

INSPECTION REPORT

WIMBORNE ST. GILES CE PRIMARY SCHOOL

Wimborne St. Giles, Wimborne

LEA area: Dorset

Unique reference number: 113819

Headteacher: Miss C. Goby

Reporting inspector: Mrs. Shelagh Halley
8203

Dates of inspection: 19-22nd March, 2001

Inspection number: 187355

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Wimborne St. Giles Wimborne Dorset
Postcode:	BH21 5LX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Martyn Cubitt
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8203	Shelagh Halley	Registered inspector	Foundation Stage Special Educational Needs Equal Opportunities Mathematics Science Design and Technology Art and Design Music	What kind of school is it? School's results and achievements How well are pupils taught?
9885	Ray Orchard	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for pupils? How well does the school work in partnership with parents?
1085	John Laver	Team inspector	English Geography History Information and Communication Technology Physical Education	How good are learning opportunities? How good are opportunities for personal development? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a rural area of East Dorset, and serves the surrounding villages. There are 84 pupils on roll, 47 boys and 37 girls, aged between four and nine. This is smaller than most primary schools. There are no pupils from refugee or travelling families. There are very few pupils from an ethnic minority background. At the time of the inspection, there were five pupils in the foundation stage, all attending full-time. There are 31 pupils on the school's register of special educational needs, a proportion which is above the national average. There is one pupil with a statement of special educational need, and this proportion is below the national average. The needs covered include dyslexia, speech and communication difficulties and autism. Children enter the school with a broad range of abilities which are usually in line with the county average. However, several children who join midway during years or key stages have significant special educational needs and this affects attainment.

HOW GOOD THE SCHOOL IS

Considering the great variations in pupils' attainment on entry, which has an adverse effect on standards attained in national assessment tests, standards of achievement are generally satisfactory. The quality of teaching is generally sound, with a very small percentage of unsatisfactory teaching. These factors, combined with the satisfactory leadership and management result in the school providing an acceptable quality of education and giving satisfactory value for money.

What the school does well

- Pupils' attitudes to school are good
- Provision for pupils' spiritual, moral and social development is good, reflecting the aims of the school's mission statement
- There are very good procedures for child protection and ensuring pupils' welfare which helps to make the school a safe, secure and happy place
- The range of extra-curricular activities, including lunch-time clubs, is very good and enhances pupils' learning
- Procedures for assessing pupils' attainment and progress are good

What could be improved

- The curriculum for children in the foundation stage is unsatisfactory and limits their achievement
- Teachers' expectations are not high enough and this limits pupils' achievements
- The quality and range of learning opportunities are limited so that pupils do not learn enough about some subjects of the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996 and all areas identified for development were addressed in the post-inspection action plan. There is insufficient evidence to judge whether standards of attainment have been raised in gymnastics and games. Despite the headteacher's best efforts and due to the very recent appointments of new teachers, there are still weaknesses and inconsistencies in teaching and learning in Key Stage 1, because the new staff are still adjusting to the demands of a small rural school. The whole school approach to curriculum management has been improved but there is a need to review the use of teaching time. The development plan is now a useful working tool for driving the school's aims and purposes. Overall, improvement since the last inspection has been satisfactory.

STANDARDS

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

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

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

Pupils' standards of attainment in Key Stage 1 in the most recent national attainment tests were well below the national average in reading, below in writing and in line with the national average in mathematics. In comparison with similar schools, pupils' standards in reading are among the lowest five per cent, writing is well below, and mathematics is again in line with the average. This is because the number of children eligible to take the assessment tests was quite small and there was a significant proportion of pupils with special educational needs among them. The school's targets for Year 2 are insufficiently challenging, particularly for the more able. In view of the small numbers of pupils involved, it is not possible to judge trends in attainment over time. By the time pupils leave the school at the age of nine, standards in mathematics and science are broadly in line with the national average but are still below in English. In the work seen, able pupils and older pupils in the mixed age classes were often insufficiently challenged and did not achieve as well as they should do. Children in the foundation stage are likely to meet most of the national early learning goals by the end of the reception year. Pupils with special educational needs achieve satisfactorily in relation to the targets in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and generally tackle their work with enthusiasm.
Behaviour, in and out of classrooms	Satisfactory. Pupils generally conduct themselves well in classrooms and around the school.
Personal development and relationships	Satisfactory. Pupils form constructive relationships with each other. There is scope for them to take more responsibility for their own learning.
Attendance	Unsatisfactory. Attendance is below the national average.

Pupils generally apply themselves to their work well, concentrating and persevering when they occasionally find the work hard. However, when tasks are insufficiently challenging, pupils are inclined to work very slowly and it is rare to see them extend, or add to, a task on their own initiative.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-9 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

The overall quality of teaching in English and mathematics was satisfactory. There were instances of both good and unsatisfactory teaching in Key Stage 1, and in both key stages, teaching is occasionally very good. In only two of the lessons seen was the standard of teaching unsatisfactory. The shortcomings in teaching and learning in Key Stage 1 are largely due to the new teachers still adjusting to the demands of a small rural school with mixed age classes. Teachers plan their lessons using the national literacy and numeracy strategies, but these have not yet been sufficiently adapted to meet the needs of the pupils in this school. The teaching of the basic skills of handwriting and presentation are unsatisfactory in the early years of Key Stage 1 and pupils do not learn to take pride in their work. Pupils with special educational needs achieve at the same satisfactory level as pupils of other abilities, but more able and older pupils in the mixed age classes are insufficiently challenged, often being given the same tasks as all the other pupils. Teaching was very good in 11 per cent of the lessons seen, good in 31 per cent, and satisfactory in 50 per cent. A very small percentage – 8 per cent - of teaching seen was unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the statutory curriculum for Key Stages 1 & 2 is in place, the quality and range of learning opportunities is unsatisfactory. The balance of the curriculum needs to be renewed so that better use is made of time allocated to individual subjects. The current curriculum for children in the foundation stage (i.e Year R) does not meet statutory requirements and there is a need for a structured approach to their teaching.
Provision for pupils with special educational needs	Satisfactory. Their needs are identified and they are given satisfactory support. However, the school is aware that provision for the support of pupils with statements of special educational needs is unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual, moral and social development is good. There is scope for more opportunities for pupils to learn about the cultures represented in Britain.
How well the school cares for its pupils	Very well. Teachers know their pupils well but do not consistently match work to individual needs, especially for the more able.

Parents work satisfactorily with the school in supporting their children's learning. A great deal of time is given to the teaching of English and mathematics but this is not used sufficiently constructively. Other subjects, such as science and physical education at Key Stage 1, and art and design and technology at both key stages, are given much less time and this adversely affects standards of attainment and progress. The curriculum for children in the foundation stage is unsatisfactory. Provision for activities outside lessons is good, with many opportunities for visits and visiting speakers, and a good range of lunch-time clubs. There are too few opportunities for pupils to take responsibility for their own learning and so develop independence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher, supported by her hard-working staff, provides sound leadership and management, identifying accurately areas for development.
How well the governors fulfil their responsibilities	Apart from a few minor omissions in their annual report to parents, the governors fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	The leadership knows most of the school's strengths and weaknesses, and is beginning to prioritise strategies for improvement.
The strategic use of resources	Good. Governors make good use of all available resources.

There is an adequate number of teachers, well supported by a small but experienced team of classroom assistants. Accommodation is satisfactory, except that the hall is unsuitable for the teaching of physical education. Resources for teaching the subjects of the curriculum are adequate. The headteacher is building an effective team of teachers. She has established a system of rigorous and regular monitoring of classroom practice to ensure that standards of teaching and learning are improved, but the majority of staff are too new to have benefited more significantly from this. Newly arrived from very different schools, two full-time teachers are still adjusting to the demands of teaching in a small rural school. The governors make prudent financial decisions and carefully apply the principles of best value when making large purchases or hiring expensive services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children get the right amount of homework • The teaching is good • They would feel comfortable about approaching the school with questions or a problem • Their children like school • Behaviour in the school is good 	<ul style="list-style-type: none"> • The range of activities outside lessons

Inspectors agree with parents' positive views. The inspection team consider that the school does well to provide a good range of interesting lunch-time clubs which are appropriate for this age range.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Wimborne St. Giles First School is smaller than most primary schools and consequently, the number of pupils taking the annual assessment tests at the age of seven is also relatively small, generally below twenty. With such small numbers, it is not statistically reliable to draw conclusions from results gained in national assessments, especially as pupils' abilities fluctuate so much from year to year. The year 2000 group is a case in point, since it included a larger percentage of pupils with special educational needs among pupils who joined the school midway through years and key stages. A further contributory factor was the high degree of staff instability during this year group's school career so far. In the 2000 national assessment tests, pupils' attainment in reading was well below the national average, and below in writing. In contrast, pupils' attainment in mathematics was very high. Teacher assessments for science showed results to be below the national average, but closer to it at the higher levels. In comparison with similar schools, results in reading were very low, and below the average in mathematics. It is difficult to be clear about trends over time, given the fluctuations in abilities and the proportions of pupils with special educational needs, but in English, mathematics and science, the trend is close to the national.
2. Children enter the reception class with a broad range of abilities which are generally in line with the county average. However, over the last few years, there has been a growing number of children who join the school midway through the year or key stage, and these children represent an increasing proportion of pupils with special educational needs. This is particularly noticeable in the current junior year groups where the majority of pupils achieve well, although there is insufficient challenge in the work set for older pupils and those with prior higher attainment.
3. In the lessons seen, standards in speaking, listening, reading and writing were broadly in line with the national average in Year 2. In Year 4, standards in English were below the national average, particularly in writing. This is because the basic skills of handwriting and presentation are insufficiently emphasised in Key Stage 1. Literacy skills are used effectively in a range of other subjects and activities in the curriculum, for example, history and science.
4. In mathematics, standards were below the national average at the age of seven, and broadly in line with it at the age of nine. A relative strength is the number of opportunities offered for mathematical investigation and problem solving covering areas such as pattern seeking, shapes and symmetry, number and money. The use of pupils' numeracy skills are less well developed in other subjects such as geography, although they are used effectively in design and technology, art and science.
5. Standards in science were below the national average at the end of Year 2, and broadly in line with it at the end of Year 4. Pupils of all ages have a developing knowledge and skill in recording accurately the scientific investigations and experiments they carry out. Pupils at Key Stage 1 have a clear knowledge and understanding of materials and their uses and of what happens when toy cars run down a slope. At the age of nine, the majority of pupils are confident in their understanding and correct use of associated technical language and they have a good understanding of forces, including friction and gravity.
6. Standards in information and communication technology were in line with the national average at both seven and nine, with all pupils, including those with special educational needs, making good use of this essential tool in most subjects of the curriculum, for example, word-processing their literacy work and using computers to make pictures and graphs.

7. Standards in physical education were broadly average at the end of Year 2, and in design and technology at both seven and nine. Standards in art were below average at both ages. There was insufficient evidence to make a secure judgement on standards in history, geography and music in Year 2, or in physical education, geography and music in Year 4.
8. Children in the foundation stage are likely to meet the national early learning goals in most areas of learning, except for some aspects of personal, social, emotional and physical development. Taught in a mixed age class, they sometimes have difficulty getting on with each other and there are some squabbles over resources in the play-project room. The playground with its good balancing and climbing equipment is a short way from the reception classroom. As supervision must be provided in the playground and in the classroom if not all the class is to use the playground, there is an inevitable limit on playground sessions. This has reduced the opportunities for outdoor play for children in the foundation stage.
9. Pupils with special educational needs achieve well in relation to the targets in their individual education plans. Those with prior higher attainment achieve less well, because the work set for them is insufficiently challenging and the pace of many lessons is slow.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good. In class they show interest and have a positive attitude to their work and are keen to answer questions. A small minority have limited concentration and are easily distracted. Pupils work well together in small groups, sharing ideas and collaborating purposefully. Behaviour in lessons and around the school is satisfactory. The school functions as an orderly community. The pupils are polite and respectful. Some good examples of sensitive awareness to other people were witnessed during the inspection, particularly in corridors and entrances, where holding open doors for others to pass through, was a frequent occurrence. In lessons, while the majority of pupils behave well, some isolated instances of poor and insensitive behaviour were observed. This has a negative impact on the learning of other pupils. However the behaviour policies are satisfactory and usually work well with appropriate rewards and sanctions. Pupils and parents are confident in reporting instances of bullying and harassment. Where this happens it is dealt with speedily and effectively. There have been no exclusions in the last reported year.
11. Relationships within the school community are satisfactory and teachers are establishing trusting and productive relationships with their pupils. The pupils are courteous to each other, staff and visitors. Older pupils develop good relationships with the younger pupils. A good example is in the play-project room where older children look after the younger ones and read with them. Personal development is satisfactory and older pupils behave responsibly and with maturity. There are formalised systems for tracking personal development. In addition the teaching staff know families and individuals well and use this knowledge to good effect. Pupils get the opportunity to carry out various tasks in the classroom.
12. The attitudes of pupils with special educational needs are generally good. One of the features of the small groups of junior pupils who receive support in withdrawal sessions is their lack of concentration and inability to sustain interest for more than a few moments. The teachers' good relationships and clear expectations, however, ensure satisfactory behaviour, even though some still interrupt instead of waiting their turn.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching in the school is satisfactory, and this reflects the findings of the previous inspection, although the 'outstanding' teaching observed last time was not seen. There is a wide variation in the quality of teaching in the lessons seen; very good in more than one out of ten lessons, good in one out of three, and satisfactory in a half. There was a very small percentage of unsatisfactory teaching representing two lessons, one in literacy and one in physical education. The variable teaching is largely due to the recent appointments of two full-time teachers who have come from very different schools and are still adjusting to the demands of teaching several age ranges in one class in a small rural school. Teachers try hard to ensure that the work they set is suited to the individual needs of pupils, so that they generally achieve to a satisfactory level. However, their expectations of what pupils know, understand and can do are generally too low so that pupils, especially the older ones in mixed age classes and those with prior higher attainment, achieve less than they should.

14. Teaching and learning in English are satisfactory overall but there are some variations in some lessons because of the three age groups involved, where teachers are challenged to meet the needs of all pupils. They generally do this well for average and lower attainers, but often the pace of the lesson is too slow to offer sufficient challenge to the more able and older pupils in the mixed age classes. Teachers make effective choices of books and, as a result, pupils of all ages are enthusiastic about the texts they read in the literacy hour. Teachers offer good additional support to pupils with prior lower attainment and those with special educational needs, with worksheets adapted to suit their needs. Support staff and volunteer helpers are well briefed and make a positive contribution to the quality of learning. Lessons are satisfactorily planned and based effectively on the national literacy strategy. However, the national framework has not been sufficiently adapted to meet the needs of this particular school and this has an adverse effect on the learning of some pupils, particularly the more able and older pupils in the mixed age classes. Throughout the school teachers conscientiously assess the progress pupils make but they do not always use their assessments to adjust their planning, particularly for the more able or older children in the class. This restricts pupils in their learning and limits their achievement of higher standards. In Key Stage 1, teachers do not put sufficient emphasis on the teaching of the basic skills of handwriting and presentation to ensure that the correct size and spacing in writing is practised. Teachers' good relationships with their pupils ensure few problems with class management or discipline. This occasionally breaks down in Key Stage 1 when teachers do not insist that pupils listen so that they gain a better understanding of the work they are asked to do. This shortcoming often leads to a slow pace in lessons when the more able, and sometimes the average pupils, find the work insufficiently challenging and there is no sense of urgency to complete tasks. This applies also to some lessons in Key Stage 2, contributing to the small amount of work produced by some pupils who were capable of doing do much more.

15. Teaching and learning in mathematics are satisfactory overall and teachers use the national numeracy strategy effectively. Again, this has been insufficiently adapted to meet the needs of the pupils in this school. Teachers make good use of art skills to reinforce learning in mathematics, for example, when pupils paint 'butterfly' pictures to demonstrate symmetry or paint repeating patterns. Teachers use effective questioning to allow pupils to explore and understand the work they are doing, giving reasonable explanations of how they arrive at the answer. In Key Stage 1, however, teachers do not always correct badly-written figures. In the junior class, previous work is progressively built upon and pupils make effective use of a variety of strategies to solve problems set by their teachers – for instance, using addition and subtraction as inverse operations when trying to solve the puzzle of a 'magic' square. Although the general level of pupils' learning is satisfactory, teachers' expectations of what pupils can do are insufficiently high to ensure that pupils achieve sufficiently well, particularly the more able or older children in the mixed age classes.

16. Although the quality of teaching and learning in science is generally satisfactory and occasionally good, the pace of lessons is occasionally too slow and the amount of work pupils do is small. Teachers place a clear emphasis on investigative and experimental work which enhances pupils' knowledge and understanding so that pupils of all abilities make satisfactory progress. Teachers' good questioning techniques in directing enquiries to pupils of differing abilities make a significant contribution to the development of literacy skills in the subject. Teachers provide satisfactory links with art when pupils are asked to make close observational drawings of plants they are studying. Planning is appropriately based on national guidance and work is in progress on producing a systematic scheme of work to cover all three key stages.
17. The teaching of information and communication technology is good in both the infant and junior phases and pupils achieve to a satisfactory level. Since the last inspection, there has been a good improvement in the number of computers available to pupils and the subject is developing well. Pupils use their information and communication technology to support their learning in several subjects, for example, in mathematics, science, art and literacy. Their skills in data handling are being progressively developed through teachers' carefully structured approach. As teachers' expertise improves, they convey their enthusiasm well to pupils to engage and sustain their interest.
18. The quality of teaching and learning in history and design and technology is satisfactory. The teaching of children in the foundation stage is satisfactory overall enabling them to achieve at a satisfactory level, given that the foundation stage curriculum is unsatisfactory. There was insufficient evidence in the lessons seen to form a clear judgement on the quality of teaching in physical education, geography, art and music.
19. The teaching of pupils with special educational needs is satisfactory with effective support given in the classroom, and there is good support in the withdrawal sessions for small groups and individuals. In these group sessions, pupils confidently suggest 'or' and 'aw' words; for example, born, torn, lawn, dawn. They also competently put them into phrases; for example, the 'crack of dawn.' By the end of the session, they understand the distinction in the sound and look of the letter combinations. They speak clearly and confidently and rarely have to struggle to find the words they need. The teacher makes good insistence that pupils really need to listen and concentrate on list of words to spot 'the odd man out.' Teachers make good use of praise and encouragement and provide a good variety of activities to sustain attention and pace. They also make good use of activities as a way to assess how well pupils have learned, making notes of significant strengths and weaknesses in individual pupils' records to ensure that future planning takes account of them. In one-to-one sessions, some pupils suggest their own mnemonics for learning spellings, and all their basic words are spelt correctly or can be justified by the sounds they make. Individual pupils respond well to the teacher's expectations, working hard at improving their vocabulary and handwriting, so they are not too far behind the others in their peer groups. Pupils' handwriting is a mixture of print script and joined-up writing, fairly consistent in size but still uncertain as to when to use capitals or lower case letters. Although pupils' attainment remains below the national average, in these sessions they generally achieve well according to the targets in their individual education plans. The quality of support in class depends on the quality of teachers' planning so that, where their needs are well taken account of, they achieve well.
20. Pupils with statements of special educational need receive individual attention at all times. Their statements and learning objectives are very clear and emphasise the need for full-time support. It is, however, unfortunate that currently the school is awaiting the appointment of a replacement for one of these special needs assistants and is trying to support pupils with the help of unqualified parents. The school is aware that this is an unacceptable situation. All teachers carry out thorough and careful record keeping, and thus the satisfactory provision ensures that pupils with statements of special educational needs achieve to a satisfactory level. The overall quality of teaching is satisfactory and, occasionally, in withdrawal sessions good.

21. The teaching of children in the foundation stage is generally satisfactory. However, due to the lack of guidance on the teaching of early learning goals, the quality of planning is unsatisfactory since children are not given appropriate work for their age. They follow the same National Curriculum studies as the older pupils in their mixed age class. There is a further shortcoming in the quality of ongoing observation and assessment and its use in planning work to suit children's needs. This limits their achievement. The school has identified this area of development in teachers' knowledge and understanding and the planned improvements are prioritised in the current development plan.

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

22. Overall curriculum provision is unsatisfactory. At the foundation stage it is not meeting statutory requirements. There is no coherent structure to the foundation programme, no programme of study or reference to early learning goals, and standards of attainment are adversely affected. The curriculum for pupils in Years 1-4 meets statutory requirements in that all National Curriculum subjects are taught. However, the quality and range of learning opportunities are unsatisfactory. Overall taught curriculum time is below the national average, and the time allocation between subject areas is unbalanced. The school has rightly identified literacy as an area for development, and considerable time is devoted to English and particularly reading, although the activities are not always sufficiently structured. Relatively little time is given to certain other subjects; for example science and physical education for pupils from reception to Year 2, and art and design technology for pupils in Key Stage 2. Although all pupils have equal access to the curriculum, and provision for pupils with special educational needs is satisfactory, the imbalance in time allocation has a detrimental effect on standards in the subject areas indicated.
23. In other respects the curriculum provision is satisfactory or better. The provision of schemes of work, based on local and national initiatives, has been significantly improved in recent years, giving staff more confidence and expertise in their teaching, and leading to better progression in programmes of study. In contrast, many curriculum policies are very dated, although they are gradually being replaced. Homework is used appropriately, and teachers' expectations about it are made clear to parents. Provision for personal, social and health education is satisfactory in contributing to pupils' personal development, although there was little opportunity to observe lessons during the inspection. The governors have decided that sex education should not be formally taught, although pupils' questions are answered as they arise. The local police give pupils instruction on the dangers of strangers and of drug abuse. The literacy and numeracy strategies are in place and are beginning a positive effect upon raising standards. A strength of the school is its extra-curricular provision. There is an unusually wide range of extra-curricular activities for a school of this age range, and they add to pupils' enthusiasm for school. For example, there are clubs for football, chess, computing, art and the environment. There is a high take-up of these activities by older pupils. There is also the opportunity for extra music tuition. The curriculum is further enriched by visits such as the residential visit to a study centre which enables older pupils to do additional work on science and the environment. There has been a trip to the Millennium Dome and each year pupils visit the London museums. Other activities include the visit of a "Roman soldier" to the school to provide an extra history source, and the visit of a parent artist.
24. The school also makes good use of the local community as a teaching resource and to encourage pupils' personal development. For example the local church is used as a resource, and the local vicar comes into school regularly to take assemblies. Parents provide valuable support, for example in hearing readers. Links with other similar schools are good, and the local 'cluster' often shares arrangements for in-service training and staff development.
25. Relations with other schools are good. The school is part of a local pyramid of schools, and there is an effective link with a local middle school. Its staff visit Wimborne St Giles and pupils are prepared well for the next stage of their education.

26. Overall provision for spiritual, moral, social and cultural education is good, although there is no specific policy identifying areas in which it might be promoted. Provision for spiritual development is good, with religious education lessons making a good contribution. Acts of collective worship take place each day, and pupils are encouraged to reflect about non-material themes. Assemblies are also used to illustrate moral and social issues, as for example when the story of the Good Samaritan is told, or pupils are asked to reflect on the virtues of patience. Opportunities are taken to celebrate faith through singing, although other opportunities are missed, for example when no reference is made to the recorded music played on the way in and out of assembly. There are occasional instances of pupils showing wonder in lessons, for example in the use of language in poetry, or when discovering a "new" language when translating Viking runes.
27. The school's provision for moral development is good. The school sets considerable store by this aspect, as part of its mission statement. Pupils are given clear guidance on the behaviour expected of them, and expectations and rules are prominently displayed. A responsible attitude towards others is encouraged, for example through charity work. Pupils raise money in sponsored charity activities and contribute to an annual harvest festival. There are also opportunities to take on monitors' roles within the classroom. Pupils are well aware of the impact of their actions on each other, apart from some incidents of immature behaviour in a minority of lessons. Linked with moral development is social provision, which is also good. The school's mission statement emphasises the importance of pupils growing together and sharing, and this is generally achieved. In most cases pupils cooperate well, for example in mixed age lessons, and they also learn to cooperate through extracurricular activities and excursions such as those to London. Relationships are generally good. Pupils' good social and moral development contributes strongly to the school being an ordered community in which each individual is valued.
28. The school's provision for cultural development is satisfactory. There is a satisfactory range of music and art, although, for example, opportunities are sometimes missed to reinforce some of these aspects in assemblies. Pupils go into the local community and further afield to broaden their education, for example on field trips. However, multicultural provision is more limited. There are relatively few books or other resources which celebrate other cultures, and pupils are given a limited awareness of what it is like to live in a multicultural society beyond their own immediate environment.
29. The imbalances in curriculum provision noted in the previous inspection still exist. In other respects there have been improvements, notably in the development of curriculum planning, whilst the strengths of extracurricular provision and moral and social development have been maintained. Therefore overall there has been satisfactory improvement in curriculum provision since the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The quality of support and guidance is good and makes a good contribution to pupils' learning. Standards of pastoral care are good and have a priority in the school, which contributes to the atmosphere of trust and security within the school. The health and safety policy is well documented and has been fully implemented to ensure pupils' wellbeing. All statutory requirements in these areas have been met. Regular audits by the buildings committee allow minor hazards to be identified and to be dealt with promptly. The school is working hard to ensure the safety of its pupils and arrangements for child protection are very good. The Headteacher is the designated 'responsible person' for child protection and has received appropriate training. All members of staff are aware of the measures to be taken and the procedures to be followed.
31. Attendance is unsatisfactory and reflects the finding of the previous inspection. There has been an improvement in unauthorised absence and this is now in line with the national average. Most pupils like to come to school but a small minority are often late. The school does not always follow up persistent lateness or absences. Lessons do not always start and finish on time and

this results in the loss of valuable teaching time. Registers are well presented and fully comply with the legal requirements contributing to the safe environment of the school. Registrations are carried out efficiently and sensitively to ensure an orderly start to both morning and afternoon sessions.

32. Procedures for monitoring and promoting good behaviour are satisfactory. The emphasis is on rewards rather than sanctions. There is an inconsistency in the way rewards are administered from class to class. During the inspection there was no evidence of oppressive behaviour including all forms of bullying and harassment. Any boisterous behaviour in the playground was dealt with firmly by the lunchtime supervisors. Procedures for monitoring and supporting pupils' personal development are satisfactory. The tracking sheets are well maintained and are used in conjunction with the teachers' knowledge of the pupils.
33. The quality of assessment of pupils' achievement and progress is satisfactory overall. Procedures for assessment of pupils' achievement in English, mathematics and science are good and teachers carry them out conscientiously and regularly, recording their findings in tracking sheets for individual pupils. However, the results are not always used effectively to plan work suited to the needs of all children, particularly the more able or older pupils in the mixed age classes and this limits pupils' achievement. The use of ongoing assessment and observation in the foundation stage is similarly underdeveloped. For pupils with special educational needs, assessment procedures are good with detailed notes kept of observations of individual pupils. Pupils with special educational needs have a very useful home-school contact book with detailed information for parents about the events in school every day.
34. Resulting from the baseline assessment, identification is made of pupils with special educational needs and this is followed up during general and individual discussions with class teachers at the beginning of each academic year. This process is also followed when children join from other schools at differing stages, so that work is adapted to suit their needs, and detailed and thorough records are kept. As soon as a pupil is entered on the register, arrangements are made for work to be planned which meets their particular needs. Every child on Stage 2 or above on the national Code of Practice has an individual education plan drawn up by the co-ordinator for special educational needs (SENCO) in consultation with the class teacher and the special educational needs teachers and assistants who will be responsible for supporting their learning. Individual education plans are regularly reviewed and revised and targets discussed with pupils, staff and parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school's partnership with parents is satisfactory. The school values its parents. The parents are very positive in their support for the school's work. More parents could contribute fully to their child's learning by ensuring regular and punctual attendance. The parent teacher association and the Friends of Wimborne St Giles (FOGS) both give good support to the school. The PTA is able to contribute directly to the day-to-day requirements of the school. FOGS help to preserve continuity in funding and activity levels whenever there is a budgetary or funding crisis. Parents feel welcome in the school and help on a regular basis. They help generally, hear pupils read and accompany school trips. They are effective because they are given written information on the activities and their part in it, making their contribution productive and worthwhile. They find the Headteacher and teaching staff accessible and approachable both formally, and informally in the playground. All members of the teaching staff maintain good contact with the parents of their pupils and the school's links with parents are satisfactory. Parents appreciate the opportunity to discuss problems when they arise. This situation is unchanged since the previous inspection.
36. The quality of information for parents is satisfactory. There are weekly newsletters which contain curriculum information where it is appropriate to do so. There are curricular and open evenings so that parents know what their children are doing in school. Parents' workshops in the school are very well supported. The school brochure and the governors' annual report to parents do not fully comply with legal requirements. This is because of a number of minor omissions. Pupils' annual reports to parents meet legal requirements although some do not provide enough information on

individual achievement in some subjects. Homework is clearly set out for parents to follow. There is good liaison with teachers on all aspects of reading. Home and school agreements are in place, and parents are very grateful for the pastoral care given by the school when there are difficulties at home.

37. Parents of pupils with special educational need are informed as soon as a concern is noted, although occasionally some parents refuse to allow their child to be entered on the register because they refuse to acknowledge that the need exists. Parents are kept fully informed of their children's progress and, in the case of pupils with statements of special educational needs, receive a full and detailed account of daily events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The overall leadership and management of the school are satisfactory and this contributes to the satisfactory quality of education offered, especially teaching and learning. The headteacher and key staff are committed to translating the school's mission statement into reality by basing school life on a Christian ethos and encouraging pupils to grow as individuals in a supportive, caring environment. The leadership has acted to correct some of the concerns highlighted in the previous report. For example, there is now better curriculum planning, except in the foundation stage. Monitoring of classroom practice has improved, and the headteacher has conscientiously monitored teaching to improve standards of teaching and learning. She continues to carry out this monitoring rigorously since the appointment of new teachers. She also leads by example, as when using her expertise in areas such as science and information and communications technology to teach these subjects effectively and raise standards, thereby acting as a good role model. In other respects there are still deficiencies in leadership. Imbalances in the curriculum noted in the previous inspection have not been rectified. Work has begun on updating policies, but many of these are still old. The curriculum for the Foundation Stage is still not sufficiently developed. Staff have roles as subject co-ordinators, but the two new teachers have not been in their posts long enough to have developed their monitoring roles. There is insufficient release time to allow them to monitor and evaluate teaching and provision in the non-core subjects.
39. The governors fulfil their roles satisfactorily. They have undertaken professional training and are now more confident in carrying out the full range of their responsibilities. Some come into school regularly to support teachers in the classroom. Most governors have a realistic perception of the school's strengths and necessary areas of development, including the need to raise standards of attainment and improve the quality of teaching and learning. They, and the headteacher, have learned this through their developing work in evaluating the school's performance and provision, prioritising strategies for further improvement. This is still in its early stages, but is already proving useful, if not yet more than satisfactory in its effectiveness. The school has implemented a performance management strategy well, and targets have been set for staff. Strategic planning has improved considerably. The school development plan now has a coherent structure, includes costs and criteria against which to measure success, and refers to the raising of standards as an objective. The governing body fulfils its statutory duties except that the governors' report does not meet all requirements, lacking some features such as details about provision for those with disabilities and comparative information on finance and standards.
40. The school is aware of the need to revise the current policy for special educational needs in line with the new national Code of Practice, and of amendments to be made, for example, arrangements for support, links with special schools and the integration of pupils. Overall provision for special educational needs is satisfactory, leading to social inclusion in all aspects of school life.
41. Educational planning is underpinned by good financial planning. The governors ensure that the principles of best value are applied well when procuring resources. The budget is realistic in its allocations and prudent use has been made of surplus income by allocating it to significant developments such as the planned recruitment of another teacher in order to rationalise class sizes and more appropriate combinations of year groups. This is the purpose of the unusually large contingency fund currently held. The identified funding for special educational needs is well

spent on supporting the learning of these pupils and the school subsidises the provision of learning support in the classroom. New staff have been given good support when entering the school, and opportunities are taken to develop professional knowledge and skills in order to fulfil the school development plan effectively. The co-ordinator for special educational needs (SENCO) is knowledgeable and experienced and ensures that staff are kept up to date with developments; for example, she arranged a staff development session with an educational psychologist to assist them in coping with pupils with autism. The classroom support assistants are well qualified, and work well with the specialist teacher from LANSS who visits for one hour per week. The speech therapist visits once a term and leaves appropriate guidance for teachers and classroom assistants. The governor designated with responsibility for special educational needs is a regular visitor to the school and liaises frequently with the SENCO. The governor has attended in-service training with teachers and support assistants and attends in-school reviews of individual education plans, giving full support to the SENCO. The headteacher, the school staff and the governing body have the capacity to carry out further improvements and to monitor them effectively. Mainly because of improvements in developmental planning and the monitoring now done by the school's leadership, there has been satisfactory improvement in leadership and management since the previous inspection.

42. The number, qualifications and experience of teachers and support staff match the demands of the curriculum and are satisfactory. A good number of committed support staff play a significant role, supporting in the classroom. The induction of staff new to the school is good and is encouraging them to settle down quickly.
43. Accommodation is satisfactory. The school is cleaned to a high standard. It is enhanced as a learning environment by a good number of effective displays that successfully stimulate the pupils' interest and celebrate their achievements. The floor of the multi-purpose hall, which is used for PE, is carpeted and therefore unsuitable for floor work. The playground is well developed but the climbing and balancing equipment is a long way from the reception class and poses some problems for opportunities for out door play activities for the foundation stage because of the problems with supervision.
44. The school has sufficient resources overall to support learning and meet the demands of the national curriculum. The shortage of storage space can result in difficulties of easy access to both pupils and the teaching staff. This is particularly difficult when resources are received to support new initiatives. Good examples are literacy and numeracy. Resources – including staff, accommodation and specific grants – are mostly used efficiently to fulfil the school's aspirations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. In order to further raise standards and improve the quality of education offered, the headteacher and the governing body should:

(1) ensure that the curriculum for the foundation stage meets statutory requirements (*Paras. 8, 18, 21, 38, 46, 51*)

(2) raise teachers' expectations of what pupils can do by:

- improving teachers' knowledge and understanding of the requirements of the National Curriculum (*Paras. 13, 15*)
- making greater and more rigorous use of assessment data in order to match tasks to individual needs, especially for the more able pupils*** (*Paras. 14, 33, 63, 74, 80, 85*)
- establishing a brisker pace to lessons so that more work is covered in the time allocated (*Paras. 9, 14, 16, 58, 62, 64*)

(3) improve the quality and range of learning opportunities by:

- reviewing the time allocation and restoring the balance of the curriculum so that all subjects are covered adequately
- reviewing the use of time given to English and mathematics and making it more productive in terms of pupils' achievement and interest in their work
- ensuring that all lessons begin and end on time
- developing policies which bring subjects into line with the new requirements of Curriculum 2000 (*Paras. 15, 22-29, 38, 65, 67, 71, 74, 80, 82, 90, 96, 100*)

*** This issue has been identified by the school and prioritised in the current development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	31	50	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – 4
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	84
Number of full-time pupils known to be eligible for free school meals	N/A	N/A

FTE means full-time equivalent.

Special educational needs	Nursery	YR – 4
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	5.7
National comparative data	4.3

Unauthorised absence	%
School data	0.1
National comparative data	0.3

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	6	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	11
	Girls	6	6	6
	Total	13	13	17
Percentage of pupils at NC level 2 or above	School	76 (67)	76 (62)	100 (76)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	9
	Girls	5	6	6
	Total	11	12	15
Percentage of pupils at NC level 2 or above	School	65 (76)	71 (90)	88 (87)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	83
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	82

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	218690
Total expenditure	171900
Expenditure per pupil	2122
Balance brought forward from previous year	15883
Balance carried forward to next year	30907

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	46	6	0	0
My child is making good progress in school.	36	52	9	0	3
Behaviour in the school is good.	48	45	7	0	0
My child gets the right amount of work to do at home.	30	67	3	0	0
The teaching is good.	48	39	3	0	10
I am kept well informed about how my child is getting on.	45	43	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	43	39	6	6	6
The school works closely with parents.	42	52	6	0	0
The school is well led and managed.	43	48	6	0	3
The school is helping my child become mature and responsible.	48	39	10	0	3
The school provides an interesting range of activities outside lessons.	28	48	18	6	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

46. Children enter the reception class in the year in which they become five. They come with a broad range of abilities, which are usually in line with the county average. They are taught in a mixed age class with pupils who are already five and those who are in Year 1 of their National Curriculum studies. The current curriculum for the foundation stage is unsatisfactory since there is no separate provision made although a programme of studies leading to the national early learning goals is prioritised in next year's school improvement plan. As a result, the newly-appointed teacher does not have sufficient guidance on how to plan work which will challenge children and raise her expectations of what they know, understand and can do. This remains a reflection of the findings of the previous report. It means that children are given the same tasks and opportunities as older pupils and consequently they are likely to meet the national early learning goals in most areas of learning, except for some aspects of personal, social and emotional development and physical development.

Personal, social and emotional development

47. Children are keen to come to school and generally enjoy the activities in which they engage. However, because of the wide range of ages and abilities within the class, some are still having difficulty following classroom routines with much calling out and interrupting instead of taking turns to speak. The teacher's expectations of behaviour are too low and not made clear enough to children so that the classroom procedures are not fully established. However, when working in small groups at tables, children take turns well when ordering and sticking alphabetical pictures. Unfortunately, this kind of co-operation was not extended to working with a magnetic alphabet in the 'Post Office' in the play project room, when there were several small squabbles. Children have very short attention spans because many of the tasks provided are insufficiently suited to their needs and, in particular, lack challenge. This leads to restlessness, particularly among those with prior higher attainment. Most pupils, however, relate very well to the adults who work with them. They respond well to praise and become very pleased with their own efforts, applauding those of others. Most can change their own clothes for physical education, but prefer to rely on adult help. They are beginning to learn right from wrong, and what is acceptable or unacceptable behaviour. Owing to the satisfactory quality of teaching, they are likely to meet most of the early learning goals in this area by the end of the foundation stage.

Communication, language and literacy

48. Children are likely to meet the early learning goals in this area by the end of the reception year as a result of the satisfactory quality of the teaching they receive. Most know the sounds of some initial letters and match them with the letters which represent them. The teacher questions very effectively to help them to build simple three-letter words, such as 'b-a-t, bat', etc. She provides frequent opportunities for children to talk about their own news from home and their activities outside school, but sometimes does not provide enough encouragement for them to expand their answers from a single word or phrase. Classroom assistants make effective use of a 'full circle' game to encourage listening to the sounds, reading them and recognising the appropriate letters. All adults make good use of praise and encouragement to raise children's confidence and self-esteem, helping them to speak clearly and confidently. Many children successfully suggest words beginning with initial sounds; for example, 'j' for 'jump, jam.' They enjoy listening to story and act out their own experiences in role-play, but teachers and other adults miss opportunities to help them explore the language further. They know that print carries meaning and handle books with respect, picking out details in illustrations to add to the story. Children recite nursery rhymes with gusto and greatly enjoy joining in with the repetitive phrases in familiar stories. Many are beginning to form recognisable letters and words in their writing. They retell stories they have enjoyed reading.

Mathematical development

49. Children count reliably and confidently up to 10, but few of them can go beyond. They recognise numerals from one to nine, and accurately use descriptive language such as 'one more' or 'one less. They also correctly use terminology such as 'lighter' or 'heavier,' 'bigger' or 'smaller' when comparing objects. The quality of teaching is satisfactory and helps children to identify and recreate patterns in paint or in beads. Children enthusiastically join in number rhymes and songs and are well supported by learning assistants to accurately identify simple shapes such as circles, squares or triangles. They confidently use everyday language to describe positions such as under, behind, on, or in front of. Children are likely to meet the early learning goals in this area by the end of the foundation stage.

Knowledge and understanding of the world

50. Children feel the differences between textures, describing them as 'hard' or 'soft', 'rough' or 'smooth'. The satisfactory quality of teaching enables them to recognise differences and similarities between themselves and others, and between animals and plants, knowing that they are living things which grow and change. They successfully complete jigsaws, and fasten small pieces of construction equipment together to make models. They know that switches control many household appliances and some equipment in school; for example, the television and the computer. They use the computer to make pictures, showing developing 'mouse' control. Children talk happily about their day-to-day life at home, and about happenings which are important to them. They are beginning to understand that festivals such as Harvest and Christmas are celebrated every year, knowing the importance of these major festivals to their own families and community. Children are not yet offered sufficient opportunities to learn that there are religious festivals, other than those of Christianity, which are also celebrated annually. Children are likely to meet the early learning goals in this area by the end of the reception year.

Physical development

51. In the playground, children walk, run, skip, jump, climb and balance on the excellent equipment provided for them. In physical education lessons in the hall, few of them remember to leave space between themselves and others to avoid bumping into them. The quality of teaching in physical education lessons is unsatisfactory. This is because the time allocated is too short and the teacher offers few opportunities for children to improve and extend their skills by challenging them to do better and learn new skills. In one lesson seen, insufficient attention was paid to safety, since the teacher did not supply safety mats for children practising cartwheels. Children know how high they can climb, how far to stretch, and how they can hold a position. They can throw and catch a ball with both hands. Children control their movements increasingly and are learning to balance on one foot and two hands, or one hand and two feet. Teachers do not, however, give children sufficient opportunities to understand how physical exercise benefits their well being. Children manipulate small construction or other equipment such as scissors, paintbrushes and glue sticks with increasing dexterity, and hold pencils with a firm and correct grip. However, the location of the balancing and climbing equipment in the playground is out of sight of the reception classroom and so teachers do not plan daily outdoor opportunities because of the difficulties of supervision. Consequently, not all the early learning goals in physical development will be met.

Creative development

52. The children's creative development is on course to meet the early learning goals by the end of the foundation stage. Children correctly identify the primary colours and some secondary colours, such as orange and green, having experimented and discovered that mixing two colours produces a third. Teachers give children a wide range of materials to make pictures; for example, pasta, cloth or a variety of papers to create collages. They sing simple songs and rhymes enthusiastically, although not all can clap in rhythm. Children respond well to music, smiling, nodding and swaying. In the role-play areas, they act out their own home experiences, adapting their mannerisms and speech to the characters they are playing. The quality of teaching is satisfactory and contributes to the satisfactory progress made.

ENGLISH

53. Overall standards in English are broadly in line with the national average by the end of Year 2. Pupils' standards of attainment are in line with the national average in speaking, listening, reading and writing. A substantial minority have skills, particularly in writing, which are below expectations for this age group. Standards of pupils by the age of nine, at the end of Year 4, which contains a significant proportion of pupils with special educational needs, are below average for this age group nationally.
54. The test results in 2000 for pupils by the end of Year 2 showed that standards were well below the national average in reading and below in writing. In relation to schools of a similar nature nationally, standards in reading in particular were very low. However, the trend in attainment in English in recent years has been, and continues to be, very variable, because of the small numbers of pupils taking the tests each year, and because of changes in the ability level of pupils from year to year. In such a small year group, this produces wide variations in statistical performance. The majority of pupils enter Key Stage 1 at the age of five with standards in line with national expectations, and the current group of seven-year-olds has made satisfactory progress in acquiring key English skills, in relation to their prior attainment. This includes those pupils with special educational needs.
55. Most pupils by the age of seven develop satisfactory listening skills, whether listening to the teacher or to each other. The majority are also confident in speaking aloud in class, and for example they talk willingly about their reading. By the end of Year 2, the majority of pupils develop reading skills which are in line with expectations for their age group. They read a variety of fiction and non-fiction texts with reasonable competence, and recognise the basic differences between different types of text. The more able read with confidence and expression and can talk articulately about the texts they are reading, including their likes and dislikes. They also read with suitable accuracy, and self correct where necessary, although lower-attainers can cope only with relatively simple texts.
56. Many pupils have variable technical skills in writing by the end of Year 2. Several pupils do not spell simple words or punctuate with consistent accuracy. For example, several pupils continue to use capital letters in the wrong places. Although pupils begin to learn a cursive style of writing, lower-attainers do not write in a consistent script by the age of seven, and some pupils take a long time to progress from the emergent writing technique which they develop lower down the school. The writing does show an appropriate range of content and style. For example, pupils show a developing interest and a widening vocabulary in writing a variety of poems. In pupils' extended writing, for example stories and factual accounts, they learn the importance of a coherent beginning, middle and end, although lower-attainers do not always finish their assignments. The range of writing includes biographical and autobiographical pieces and instructional writing; for example on how to make a sandwich. Pupils also produce illustrated holiday journals and write interesting accounts of famous people they would like to meet. The quality of handwriting and presentation is variable, and whilst it is often satisfactory, some pupils do not take sufficient pride in the quality of presentation.

57. By the end of Year 4, pupils' achievement is satisfactory, although standards are below the national average. Pupils in Key Stage 2, a substantial proportion of whom are lower-attainers or have special educational needs, achieve standards which are below expectations for their age group, although based upon their prior attainment, their achievement is generally satisfactory. Several pupils have relatively undeveloped listening and speaking skills, which detracts from their concentration and prevents them from sustaining a conversation, although higher-attainers talk about their work with confidence. The quality of reading is variable: as is the case lower down the school, higher-attainers read with appropriate confidence, expression and accuracy; whereas several lower-attainers are much less fluent. The majority of pupils display satisfactory research skills, and know how to access information from the library and a range of reference books. The writing skills of pupils in Key Stage 2 are below average, although the range of writing expands as they grow older. For example, they learn how to retell myths and legends such as the story of Osiris, they write imaginative stories and accounts of school visits such as that to the Millennium Dome and they write letters and "newspaper editorials" in different styles. Pupils develop their powers of description through using thesauruses, and learn how to summarise a text such as "Free the Sunbird." However, weaknesses persist in the technical accuracy of the writing of many pupils. Whilst the depth and quality of writing of most pupils improve as they grow older, lower-attainers continue to make basic errors: for example the consistency of their written script or their use of paragraphing break down.
58. The quality of teaching and learning in English is satisfactory overall. However, it is more variable for pupils in Key Stage 1: here one out of two lessons is good, but one out of two is unsatisfactory. For pupils in Key Stage 2, one lesson in two is good, and one lesson in two satisfactory. Where the teaching is good, teachers display good subject knowledge in using a combination of questioning and explanation to reinforce and extend pupils' understanding. For example, the teacher in a Year 2 lesson questioned pupils effectively about the qualities of good descriptive writing and gave pupils the confidence to contribute their own ideas on the qualities of a good character profile. Teachers employ a good range of strategies and resources to sustain the pace of lessons and to keep pupils' attention focused on their work, building on the good relationships which teachers have with pupils. This was evident in a Year 3/4 lesson on note taking. The good relationships motivate pupils to try hard and consequently they make good progress in particular lessons. Pupils are used to correct each other's errors. Information technology is used effectively to allow pupils to experiment with descriptive writing, as when younger pupils do character profiles. Where teaching is unsatisfactory the slow pace of lessons restricts the quality of learning. Combined with this, teachers sometimes have low expectations of what pupils are capable of achieving, as seen in a Year 1 activity when pupils were given too much time to complete a copying activity which did not extend more able pupils. Although pupil attitudes are usually positive, there is a substantial minority of pupils, particularly amongst five to seven year olds, who have a poor attention span and are mildly disruptive in lessons, and teachers sometimes have limited strategies for coping with this and ensuring that learning takes place throughout the lesson.
59. The English co-ordinator displays good leadership and has correctly identified areas for development within the subject: for example the school puts considerable emphasis in the timetable on developing reading skills. The literacy strategy has been introduced satisfactorily, and imaginative efforts are made to develop literacy skills across the curriculum. For example, when teaching note-taking skills to older pupils, the teacher uses a range of history texts on the Vikings so that pupils also extend knowledge and understanding of their history unit on invaders and settlers. There are good planned opportunities for pupils to use their literacy skills in other subjects of the curriculum; for example, science and information technology. Good assessment methods have been developed and these feed into target setting for pupils so that individual weaknesses in pupils' English skills can be addressed.
60. Standards in English for nine-year-olds have fallen since the previous inspection, although the nature of the year group has changed. There are still some shortcomings in the teaching of younger pupils, although the quality of planning and assessment has improved. Therefore overall improvement in English since the previous inspection has been satisfactory.

MATHEMATICS

61. Standards attained in the most recent national assessment tests at the end of Year 2 were very high, compared with the national average. However, compared with similar schools, results were below the average. The numbers of pupils taking these tests are too low to draw any reliable statistical conclusions, and the ability of the age group fluctuates from year to year. However, over time, results in mathematics have been consistently above the national average and this is a similar picture to the previous inspection. Since then, the introduction of the national numeracy strategy has improved pupils' achievement in mental arithmetic and in the development of mathematical thinking.
62. In the work seen during the inspection, standards achieved in Key Stage 1 were variable. In lessons observed, standards were below the national average but scrutiny of last year's work shows that, over time, standards are broadly in line with the average. The current Year 3 includes a higher proportion of special educational needs, since several pupils joined the school midway between years or key stages. Pupils in Year 1 accurately identified differing denominations of coins and worked out basic problems of addition. Most order and add numbers up to 10, using several mental calculation strategies in solving problems, but very few solve problems of addition over 10. By the end of the key stage, the majority of pupils are able to partition numbers accurately to play a form of 'number bingo.' All quickly grasp the idea of tallying and how to present their findings with many presentable graphs. Scrutiny of past work shows many worksheets successfully completed on time and number patterns, and investigations in weight, including estimates. Successful investigations have also been carried out on making change, creating tessellations, and exploring shape and symmetry. The majority of pupils are developing the appropriate language and using it correctly, for example, minus, total, sum and sequence. The majority of pupils achieve to a satisfactory level, taking into account their prior attainment. The greatest shortcoming is in teachers' expectations of what pupils can do, especially the more able. In the lessons observed, teachers' management was also sometimes less than secure, resulting in a noisy classroom so that the lesson had to be repeatedly stopped, slowing the pace and adding to pupils' restlessness. These are the main elements in restricting pupils' achievement. Teachers make good curricular links with design and technology, for example, when making containers for food, asking the question 'what is capacity measured in?' Pupils' artistic skills are well utilised in reinforcing work on symmetry through reproducing patterns. They also use their numeracy skills effectively in measuring distance in scientific experiments.
63. By the end of Year 4, pupils' achievement improves to being broadly in line with the national average. They count accurately and confidently in ones, fives and 10s, following their teachers' prompts on a 100-square. The majority understand that dice can be used as a one to six times table, and that doubles and halves depend on the two times table. Pupils have good experience of investigative activities and older pupils understand that working together will help them solve the problems. Younger pupils, those with special educational needs and those with prior lower attainment need much prompting to attempt puzzles, working in stages to arrive at the conclusion. Teachers and classroom assistants give good support here, questioning effectively and helping pupils to explain how they arrive at their answers. Scrutiny of past work shows pupils achieve to a satisfactory level, based on their prior higher attainment. They move on to deal competently with larger numbers and more complex number operations; for example, division with remainders, including finding midway points. Teachers provide many opportunities for investigating number and measure, including applying mathematical knowledge and understanding to shopping problems and interpreting information on graphs. Pupils successfully measure time, seeking patterns. They accurately identify two-dimensional triangles, counting right angles, and so on. Teachers' marking gives clear indications of how to improve and suggests extension work to take learning forward. Teachers' use of assessment in setting work to suit individual needs is improving but as yet, the targets set are insufficiently focused, especially of the more able and older pupils.
64. The quality of teaching in mathematics is satisfactory overall, the greatest area for development being the lack of pace and challenge in some lessons which restricts pupils' achievement.

65. The co-ordinator has a good understanding of the role and is already working on adapting local and national guidance, including the numeracy hour, to the needs of the school, reflecting both the priorities in the school development plan and the latest requirements of the National Curriculum. She has developed an individual tracking sheet for mathematics, with half-termly assessments to be kept on file, a good system which is still being developed and has not yet been in place long enough to have a greater impact on pupils' individual achievement. Resources are broadly adequate and, as the national numeracy strategy becomes more embedded, gaps found during the implementation are being filled, for example, paper money and very small measuring spoons.

SCIENCE

66. Standards of attainment in the teacher assessments at the age of seven, are below the national average, although more pupils than average attained standards which were higher than the national average. In the limited work seen during the inspection, standards at the end of Year 2 are below the national average, but by the end of Year 4, improve to being broadly in line. Pupils with prior higher attainment do not achieve enough. This is broadly similar to the findings of the previous inspection.
67. At the end of Key Stage 1, pupils talk quite happily and confidently about experiments carried out previously, following their predictions as to which car would travel furthest down a slope. Their answers to questions show that they have made appropriate links with their mathematics topic and know how useful graphs are for presenting findings. They greatly enjoy their daily visits to 'the internal pond', observing how frogspawn develops into tadpoles – 'they're commas, not full stops now!' Much of the work done is oral and there is, therefore, little recorded work at this stage. It is, though, a good foundation for the accurate and clear presentation of scientific enquiry and findings. Insufficient time is given to the study of the subject so that topics cannot be covered in enough depth and detail and higher attainers do not achieve as well as they should.
68. By the end of Year 4, there is a greater volume of recorded work and standards improve to being broadly in line with the national average. Pupils correctly complete electrical circuits to light bulbs in series and parallel. There are some accurately labelled drawings and a little written work on springs and magnets for help in measuring forces, but the output is disappointingly small and the range of work rather narrow. Pupils 'hunt' materials used in the building and furnishing of the school, pointing out the suitability of the properties identified. Their experiments on how the surface can affect the speed of travel and the distance covered; for example, a plasticine ball on carpet or vinyl, are clearly recorded in writing, drawings, and tables. Teachers encourage pupils to devise fair tests for absorbency and to show their concern about the environment in their posters illustrating the effects of pollution. The majority of pupils are able to name Newton as the formulator of theories of gravity, and make sensible predictions about the use of force meters, based on their previous knowledge and understanding. Pupils were very attentive and well-behaved during the whole-class session, listening carefully to the teacher's very clear explanation and reminders of previous work. Their achievement, based on their prior attainment, was satisfactory. The teacher's effective questioning allowed pupils to display what they already knew, to challenge their thinking and take learning forward. There was a very good relationship between teacher and pupils, and the teacher's enthusiasm motivated pupils well, making them keen to start work. Pupils were a little noisy and fussy moving to the variety of experiments they set up, which created a noisy learning atmosphere not conducive to better achievement.

69. The quality of teaching is at least satisfactory overall and, in one of the lessons seen, it was good because the teacher questioned carefully and led a good discussion of work previously covered. The teacher's explanations were clear and the learning intention was shared with pupils so that they understood what was expected of them.
70. The headteacher, as science co-ordinator, has a good knowledge and understanding of the subject and is aware of the adjustments needed to make the national guidance suit the needs of the school. New and good assessment procedures are in place but have not been in use sufficiently long to have a more significant impact on pupils' individual achievements. Resources are adequate, many of them made by the staff themselves.

ART AND DESIGN

71. Both art and design technology are represented in the school's timetable but are often confused in the sketchbook designed to show the progress of skills across the age range. Consequently, standards in art are below the national average at the end of Years 2 and 4. In art in Key Stage 1, there is little evidence of the development of skills; for example, of mark-making, colour mixing or the use of a variety of media and tools. Work on display shows that pupils use a computer to make flow-charts for mixing colours. Colour-mixing also features in the pupils' cut-outs of painter's 'palettes.' There is photographic evidence of pupils working on environmental art based on the work of local artist Andy Goldsworthy. The subject is used to support work in other areas of the curriculum and not in its own right. Some pupils, especially those with prior higher attainment, do not achieve enough.
72. In Key Stage 2, the sketchbook is used for trying out ideas but once again, there is little evidence of its use for the development of artistic skills. There is some good work in the classroom where pupils' painting is roughly based on Breughel, and some of this is above average. Sponge printing and repeating patterns in paint in the junior classroom show little progress from Key Stage 1. Work in progress is based on the Graham family portrait by Hogarth, a 'Take One Picture' project for primary schoolchildren. This is providing pupils with good opportunities to look critically at the work of an established artist and experiment with some of his effects; for example, dyeing small pieces of materials to try and match the colours used.
73. There was insufficient evidence to draw conclusions about the quality of teaching. Since the previous inspection, the school has worked to a reduced curriculum until the last year and the subject is only now being re-established in the school.
74. The co-ordinator has a satisfactory knowledge and understanding of the role, but there is insufficient time allotted for the subject or for her to be an effective influence on teaching throughout the school. The policy is to be revised in the light of Curriculum 2000, allowing a review of the scheme of work to bring it into line with national guidance. Provision has been made in planning for the summer term for a project on multicultural art; for example, aboriginal Australian art and Islamic patterns to extend pupils' knowledge and understanding. There are no formal procedures for assessing pupils' achievements. Resources are good, and the school was pleased to participate in the village Millennium Project – a production of 'Noye's Fludde', when parents, teachers and pupils made papier-mâché headdresses for the animals.

DESIGN AND TECHNOLOGY

75. Standards are broadly average at the ages of seven and nine and pupils achieve well, according to their abilities. These standards have been maintained since the previous inspection, although the school has been working on a reduced curriculum until very recently.
76. In the lesson seen at the end of Key Stage 1, pupils looked closely and critically described what they saw, identifying an animal from a finished sculpture. They made reasonable attempts at reproducing what they saw. Some greatly admired the work of Henry Moore and all were gaining some familiarity with the artist and his style. The teacher's subject knowledge and enthusiasm engaged pupils' interest and they were keen to begin work, enjoying looking at the pictures and eagerly discussing how they were going to change their drawing into a design for a sculpture. One or two seemed a little daunted by the task but the teacher's encouragement supported their attempts; for example, 'you can do more than one drawing and then choose.' Her very good relationship and clear expectations ensured there were no problems with management and discipline.
77. Older pupils in the junior class were all using a card folded in an identical way to design a Mother's Day card, using quilling as a decoration. No preliminary designs were made. Pupils were using quilling paper, string, glue and glue-sticks with increasing confidence and competence. Very few making cross-stitch panels, though, threaded needles for themselves – the parent volunteer was kept hard at work! Pupils were concentrating very hard, learning that quilling takes a great deal of patience. They were evidently enjoying the change from academic to practical activities and working well, chatting with each other about their designs as they took shape. Choosing colours, both for quilling, and for cross-stitching, provided good opportunities for incidental language teaching; for example, discussing 'pale' or 'dark' colours.
78. Although there was only a small amount of evidence found in the sketchbooks of a progressive teaching of skills, there was sufficient in these and in the work on display to show that the design process is being successfully taught, including evaluating and modelling before construction. For example, pupils designed and modelled in paper, their containers for money before constructing them. The results of a parent/pupil workshop on display revealed pupils' average skills in paper weaving, decorating containers with gummed paper patterns, and making a variety of puppets. Parents and pupils also took up the teachers' challenge for building a load-bearing bridge using card, cotton reels, masking tape and string for joining. Unfortunately, none of the designs or labelled drawings for this enterprise has been kept.
79. Overall, from evidence of teacher's planning, pupils' past work and work on display, along with the two lessons seen, the quality of teaching is satisfactory.
80. The co-ordinator is enthusiastic and knowledgeable, and is in process of revising the scheme of work to bring it into line with the new requirements of Curriculum 2000. There are no formal procedures for assessing pupils' achievement and this restricts their better achievement. Resources are generous, and appropriate links are made with food technology so that cooking follows the seasons, for example, pancakes on Shrove Tuesday, cakes at Christmas, etc.

GEOGRAPHY

81. There was too little evidence during the inspection to make a judgement on standards in geography. There was little work to see, and only one lesson could be observed. This was a Year 1 lesson put on when a planned environment walk had to be cancelled due to inclement weather. Pupils in this lesson showed a satisfactory level of knowledge and understanding about their environment, and when following the processes involved in sending a letter, showed an understanding of basic geographical vocabulary such as "near" and "far". There is limited evidence that older pupils know something of their locality and, for example, where Dorset is in relation to neighbouring counties.

82. There is limited time available for the teaching of geography, so that pupils do not achieve highly enough. Planning and the level of resourcing have improved since the previous inspection but do not make sufficient impact because of the lack of time.

HISTORY

83. There was too little evidence available during the inspection to make a judgement on standards in history for pupils in Key Stage 1. By the end of Key Stage 2, pupils' levels of knowledge and understanding and of historical skills are satisfactory and in line with the national average. When studying ancient Rome, pupils learn about various aspects of life such as military life, roads and homes, and they show an awareness of the actual geographical spread of the Empire. When learning about the Vikings and the Anglo-Saxons, pupils not only show a satisfactory level of knowledge and understanding of their way of life, but they consider the causes and consequences of events such as Viking migrations. They also learn to research from a variety of sources and make notes when looking for evidence. When studying a later period of history, pupils show a basic level of knowledge of particular individuals such as the nurse Mary Seacole, and begin to understand the significance of their contribution. Although pupils demonstrate their knowledge and understanding in extended writing, the quality of many pupils' presentation is not good, and it is characterised by frequent errors in basic English skills such as spelling and punctuation. Nevertheless, by the time they leave the school most pupils, including those with special educational needs, make satisfactory progress in developing a range of knowledge and skills.
84. The quality of teaching in the one lesson observed with seven to nine year olds was good, because the teacher used a range of interesting resources, such as varied texts, and a range of activities including role play, in order to interest pupils and increase their knowledge and understanding of the Viking period. The evidence of the work done over time suggests that overall teaching is satisfactory, with due attention paid to the contents of units of study, but with insufficient emphasis on developing good communication skills which restricts pupils' achievement.
85. Leadership and management in history are satisfactory. There is no monitoring of teaching by the co-ordinator, and assessment is still developing. However, work has gone into developing an appropriate scheme of work and a variety of sources, including computer software, to encourage pupil research. A "Roman Soldier" has visited the school to give pupils a "living" example of the ancient Roman army in action and extend their knowledge and understanding of the period.
86. The overall quality of observed teaching and learning is sound, as it was at the time of the previous inspection. The quality of planning and resources has improved. Therefore improvement overall in history since the previous inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. Standards in information and communications technology are in line with national expectations for pupils both by the ages of seven and nine. By the age of seven pupils carry out basic functions such as creating files, and entering and saving work. All pupils achieve well in developing their skills, including those pupils with special educational needs, and who sometimes receive individual support in order to increase their confidence and competence. Most pupils use word processing packages competently to do some of their descriptive writing on computers and they also begin to interpret graphical information. Artwork is done through using programmes such as "Dazzle" and "Flare". In the one actual computer lesson seen with the younger age group, most seven year old pupils were able to use the "Textease" programme competently to carry out editing functions, altering the font and changing the size of text, although some needed assistance when carrying out actions such as regularising the spacing of text or aligning text symmetrically when creating a page.

88. By the age of nine, most pupils combine text and graphics competently and use software packages to word process a variety of texts. They develop images using repeating patterns and model the effects on screen. Pupils have experience of using 3-D simulations, some relating to specific subject areas such as the Vikings and Romans in history. They use a scanner in order to incorporate photographs into their artwork. Although it was not possible to see pupils using databases, this is incorporated into their science scheme of work. Pupils were observed making good progress in their ability to use "Logo" to model shapes on the screen and amend instructions as appropriate in order to achieve a desired shape, and they were able to compare the advantages of this method with the "roamer" they use lower down the school. By the age of nine, all pupils, including those with special educational needs, achieve well in developing their computing skills in relation to their prior attainment.
89. Only a small amount of information and communication technology teaching was seen, but the quality of teaching is good and enables pupils of all abilities to make good gains in their knowledge, understanding and practical skills. The teaching is characterised by good subject knowledge, explained and demonstrated confidently to pupils. The teaching is brisk, with high expectations, to which pupils respond well and consequently make good progress. Pupils are encouraged to collaborate, which they mostly do well, and a strong feature of the lessons is the way in which teachers get pupils to reflect on what they are doing and discuss how they can overcome any difficulties they encounter when trying to carry out the various tasks.
90. The new co-ordinator is providing enthusiastic and able leadership in developing the subject. Pupils, particularly between the ages of seven and nine, receive concentrated teaching in the various strands of the subject each week, although the application of information technology across the curriculum as a whole is still relatively undeveloped. All staff are receiving appropriate professional development to increase their competence and confidence.
91. Standards in information and communications technology have been maintained satisfactorily since the previous inspection. The quality of planning has improved. Therefore progress overall has been satisfactory.

MUSIC

92. Owing to the constraints of timetabling, it was not possible to observe much music teaching during the inspection. Accordingly there is insufficient evidence to form a clear judgement about standards of achievement or the quality of teaching and learning. Information is drawn from the three lessons observed, singing in assemblies and discussions with staff.
93. In the youngest class, most pupils clap a three-four beat accurately, including a rest. They sign familiar rhymes and songs from memory in unison, for example, 'Pass the Beanbag Round', although without much expression. Most suggest appropriate sound effects, for example, 'drip, drip, drip' for rain, 'tick-tock' for a clock. By the age of seven, the majority march rhythmically and they have a good understanding of how words and music are combined to create an expressive mood. They successfully improve recorder patterns and adapt it in small groups, following their teacher's subtle guidance on how they could adapt their compositions.
94. At the age of nine, most find 'B' on their recorders without difficulty, and approximately half recognised the differences in pitch, whether higher or lower. Most play a three-note sequence easily, and happily recognise the beginning of 'Three Blind Mice.' They all know that a pentatonic scale has five notes.
95. The subject is co-ordinated by a part-time specialist teacher who teaches all year groups from Year 1 onwards, in addition to recorder lessons. She ensures that teachers give frequent opportunities for making music in and out of lessons, largely composing accompaniments to song and dance. Under her guidance, pupils produce their own recorder primers by composing tunes which the teacher then writes down in traditional notation. Resources are adequate, except for a shortage of multicultural instruments which has been prioritised in her Action Plan.

96. Since the previous inspection, much more emphasis has been placed on pupils' composition and pupils' achievement in this area has improved.

PHYSICAL EDUCATION

97. Only a limited amount of physical education was observed during the inspection. Some gymnastics and games were observed with pupils between the ages of five and seven, and dance was observed for pupils between the ages of seven and nine. The standards of younger pupils are broadly average overall, but are variable. In gymnastics, although pupils learn to carry out controlled movements, changing direction and balancing on three points, they have a limited awareness of space, and have too little time in which to develop their skills satisfactorily so that they do not achieve well enough. This situation is unchanged since the previous inspection. In contrast, the same pupils in an outdoor, more spacious environment, achieve a satisfactory level of attainment in developing their ball skills. The majority of pupils carry out a two-handed throw and catch with reasonable consistency and accuracy, and show average levels of co-ordination. Overall the majority of pupils, including those with special educational needs, make satisfactory progress in developing their knowledge and levels of physical skill.
98. No judgement can be made on overall standards of older pupils. Pupils between the ages of seven and nine were observed only once, in dance, and this was in the context of preparation for a specific dance display involving other schools. The initial preparation had been done by a dance expert from the local authority. The majority of pupils display a satisfactory ability to interpret music and art through creative dance, and amalgamate a series of individual and paired movements into a whole class sequence.
99. Too little teaching was observed in physical education to make a secure overall judgement on its quality. What was seen was variable. Although satisfactory subject knowledge and management of activities were evident in the games and dance activities seen, there was insufficient attention to safety in gymnastics and pupils' attention was not sufficiently sustained.
100. The co-ordinator for physical education has improved the planning of lessons since the previous inspection, and a scheme of work has been adopted in order to give teachers more confidence. However, there is insufficient time devoted to physical education, particularly for younger pupils, and this restricts opportunities to develop their skills. Also the hall is an unsatisfactory resource. It is not large enough for large classes to operate satisfactorily, particularly since it contains so much equipment, and the floor is carpeted, which is not ideal for many activities. The lack of curriculum time and inadequate accommodation detract from standards in the subject.
101. Standards observed during the previous inspection have been maintained for younger pupils. It is not possible to make a judgement on standards of pupils between the ages of seven and nine, although planning for the subject has been improved.