The school's values and attitudes have a positive effect on my child(ren)	61	29	3	0	0
The school achieves high standards of good behaviour	49	42	3	0	0
My child(ren) like(s) school	64	29	3	0	0

At the pre-inspection meeting parents were very supportive of the school and felt there had been improvements since the last inspection, for example in communication with parents. They were happy with the standards of work achieved by their children, pupils' behaviour and the school's caring ethos. Inspection findings substantiated these views, although there was some underachievement in reading and writing. A very small minority of parents who replied to the pre-inspection questionnaire did not think that the school gave them a clear understanding of what is taught. This point of view was not borne out by inspection evidence or by parents who attended the pre-inspection meeting who said that they were pleased with the quality of information they received.