

# INSPECTION REPORT

**Bovington First School**  
Wareham

LEA area: Dorset

Unique Reference Number: 113680

Headteacher: Mrs J Muir

Reporting inspector: Mr Michael Pipes  
17651

Dates of inspection: 18 – 20 October 1999

Under OFSTED contract number: 707223

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	Local authority
Age range of pupils :	4 - 9
Gender of pupils :	Mixed
School address :	Holt Road Bovington Wareham DORSET BH20 6LE
Telephone number :	01929 462744
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Appropriate authority :	The governing body
Name of chair of governors :	Mrs. E Dancer
Date of previous inspection :	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Michael J Pipes, Rgl	Mathematics Art Design and technology Physical education	Attainment and progress Quality of teaching Leadership and management
Roy C Cottington, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and resources Efficiency
Mrs R Middleton	English English as an additional language History Geography Religious education Special educational needs Equal opportunities	Spiritual, moral, social and cultural development
Mrs D J Yates	Under-fives Science Information and communication technology Music	Curriculum and assessment

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## **MAIN FINDINGS**

### **What the school does well**

The recently appointed headteacher has a clear vision for the development of the school and is giving strong and determined leadership

The quality of teaching is good in English and mathematics at Key Stage 2

Procedures for assessing pupils' attainment, including marking, are good

Teaching staff are giving the headteacher effective and enthusiastic support

Overall, the management of pupils during lessons is good

Overall, behaviour is good throughout the school

There are very good procedures for monitoring and promoting good attendance

The management of high pupil turnover is sensitive and efficient.

### **Where the school has weaknesses**

Standards of writing are unsatisfactory overall and especially amongst boys

Progress through Key Stage 1 is uneven: better in Year 1 and poorer, overall, in Year 2

Standards in information and communication technology are below average throughout the school and the quality of hardware and range of software are poor

Administrative staff are inefficiently deployed

Classroom assistants are not deployed effectively enough to support pupils' learning

Day-to-day assessment is not used effectively enough to identify targets for improvement

The under-fives curriculum and reports to parents do not comply with the requirement to match "desirable learning outcomes"

There is insufficient emphasis on developing multicultural awareness.

**The school has more strengths than weaknesses and inspectors judge that it has a good capacity to improve.**

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

Of the key issues raised at the time of the last inspection, three are ongoing, namely:

continuing to extend the role of subject co-ordinators;  
taking more account of the different abilities of the pupils, and  
continuing developing schemes of work in all subjects.

Overall, progress since the last inspection is judged to be satisfactory: inspectors judge that the capacity to improve is good.

## Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<b>Key</b> <i>well above average</i> <i>A</i>
English	E	E*	
Mathematics	E*	E*	
Science	E	E	

Statistics for 1996, 1997 and provisionally for 1999 confirm that the above results are significantly poorer than the school's normal average. The school maintains that this was a lower attaining year group. The school is based on an army camp and has a very high pupil turnover. Results depend on who happens to be in the school at the time of the tests.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 9 years
English	satisfactory	satisfactory	good
Mathematics	satisfactory	satisfactory	good
Science		satisfactory	satisfactory
Information technology		unsatisfactory	unsatisfactory
Religious education		satisfactory	satisfactory
Other subjects	satisfactory	satisfactory	satisfactory

Only one lesson in information technology was seen, and the teaching was satisfactory. However, although computers were switched on during lessons, no use was made of them to support learning in other subjects, and no incidental teaching and skill development was seen. Overall, therefore, inspectors judge that the teaching of this subject is unsatisfactory. The good teaching in English and mathematics in years 3 and 4 is a reflection of the successful introduction of the literacy and numeracy hours.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good, overall. Pupils show positive attitudes to learning.
Attendance	Good. Absences are monitored and followed up very effectively.
Ethos*	Staff sustain a caring and supportive ethos despite the high turnover of pupils. They work hard to establish good relationships quickly.
Leadership and management	The headteacher has a clear vision for the development of the school and is giving strong and determined leadership. The governors and staff are working effectively with the head to move the school forward.
Curriculum	Teachers have successfully introduced the national literacy and numeracy strategies whilst maintaining a good breadth and balance in the curriculum. The under-fives curriculum is being reshaped effectively to match statutory requirements.
Pupils with special educational needs	Pupils with special educational needs make satisfactory progress in all areas of the curriculum. There are good procedures for maintaining progress in literacy and numeracy.
Spiritual, moral, social and cultural development	Provision for pupils' social and moral development is good and for spiritual development is satisfactory. Pupils have a satisfactory introduction to national heritage, but awareness of world cultures is under-developed.
Staffing, resources and accommodation	There is a good range of experience and skills amongst the staff. The school is well resourced with ample accommodation to meet the needs of the curriculum.
Value for money	The school gives satisfactory value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>▪ the secure, caring environment</li> <li>▪ the interest and commitment of all staff</li> <li>▪ the approachability of governors and staff</li> <li>▪ generally high standards of behaviour</li> <li>▪ good information and communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ would like more involvement other than just</li> <li>▪ some would like a clearer understanding of</li> </ul>

Only six parents attended the parents' meeting. They were all very supportive of the school. Inspectors agree with what parents like about the school, and have full confidence that what parents are less happy about is already being tackled.



## **KEY ISSUES FOR ACTION**

The governors and headteacher and staff now need to:

### **1. Raise overall standards of attainment by:**

- focusing on raising standards in writing throughout the school, and especially amongst boys (paras 5,75);
- introducing a better pace and more challenge to learning at Key Stage 1, especially for the Year 2 pupils, and more generally for the older pupils in mixed-age classes (paras 6,7,20,49,76);
- giving priority to the raising of standards in information and communication technology (paras 24,85,86,94);

### **1. Improve the overall quality of teaching by:**

- ensuring that day-to-day assessment of the successor otherwise of a lesson, and also of the progress of individual pupils, is used to identify targets for improvement (paras 20,33,39);
- improving the quality of computers and increasing the range of software to support learning (paras 7,24);
- deploying and using classroom assistants more effectively to support pupils' learning (paras 24,49,56);
- ensuring sufficient emphasis on developing multicultural awareness (paras 245,38);

### **3. Make leadership and management more effective by:**

- deploying administrative support staff more efficiently (paras 49,57);
- ensuring that the curriculum and reports to parents for the under-fives comply with the requirement to match the nationally recommended "desirable outcomes" (paras 21,26,60).

## INTRODUCTION

### Characteristics of the school

1. Bovington First School is a local authority school situated in the centre of an army camp. There are currently 141 pupils on roll; below the national average for this kind of school. There is approximately a 50% turnover of pupils each year. About 90% of the pupils are from army families; there is also an area of housing association accommodation on the edge of the camp. Tracking the progress of pupils, not only within the school, but also when they join or leave, is challenging and time-consuming. The most recent priority of the governing body has been the critical task of finding the most appropriate new headteacher after two decades of service by the former headteacher.
2. There are 63 pupils on the school's Special Educational Needs (SEN) Register. This number represents 45% of the school's roll. Nine pupils are on Stages 3-5 of the Code of Practice, and 4 of these have statements of special educational need. The number of pupils with special educational needs is well above the national average. The percentage of pupils currently in the school with statements of special educational needs is above the national average. The number of pupils eligible for free school meals is below the national average as most come from army homes. One Key Stage 2 pupil is disapplied from the National Curriculum, including assessment. There is one pupil identified as having English as an additional language, well below the national average.
3. The school is responding constructively to challenging local authority targets for the raising of attainment as measured by national tests at the end of Key Stage 1. Individual pupil targets are, however, compromised by the probability that a high proportion of pupils will have left the school. The headteacher faces the uncertain prospect of being judged by the attainment of "whoever happens to be in the school" at the time of national tests. All staff are responding good-heartedly to this challenge and have clearly at the centre of their concerns and aspirations the pupils who happen to be in the school at any one time.

## Key Indicators

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	21	18	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	17	14
	Girls	15	16	14
	Total	25	23	28
Percentage at NC Level 2 or above	School	64(78)	59(89)	72(89)
	National	80 (74)	81 (80)	84 (83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	14	13
	Girls	15	14	16
	Total	26	28	29
Percentage at NC Level 2 or above	School	67(100)	72(88)	74(92)
	National	81(80)	85(83)	86(85)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised absence	School	4.1
	National comparative data	5.7
Unauthorised absence	School	0.6
	National comparative data	0.5

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	100
Less than satisfactory	nil

### 3. PART A: ASPECTS OF THE SCHOOL

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

##### Attainment and progress

1. Attainment as measured by the 1998 national test results was well below average at the end of Key Stage 1. This statistic would normally suggest that even if the year group was known to be weak, results are still a cause for concern. However, this school has exceptional circumstances. Based in an army camp, nearly all its pupils come from army families. The school is fortunate if those pupils spend as much as two years in the school, and turnover is high; as much as 50% each year. Pupils arrive, often with few personal possessions and a very varied prior educational experience. The school does well to provide a secure, friendly environment but recognises the need to offer greater intellectual challenge and mental stimulation. The recently appointed but experienced head has this as an early high priority. Inspectors judge that, though standards are below average overall, the school has a good grasp of what is necessary to do the best by these pupils. *At the time of the last report it was stated that attainment was "at least average at Key Stage 1," and "in line with national expectations at Key Stage 2" ( paras 17 and 18).*
2. Inspectors judge that, overall, standards are currently below average by the end of Key Stage 1, but have risen to close to the national average by the time pupils leave the school at the end of Year 4. Furthermore, statistics provided by the local authority show that standards were similar to the national average in 1996 and 1997, but took a marked drop in 1998, especially in writing. The school believes, and inspectors confirm, that there is a need to give close attention to writing, especially of boys. However, the 1998 cohort contained a high proportion of pupils with special needs and was, generally, lower attaining. This cohort is still in the school in year 4, but inspectors were unable to confirm the school's view as half of those pupils have left the school since they took the national tests.
3. Overall, progress is good through the under-fives stage, unsatisfactory through Key Stage 1 and good through the two years of Key Stage 2 that pupils spend in the school. Overall, progress is good from the time pupils enter the school to when they leave at the end of Year 4. These judgements are based mainly on perceptions of standards at the end of the various stages, but take into account progress during lessons seen by inspectors, which was never less than satisfactory. Pupils enter the school with below average standards and development, particularly in English and mathematics. However, they make good progress in all but mathematics and embark on their compulsory schooling at the age of five generally well prepared to start national curriculum studies.
4. Progress through Key Stage 1 is uneven. It is satisfactory in mathematics, but only maintaining below average standards overall. In English, progress is unsatisfactory and standards slip to below average. Pupils make satisfactory progress in relation to their previous attainment at the beginning of the key stage. However, as they move into Year 2, they make poor progress in developing coherent literacy skills in non-fiction writing, grammatical usage and developing spelling strategies. The main reason is that pupils are in a mixed year class with Year 1 pupils. Teaching, satisfactory overall, meets the needs of the middle groups well but too often the older, Year 2 pupils are left somewhat under-challenged. In mathematics, progress is satisfactory overall, but only maintaining standards that are below average. In both English and mathematics these judgements are borne out by end-of-key stage national test results. The introduction of the National Literacy and Numeracy schemes is giving beneficial structure to these lessons. In other subjects, progress is satisfactory overall, except in information and communication technology. The computers are obsolete, software is poor, and although the one lesson seen was satisfactory, not enough use is made of the technology to support learning in other subjects. Lack of teacher confidence and subject expertise means that there is not enough incidental teaching, and progress is poor through Key Stage 1.

5. Progress through Key Stage 2 is never less than satisfactory and in English and mathematics is good. This is a consequence of the generally good teaching in this key stage. It is also a reflection of the good practice of splitting the two Key Stage 2 classes into three sets organised by ability for English and mathematics. The special needs co-ordinator takes set 3 for their numeracy hour and the headteacher takes one of the English sets. By the end of Year 4 only information and communication technology standards remain significantly below average.
6. Pupils with special educational needs make satisfactory progress in relation to their previous attainment as they move through the school. They make satisfactory progress towards achieving literacy targets within their individual education plans, but few pupils have numeracy targets. In some lessons, work is not sufficiently tailored to their needs, as teachers' day-to-day assessment is insufficiently focused on individual pupils. Teachers do not record and chart strategic points of attainment to mark their day-to-day development. Where individual education plans have measurable, achievable and specific targets, pupils' needs are better met. One pupil identified with English as an additional language has designated support and makes good progress.

### **Attitudes, behaviour and personal development**

1. The standard of pupils' behaviour throughout the daily life of the school day is good. Despite the constant turnover within the pupil population, they form good relationships and play well together during breaks. The range of play equipment is shared well and the pupils learn to organise their own activities in a mature and responsible way. The pupils mix well together and form positive friendships irrespective of social or cultural backgrounds although when organising games they tend to play within their own gender groups, for example when playing football. There was no evidence during the inspection of any unkind, racist or sexist behaviour. School rules are respected and observed by nearly all pupils in the classroom as well as when moving about the school. Most pupils show kindness towards each other; for example by helping one another in class.
2. Relationships between pupils and teaching staff are good. Most pupils show respect for the staff and respond well to guidance. There is, however, a minority of pupils who on occasions engage in challenging behaviour, resulting in one fixed-period exclusion in the past year.
3. During lessons the pupils' attitudes to learning are good. They show good levels of concentration and have well developed listening skills. They listen attentively to what they are being taught and follow instructions given by teaching staff. They are, however, confident enough to express their own views and ideas when this is appropriate. The vast majority of pupils show an eagerness to respond to questions posed by teachers or to volunteer to carry out classroom activity: for example, reading to the rest of the class. Set tasks are nearly always finished and the standard of presentation shows a good level of care and attention. A very positive feature is the mature and supportive way pupils work together in lessons. They concentrate on the task in hand, share their thoughts and work together to achieve the task.
4. Pupils show respect for their own property as well as that of others. They take care with school resources and treat the school environment with respect. As a result of the good use of litterbins all pupils keep the playground entirely free of litter. Pupils enjoy the opportunities provided to take responsibility and carry out the various duties enthusiastically. Examples include clearing away the play resources after break, returning registers to the office and helping in assemblies. Several instances were noted when older pupils helped younger pupils without being asked.
5. Through their responses to the parents' questionnaire a very high proportion of the parents

indicated that standards of behaviour within the school are good. The school is making a good and very welcome contribution to the community. The inspection evidence fully supports this view. The positive relationships and the good standards of pupil behaviour were identified as a strength of the school in the last report. These standards, which have a positive impact on learning, have been well maintained by the current pupil population.

6. Pupils with special educational needs behave well and respond positively to teachers and classroom assistants. They are well motivated and show sustained levels of effort. They value the support they receive and their self-esteem is growing, especially where they are praised for their own efforts.

## 15. Attendance

1. Based on the latest figures, the school's overall attendance level is well above national averages. This represents a significant improvement on attendance levels for the previous reporting year. Although unauthorised absence is just below similar schools, the level of authorised absence is well below national averages. The chair of governors takes a close interest in attendance and regularly monitors registers. Most unauthorised absences are so categorised because parents fail to notify the school about the reasons for their children's absence.
2. Nearly all pupils, including those with special educational needs, attend for school in good time for the start of the school day. The issue identified in the last report regarding the locked gates has now been addressed, enabling the pupils to gain access to the school in good time before lessons start. Records show that lateness is very rare. However, pupils do not always respond quickly when called back to lessons after breaks. This is because the high turnover of pupils which affects every year group is such that there is some unfamiliarity with school routines. Despite this, lessons nearly always start on time. Pupils show positive attitudes to punctuality when moving about the school between lessons.

## QUALITY OF EDUCATION PROVIDED

### 17. Teaching

1. Overall, the quality of teaching is satisfactory. Teaching of the under-fives and at Key Stage 1 is satisfactory. At Key Stage 2, teaching is predominantly good. During the inspection no unsatisfactory teaching was seen, and in the 38 lessons observed, teaching in 15% was very good and in a further 30% good. The impact of satisfactory and good teaching on the attainment of pupils is severely limited by the high pupil turnover. Of the pupils in the current Year 4, only eight have been in the school from the reception class.
2. Throughout the school, there are strengths in pupil management, good use of resources, exposition and creating a good ethos and atmosphere for learning. There is no misbehaviour during lessons though concentration spans are lower than average and teachers sometimes have to work hard to keep pupils on task. Clear, high behaviour expectations are well founded on unambiguous codes of conduct and a clear set of mild but well-recognised sanctions. Teachers have become used to having new pupils joining their class and collectively are good at explaining what is happening and what is expected. Above all, there is a good atmosphere in the school, which stems from the firm but fair and kindly attitude of the teachers.
3. Relative slight weaknesses in teaching include: expectations that are too often too low for the older pupils in mixed-age classes; questioning to test understanding; and day-to-day assessment to inform planning. Too often teaching in mixed-age classes is pitched at the average level. Lower attaining pupils and those with special educational needs are well served

by special planning and the support given by classroom assistants. However, the older and higher attaining pupils are less well served; too often planning is “more of the same” and does not stretch them enough mentally. This is particularly evident in Key Stage 1 where it is the important Year 2 pupils, preparing for national tests, who are most disadvantaged. Throughout the school, and most evident in the last section of literacy and numeracy hours, there is a general relative weakness in the use of questioning to test understanding. Too often this last session is used to “show and tell” what has been done in group work. The opportunity for the teacher to use discriminating and well-targeted questioning to test whether particular pupils have understood is too often lost. Assessment of what has and has not worked in a particular lesson is also a relative weakness. Assessment is not well enough used to ensure a clear focus for the next lesson.

4. Across the curriculum, teaching of the under-fives is satisfactory, overall. However, planning is not related to the nationally expected “desirable outcomes (for learning)”, and there is a significant weakness in the lack of provision for the development of gross motor skills by using large apparatus regularly. The small, dedicated outdoor area is inadequately equipped and used.
5. At Key Stage 1, teaching is satisfactory, except in information and communication technology, where it is unsatisfactory. The rigour and structure of the national literacy and numeracy strategies is having a beneficial affect on lesson planning, not only in English and mathematics, but also increasingly in other subjects. In English and mathematics, the quality of teaching is satisfactory at Key Stage 1. However, teachers tend to pitch class-based activities at the level of the middle attaining pupils. Whilst work for the lower attaining pupils is successful, due in part to the support of classroom assistants, extension work for the higher attaining pupils is too often unchallenging and at a level below where they should be. This particularly disadvantages Year 2 pupils, and is reflected in national test results.
6. At Key Stage 2, teaching is good in English and mathematics, unsatisfactory in information and communication technology, and satisfactory in all other subjects where teaching was seen. Teachers have adapted the National Literacy Strategy satisfactorily to meet the needs of most pupils in their mixed aged classes or set groups. Arrangements for implementing the National Literacy Strategy is most effective in Years 3 and 4 where groups are clearly identified by pupils’ prior attainment and abilities. In mathematics, the quality of teaching is good at Key Stage 2. Good teacher confidence and subject expertise is translated into more challenging work, giving good pupil progress. Teaching in science shows a satisfactory level of teacher confidence and subject expertise.
7. Across the school there is a significant weakness in the deployment of classroom assistants to best effect to support pupils’ learning. Too often they are either just watching the teacher or are busying themselves on trivial tasks waiting for group-work to begin. The National Literacy and Numeracy schemes are having a marked and beneficial effect across the curriculum. In science, for instance, the focus on mental strategies and writing reports reflect work in English and mathematics. In information and communication technology, however, the combination of: relative lack of teacher expertise and confidence; poor equipment and inadequate software; lack of recent staff training and the frustration of getting a group of pupils organised only to see them leave, renders teaching unsatisfactory. The one lesson seen specifically in the subject was judged to be satisfactory. However, far too little use is made of opportunities available across the curriculum, and no teaching or guidance was seen in other lessons. Too often the computers were switched on but unused. The lack of use and teaching in other contexts renders teaching unsatisfactory overall in this subject. The school is a rather insular community, based as it is on an army camp. Inspectors looked for evidence of breadth in the curriculum, and although satisfied overall, judge that awareness of multicultural issues is unsatisfactory. This is a weakness for the school to rectify.
8. Planning for pupils with special educational needs is usually in line with the requirements of their individual educational plans. However, work is sometimes not well enough matched to



their capabilities. They work best when they are part of groups formed by reference to their prior attainment. The one pupil with English as a second language is fully and unobtrusively absorbed into the normal school routines.

## The curriculum and assessment

1. Provision for the under-fives is satisfactory except in physical development where insufficient use is made of the outdoor adjacent area to develop children's co-ordination and gross motor skills. This is in contrast to the findings of the last OFSTED report where the provision was reported as "good". The classroom environment is well organised to allow the children to develop a wide range of skills under the recommended areas of learning and teachers' planning is satisfactory. Baseline assessment is used sensibly to inform teachers and parents of each child's starting point when they first join school and this is used effectively by teachers to determine teaching priorities. Annual reports to parents are unsatisfactory, as they are not written under the headings of the recommended areas of learning.
2. As at the time of the last OFSTED inspection, the school meets the statutory requirements of the National Curriculum and religious education in conformity with the Locally Agreed Syllabus. All pupils enjoy equal access to all areas of the curriculum. The governors' policy states that sex education is not taught at the school but that matters arising are dealt with naturally as part of normal class discussions. This same policy existed at the time of the last inspection. Subject policies are in place and have been agreed by the governing body but most are now in need of review to reflect recent curriculum developments.

In response to one of the key issues from the last inspection, curriculum co-ordinators have developed comprehensive schemes of work for each subject. These are mainly based on nationally recommended models which have been sensibly adapted to match topics within the school's existing curriculum plan. All aspects of the National Curriculum are covered within the long-term plan and curriculum cycles for Key Stage 1 and Years 3 and 4 ensure that pupils receive a well balanced curriculum.

3. Through a sub-committee, governors keep a satisfactory overview of curriculum developments. They meet termly to discuss curriculum issues although they do not currently receive sufficient information on the effectiveness of the curriculum in meeting pupils' needs or on the progress made by pupils as they move through the school.
4. The curriculum is enhanced by a small number of extra-curricular activities such as recorders, football club and a library club which operate each week and make a valuable contribution to broader educational objectives. Good links with the local army base provide opportunities for visits from such people as: the Army Welfare Officer, who advises the children about the dangers of fireworks; the Padre, who leads school assemblies, and the Cavalry Trumpeter and standard bearers who visit the school on Remembrance Day. Regular visits to the Garrison Church, to celebrate major Christian festivals, and to local shops, as part of the curriculum, help to raise standards of achievement and raise the profile of the school in the local community.
5. Good procedures exist to ascertain and record at regular intervals what pupils know, understand and can do. However, daily assessment of the success or otherwise of a particular lesson and the use of discriminating questioning at the end of a lesson to test pupils' understanding is weak. The very useful "Once a Month" book provides a good measure of pupils' progress in writing although is not always annotated helpfully enough to be used to set individual targets for improvement. Similar good procedures exist in science where assessments are carried out and results recorded at the end of each unit of work. In mathematics the school is planning to use the key objectives for assessment as identified in the national numeracy strategy. This however, has only just been implemented and the first assessments have not yet been carried out. Assessment opportunities in other subjects are usefully identified on medium term planning sheets and are used well by teachers to record pupils' progress against specific objectives.
6. Good use is made of baseline assessment when children join the school at the start of the

reception year. Clear procedures exist to share the results of these assessments with parents and the teachers use outcomes well when planning activities. Thorough analysis of Key Stage 1 national test results and of the recently introduced mid-Key Stage 2 national tests gives the headteacher and teachers a clear view of strengths and weaknesses in aspects of pupils' attainment. The deputy head has recently done some good work comparing mid-Key Stage 2 results with those of pupils in other local schools.

7. There are good guidelines for early identification of special needs. However, teachers do not use this information consistently. Teachers use day-to-day assessment procedures inconsistently to inform their planning for pupils with special educational needs. There are few detailed records kept of each pupil's progress in literacy and numeracy apart from termly reviews of these targets within individual educational plans. Parents are informed of their child's progress and meetings are arranged. The governor with an oversight of special educational needs provides sound support, especially in monitoring the provision with the special needs co-ordinator. Individual education plans, for pupils with special educational needs, have recently been developed to include specific targets for development.
8. Day-to-day assessment, whilst satisfactory, is less well established than the assessment procedures outlined above. Marking of pupils' work is good, with helpful comments written to assist progress. However, teachers do not sufficiently use direct questioning at the start of lessons to determine what individual pupils understand, know and can do and, consequently, some of the more able pupils are not challenged enough during lessons. Reports to parents fulfil statutory requirements. However, the reports for pupils in the reception year are unsatisfactory as they are not written under the six recommended areas of learning.

### 33. **Pupils' spiritual, moral, social and cultural development**

9. The school makes good provision for pupils' moral and social development. Provision for spiritual and cultural development is satisfactory. The school has clear aims, objectives and a vision statement that forms a sound foundation for many aspects of this provision. However, there are few statements on religious values in the school prospectus. Pupils with special educational needs play a full part in the experiences that promote spiritual, moral, social and cultural development for all pupils in the school.
10. Provision for pupils' spiritual development is satisfactory. The school celebrates broadly Christian events through events such as a harvest service and pupils' Christmas musical accompaniment at the Garrison Church of St. George's. The Locally Agreed Syllabus provides guidance to teachers on the development of pupils' knowledge and insight into values and religious beliefs. Suggestions are provided for discussions and reflection upon key questions relating to life, beliefs and biblical interpretations. Pupils are developing insights into the values and beliefs of others and their own views and values. The teaching of religious education does not extensively evoke the sense of awe, wonder, reverence or inner stillness amongst pupils. Governors meet statutory requirements for daily acts of collective worship. Assemblies are satisfactorily planned to develop and reinforce the values of the school and celebrate pupils' achievements. Most assemblies focus on moral and social development with satisfactory spiritual content. Visitors such as the local pastor make a valuable contribution to the school's provision for spiritual development. There are no pupils withdrawn from assemblies. However, there is only limited reference to pupils' spiritual development through the wider curriculum to guide teaching practice; for instance, reference to awe and wonder is rare.
11. The provision for pupils' moral development is good. Teachers encourage pupils to value other people's opinions and achievements. They support pupils in distinguishing between right and wrong. Pupils show respect for resources and property within the school. The behaviour policy is implemented effectively through clear procedures and recommendations for practice in classrooms and during break times. Pupils are made aware of moral issues. This is reinforced by the school's Golden Rules and classroom codes of conduct. The school places an emphasis on responsibilities for positive behaviour from parents and pupils alike in the new

Home-School Agreement.

12. The provision for the social development of pupils is good. This has a positive impact on pupils' personal development. Pupils are polite and courteous. There are good relationships between pupils, their teachers and support staff. Pupils work well together in class and in all group settings. Teachers promote and raise self-esteem through praise and the school's award scheme which pupils value. There is an active Home and School Association that regularly organises fund-raising events to support pupils' learning opportunities. Parents report that there is mutual respect between teachers and children. Attitudes and values promoted in the school are consistent from all adults, school rules and sanctions. Some teachers encourage pupils to take on responsibilities as helpers and classroom monitors. In the last year, pupils have taken part in a carol service at the Garrison Church of St George's.
13. Overall, provision for cultural development is satisfactory, but too little fostered through the curriculum. Hinduism and Judaism are world religions represented in religious education. Pupils have opportunities to become familiar with their cultural heritage through local studies of Wool and Dorchester. Geography and history contribute well to pupils' understanding and appreciation of local heritage. However, and this is a significant weakness, opportunities for pupils to learn about world cultures and customs and to understand cultural diversity are under-developed. Preparation for life in a multi cultural environment is weak.

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

14. The support and guidance provided for pupils is satisfactory and has a broadly beneficial impact on standards and progress. The disruptive impact of army life on the educational progress of the pupils is well known to teachers, many of whom have worked at the school for a good number of years. Induction procedures for new pupils are well established and include the assessment of the needs of each pupil, especially their emotional and welfare needs. Assessments to establish their educational standards are good but the information gained is not always translated into classroom practice: for example, where needs are established, targets are not always set and therefore do not form part of teachers' short-term planning. Day-to-day support in class for individual pupils is good. Teachers explain clearly and give advice and help when necessary. Pupils with special educational needs are given good individual help and guidance during lessons, enabling them to make good progress.
15. The monitoring of pupils' personal development is under-developed. Currently there is no personal health and social education policy although school plans include the production of such a policy. Nevertheless, teachers know their pupils well in terms of their social circumstances, and provide individual support when the need arises. Weekly circle time sessions are used effectively to address behavioural and other issues that emerge. The school promotes and monitors standards of behaviour well. There is a comprehensive behaviour management policy, which sets out clearly the school rules and systems for rewarding appropriate behaviour. The policy is well understood by all staff. There is a strong focus on praising appropriate behaviour and, when necessary imposing mild but well understood sanctions. Teaching staff use the policy to good effect.
16. Systems for monitoring attendance are very good and have been instrumental in raising the attendance levels of the school during the past year. Absences are quickly followed up and the reasons sought from parents. The chair of governors has personally taken on the responsibility for ensuring monitoring is effective; a strategy which has had good results. Attendance registers are very well maintained and provide a very good record. The issue highlighted in the previous report regarding marking of registers has now been addressed.
17. Child protection procedures are in place. All staff understand the importance of this matter. The school ensures that pupils and staff work in a safe environment. Regular health and safety checks are carried out and evacuation drills are held each term. Whilst the welfare of pupils is seen as a priority for staff, the toilets for boys and girls are poorly designed and

located and their proximity to public corridors gives cause for concern and disregards the dignity and privacy of the pupils using them. Medical support provision is very good. There are good levels of qualified staff to administer first aid and there are ample stocks of good quality first aid resources. Medicines are clearly marked and properly secured. Staff response to minor injuries is efficient and effective and accompanied by appropriate record keeping.

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

18. The school has established strong links with parents, and manages the challenge of a constantly changing parent population well. Systems for bringing new parents up to date with school policy and changes to the National Curriculum are very good. The school seeks out parental views effectively by conducting attitude surveys. The information gained is used well to shape school policy. Parents are regularly kept in touch with what is happening in the school through good quality newsletters and letters home. Official school documentation is comprehensive and of good quality. However the school brochure does not include details of the school's special educational needs policy. Also, the last governors' annual report to parents does not include details about the school's provision for disabled pupils. Both are requirements.
19. Whilst nearly all parents take a keen interest in their children's education, the number who actively help in lessons is limited due to the transient nature of the population. Parents do, however, support the school in other ways: for example, the parent-teacher association, through social and other events, raises funds for the school. Individual parents also provide other support: for example, by servicing the school's computers and other hardware. Funds raised by the parent-teacher association are put to good effect: for example, through the purchase of playground equipment and computer software.
20. Parents are kept well informed about pupil progress through parents' meetings and informative annual progress reports. Parents of pupils with special educational needs are satisfactorily informed of provision for their child's needs through reviews and notification of individual educational plans. They are seen as integral to the success of the policy and good liaison is being established. The school is working effectively to draw parents into this process and to develop the school's provision for meeting pupils' special educational needs. Links with outside support agencies are good. There are regular meetings with the special needs co-ordinator and liaison with transfer schools. Teachers are accessible and approachable should any parent wish to discuss issues of concern. Overall the relationships between staff and parents is very good. Analysis of the responses to the parents' questionnaire indicates a high level of satisfaction with all areas of school life. No dissatisfaction is apparent.
21. Good links have been established with the local community, especially the local army garrison. There is close liaison with military welfare services and the school is represented on the local safety and other committees. The school is kept well informed about postings, which helps with planning. The pupils also benefit from a range of visitors and external visits that contribute well to learning and development. Examples include visits by clergy representing various denominations, members of the governing body, the police and army musicians. Visits include trips to places of local historical and environment interest: for example, to the Dorchester museum. The school has links with other schools through sporting events and has also taken the lead in organising local football competitions. Whilst the existing links make a good contribution to understanding of local and national culture, provision for learning about world cultures and customs is weak.
22. Overall, the school's involvement with the parents and the links with the community make a good contribution to pupils' learning and personal development. In this respect the school has maintained the standards outlined in the previous inspection report.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 47. Leadership and management

1. Overall, there is a good ethos in the school; the school is well led and managed. The headteacher, well supported by the governors and staff, has already developed and communicated a clear vision for the development of the school. An experienced headteacher, she knew of the challenges posed by a school within an army camp: she lives locally. She has made a strong and determined start in this headship and is already having a marked and beneficial impact. In this she is well supported. Her deputy head, currently studying for her national professional qualification for headship, is relishing the opportunity of being involved in moving the school forward, and is taking a particular interest in the development of the curriculum. Focus on the recently introduced National Literacy and Numeracy schemes is providing a good model for the improvement and development of teaching strategies. There is a clear commitment to the raising of standards, and the first priority of the recently appointed head was to monitor and provide constructive comments on the quality of teaching. The chair of governors visits the school frequently and has taken a particular responsibility for attendance. She checks registers and monitors absences, chasing up absences promptly when they are unexplained; this is a considerable task in a school with such a high turnover of pupils. The chair of the governors' finance committee is well briefed and advises her colleagues sensibly. Other designated governor responsibilities, such as for special educational needs, are discharged well.
2. There are, however, some matters requiring attention. The headteacher has a sensible list of priorities for action which includes early attention to the following. First, the administrative staff are deployed inefficiently. The rationale for two staff to be in school for a total of 35 hours a week, but both in the mornings and in separate offices, needs urgent review: if only to relieve the headteacher of the burden and tie of being the one to answer the phone and open the front door every afternoon. Though one of these staff carries a responsible burden for finance, there is undoubted scope for rationalisation. Secondly, support for teachers needs to be improved by using classroom assistants more effectively to support pupils' learning. The designated special needs assistants track and support their charges well, but the general assistants spend too much time watching the teacher and performing trivial tasks. Thirdly, teaching does not yet take sufficient account of the different ages and levels of prior attainment of pupils in mixed-age classes. This is particularly important with respect to the Year 2 pupils preparing for national tests. These matters are significant weaknesses for the school to tackle. The development of the role of subject co-ordinators is already well in hand, but at an early stage. However, assessment procedures to identify the success or otherwise of a particular lesson, to record which individual pupils have or have not understood, and to use this information in planning, is currently weak.
3. The school complies with all statutory requirements regarding provision for pupils with special educational needs and the one pupil with English as a second language. The special educational needs co-ordinator provides satisfactory support and guidance to teachers, and is developing strategies to ensure that the training needs of teachers and classroom assistants are identified: for example, in delivery of the national numeracy strategy. Special needs pupils are integrated successfully within their classes.
4. Inspectors judge that the school as a community has a strong will and good capacity to improve.

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

5. The school is very well staffed with a range of experienced and well qualified teachers, many of whom have a good understanding about the issues affecting the children from army families. Currently there is a very low pupil-teacher ratio but this is due to change with a significant increase in pupil numbers expected next year. All teachers are qualified and between them have expertise to cover the whole curriculum. There is also a good number of qualified classroom support staff to meet the learning support needs of special needs and lower attaining pupils. Administrative support is adequate, but ineffectively deployed; both staff are in school in the mornings and the headteacher is left to cope in the afternoons. This is a significant weakness. Although turnover of teaching staff is low, satisfactory induction arrangements are in place. Arrangements for appraisal and staff development are, however, unsatisfactory. There are no formal systematic arrangements for staff appraisal and the link to training needs is not established. There is no clear link with priorities identified in the school development plan although the school has started to review staff skills in information technology. Teachers receive valuable support from the learning support assistants who work mainly with pupils who have special educational needs. These individuals provide good support mainly for younger pupils in the school. However, general classroom assistants do not have clearly defined duties or job descriptions. This is a weakness in the management of these people.
6. The school is situated on a large site within an army garrison. Accommodation is ample for the needs of the curriculum, especially in respect of classroom teaching space. Positive features include the existence of two halls, ample hard surface play areas and the availability of a swimming pool. Both internally and externally the building is in good condition and the overall cleanliness is good. There are, however, major weaknesses in the design of the building which have a detrimental impact on teaching and learning. Internal access across the school involves entering classrooms whilst lessons are taking place. This causes disruption in lessons and is especially so at the start of the school day and after breaks when staff and pupils move through classrooms to reach other areas. There are no adaptations to the school to accommodate pupils with disabilities. The access to the school is restricting and uneven steps are a hazard. There are no toilet facilities for the disabled.
7. Issues highlighted in the previous report have been addressed and in particular the standards of decoration and cleanliness have been improved significantly. The caretaker busies himself productively about the school, is well known to all the pupils, and maintains a meticulously clean and smart environment. *This contrasts starkly with the time of the last inspection when one of the key issues was to "improve the overall quality and appearance of the environment and monitor the standards of cleanliness"*. The school has recently reviewed the level and quality of learning resources and as a result there is now a better range of equipment and books to meet the needs of the curriculum.

### **54. The efficiency of the school**

8. The school manages its finances satisfactorily. The school development plan includes appropriate educational priorities, for example the raising of standards of literacy and numeracy and targets are clearly set out and properly costed. The governing body assesses competing demands on a limited budget effectively, and has a clear rationale for its decisions which are clearly communicated to all staff. The additional funds received by the school for pupils with special educational needs are well managed, monitored and used to good effect. Indications are that this expenditure is having a positive impact on progress and attainment. Financial control is satisfactory. The governing body maintains a critical overview of spending and the budget is systematically and carefully monitored. Although the administration officer maintains an up to date record of expenditure the role has not been fully developed. The recent auditors' report highlighted some significant issues, not all of which have yet been addressed. There is evidence that some teachers do not follow the school's procedures for purchasing new



materials.

9. Teachers and some classroom support staff are efficiently and effectively deployed across the school and good use of made of the experience and skills of staff. However, the role of classroom assistants in their support for pupil learning is not always used to best effect. There is some evidence that their work is reflected in teachers' planning and they work in partnership with the teachers. On too many occasions, however, the staff are tasked to carry out trivial tasks such as sharpening pencils for the pupils, rather than supporting teaching and learning. However, their time is used to good effect when pupils are withdrawn for additional teaching: for example, during the group work sessions in numeracy or literacy lessons. Financial control is satisfactory.
10. The deployment and use of the administrative staff is unsatisfactory and is a significant weakness in the school. Not only is there an issue about coverage during the week, but also the levels of tasks and responsibilities do not reflect the work normally assigned to administrative staff. Furthermore, the two members of staff are currently located in different parts of the school. Other support staff are well used and deployed. In particular the caretaker has a variety of roles, all of which are carried out efficiently and effectively and which contribute to the smooth running of the school day.
11. The resources available to the school are well managed and used efficiently to support curriculum delivery. Although the school currently has two vacant classrooms there is imaginative use of one room for providing additional teaching for special needs pupils in small groups when, as in Years 3 and 4, pupils are setted for their literacy and numeracy hours. The expected increase in pupil numbers will make full use of all the school's space. The school currently has two halls, one of which is not being used. There are plans to convert one of the halls into a library to make more efficient use of this accommodation. The outside environment is not being used to its full potential. Despite the presence of the large hard surface areas there is an over-reliance on the indoor facilities for physical education. The extensive grounds are too little used for environmental or other studies.
12. Taking into account the context of the school and its pupils, the quality of education provided, the standards achieved and the progress the pupils are making, the school provides satisfactory value for money.

## PART B: CURRICULUM AREAS AND SUBJECTS

### AREAS OF LEARNING FOR CHILDREN UNDER FIVE

13. Following a good induction programme, pupils enter the school at the start of the school year in which they will be five. The two classes containing children under the age of five are sensibly organised according to age, the oldest reception pupils joining the younger Year 1 pupils in a mixed year group class. The curriculum for the children under five is well organised and meets statutory requirements in all except physical development where a lack of outdoor and indoor apparatus to help children to develop co-ordination and gross motor skills is a major weakness.
14. As at the time of the last inspection, children's attainment when they start school is generally below average. Particularly in language and literacy and in mathematics, children perform below the level generally expected of children of this age. However, in all subjects they make good progress through their first year in school, with the exception of mathematics where progress is satisfactory. Ground rules are well established when the children first join the class. High expectations regarding children's behaviour, coupled with appropriately planned activities, lead to a good working atmosphere within the classroom. Children generally make good progress. Pupils leave the reception year well prepared for the first stages of the National Curriculum.
15. Pupils' **personal and social development** is good. They enter the classroom in a confident manner at the start of the day and are quick to settle to one of the appropriate activities set out for them. They are confident when speaking to adults and peers and they work together well, taking turns when, for instance, working at a computer. During a nature walk children demonstrated a respect for their environment and a willingness to learn about different types of leaves and berries seen as they walked around the grounds.
16. When pupils enter the school at the age of four, their language development and literacy attainment is well below that expected nationally for their age. This is clearly indicated in baseline assessment results. The school's records further show that the attainment of pupils as they start their reception year is lower than that recorded in the last inspection report. The school is taking positive steps to improve the standards attained by pupils in this age range. The evidence of the inspection, through scrutiny of pupils' work and from work in progress, shows that standards in **language and literacy** have improved sufficiently to be satisfactory overall by the age of five, when standards in reading and in speaking and listening are broadly in line with national expectations. Pupils under the age of five make good progress in their acquisition of early reading and speaking and listening skills. They respond well to questions with clear understanding of text. They develop satisfactory emergent writing skills such as scribing their own names. Children participate well in shared text work, using pictures to describe what is happening in the story and guessing what might happen next. Although a few pupils' listening skills are immature, gentle and effective measures are used to keep them involved in this part of the lesson. Children are generally confident when responding to questions and will add their own comments readily. At this early stage of the year, however, the younger pupils do not fully respect the conventions of speaking and listening and cannot always wait to say their piece or to listen to someone else. Appropriate emphasis is placed on the learning of initial letter sounds and topics are well integrated into this work: for instance, children finding out about different "queens" when thinking about the letter "q".
17. In **mathematics** the children make satisfactory progress but are still attaining levels below that expected when they leave the reception year. Most children count securely to fifteen but are insecure when counting further. Good use is made of counting songs and rhymes to reinforce and extend children's numeracy skills. Data is used appropriately to record information: for instance, children recording, on a block graph, where they live. Children's knowledge of shapes is satisfactory. They name circles, squares and triangles correctly, and sort shapes confidently. Lessons are well structured, generally following the pattern of the numeracy hour.

18. Children enjoy a wide range of activities to develop their **knowledge and understanding of the world** around them. Through such measures as sensitive discussion, prior to a walk around the grounds, children think about the natural world and how it changes during the seasons. They talk freely about their observations: for instance, when comparing the shape and colour of different leaves, and ask sensible questions to extend their understanding. Children use the computer independently when, for instance, listening to a talking book or lifting and dragging clothes to dress the teddy.
19. Children's **physical development** is broadly satisfactory although the lack of large wheeled toys and construction equipment to develop and improve their motor co-ordination skills is a serious weakness which the school needs to address. Children do, however, use scissors and pencils appropriately in the course of their work and their manual dexterity is, overall, good.
20. **Creative development** is satisfactory. Children enjoy listening to music, such as the music played at the start and end of assemblies, and they participate enthusiastically when asked to sing. They use appropriate art materials when, for instance, printing or rubbing leaves.
21. Overall the quality of teaching of the under-fives is satisfactory, with good elements. Activities are appropriate to the needs of the children although planning needs to be more thoroughly linked to the recommended curriculum. In addition, more opportunities for pupils to develop their co-ordination and gross motor skills need to be identified and integrated into the timetable. The way in which teachers manage the children is good. Through sensitive encouragement and reminders children are kept on task, and good levels of behaviour are evident. Baseline assessments, carried out when children first join the school, are used well to establish each child's strengths and targets and these are shared with parents appropriately. These assessments are also well used to inform teachers' planning to ensure that pupils' needs are met. End-of-year reports to parents are not, however, written under the headings listed in the recommended curriculum and therefore do not meet statutory requirements. This is a key issue to be addressed by the school.
22. The classrooms, whilst offering stimulating environments, are inadequately equipped to meet the needs of these youngest children who need independent access to large construction and large play apparatus. In addition the outdoor designated area is inadequately resourced and insufficiently used.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **69. English**

23. In the 1998 National Curriculum tests for Key Stage 1, standards of attainment in English were well below the national average for reading and writing. Standards are lower than those reported at the time of the last inspection. There is a significant difference in the 1998 National Curriculum tests results between boys and girls. The performance of girls was better than that of boys. Girls' attainment in reading and writing was below the national average whereas attainment of boys was well below national average. There is significant low attainment by current Year 2 boys who perform well below national average in reading tasks, writing and spelling. In addition, standardised tests and assessment data available in the school indicate that the standards reached by current Year 2 girls in English are below those expected nationally in reading tasks, writing and spelling. Inspection evidence from lesson observations, scrutiny of work and hearing readers confirm that most Year 2 boys and many girls attain standards below average overall, and well below the national average in writing. This is a significant weakness in the school.
24. Attainment by the end of Key Stage 1 is well below national average when compared with

schools in the same band of free meal entitlement. There are too few pupils in the current Year 2 achieving Level 2 or above when compared with the previous inspection report when 92% of pupils achieved Level 2. In this context, standards of attainment in English by the end of Key Stage 1 remain well below national average.

25. There are no national comparative figures for pupils at the end of Year 4 when they leave the school. Inspection evidence confirms that a high percentage of pupils in Years 3 and 4 reach standards expected nationally for their ages in speaking and listening, reading, writing and spelling. There is one Key Stage 2 pupil identified with English as an additional language who is incorrectly listed as a pupil with special educational needs on the SEN register. Another pupil with special educational needs in this key stage is disapplied from the National Curriculum in English.
26. Throughout the school, standards of speaking and listening are at least average, and often better. In speaking and listening, pupils at the beginning of Key Stage 1 speak and discuss matters confidently in front of the whole class. They speak clearly with good understanding of the need to consider the audience: for example, by raising their voice appropriately. Pupils enjoy taking part in assemblies and class presentations. Year 3 and 4 pupils make satisfactory progress, extend their vocabulary and participate in class discussions. Pupils put forward their own viewpoint confidently: for example, in their opinions about qualities of character roles or story settings. They listen politely to the views of others, showing patience and consideration. They arrange their thoughts and words simply yet carefully before they speak.
27. In reading, pupils at the beginning of Key Stage 1 understand how books work. By Year 1, they recognise many of the sounds associated with letters. Pupils use picture cues effectively to help them understand text, and higher attaining pupils use the context of a word to give a clue as to what it means. Most pupils take books home regularly and enjoy reading. However, as they move through the key stage, they do not consistently develop phonic or spelling patterns to decode words, including high frequency words. Most pupils read independently for a reasonably sustained time. They express preference for specific authors or styles they like, but have poor recall of story titles, events and details of stories they have recently read. In Key Stage 1, pupils lack guidance to enhance their reading skills. For example, pupils do not thoroughly develop scanning methods, cross referencing and inference skills through a range of written genres. By the end of Key Stage 1, pupils' standards are low in their expressive reading, comprehension and inference skills. Information technology is not used sufficiently to support pupils' research and information retrieval skills. Key Stage 2 pupils discuss authors' intentions and express their viewpoints with more conviction. Few pupils are fluent readers at this stage. However, they are beginning to read and talk in detail about a wide range of books they have enjoyed.
28. In writing, standards are satisfactory in the early years through to Year 1. In Year 1, pupils learn to write alphabet letters and combine them to make simple consonant-vowel-consonant words (such as CAT, DOG). They sequence pictures to retell a story and progress to writing simple sentences. Pupils recognise simple rhymes and spot words within words. However, Year 2 pupils have unsatisfactory standards in relation to expectations for their age. This is more marked for boys. Many pupils lack confidence in their abilities to use descriptive vocabulary, write for a range of purposes or refine their work by drafting and editing. Their spelling shows a lack of regular practice of word patterns, endings and high frequency words. Few pupils take care with their handwriting and presentation. Most letters are poorly formed and of uneven size. Pupils do not use capital letters and punctuation effectively in structuring sentences. Pupils use simple vocabulary when they write. Few examples of poetry and letter writing were seen in work samples. Boys' standards are significantly lower than those of girls. The school is aware of this problem and has taken steps to make these areas more interesting for boys.

29. Overall, progress through Key Stage 1 is unsatisfactory. Pupils enter Key Stage 1 with standards below those found nationally in comparison to schools of similar context. By the end of the key stage, boys' standards in writing are well below the national average, and, overall, standards are below the national average in other aspects of the subject. As pupils move through the school they make uneven progress in reading, writing and speaking and listening. In particular, pupils in the older and higher attaining groups in mixed year classes are too often under-challenged by work targeted at the middle attaining groups. This is evident in Literacy Hours when the text and tasks are from the planning for the younger age group. This particularly disadvantages Year 2 pupils in their national test year. There is a significant turbulence factor that means a majority of pupils may come into the school at any time of the year, from a variety of school systems and stages.
30. At Key Stage 2, by the time pupils leave the school at the end of Year 4, the majority of pupils construct simple sentences satisfactorily, with accurate punctuation and grammar. Their spelling, including polysyllabic words with regular patterns, is usually accurate. Most pupils write in a range of forms with lively, descriptive words to engage their audience. They sustain ideas and develop interesting, organised writing for a purpose. For example, in history they write about their imaginary life in Roman times. Pupils use a broad range of genre in their writing, including news reporting and imaginative writing. There are few examples of pupils using a range of writing genres such as note-taking, instruction and poetry-writing. Handwriting is legible, with some clarity, but lacks fluency as few letters are regularly sized and joined.
31. Through Years 3 and 4, pupils make satisfactory progress and increase their technical skills of spelling, letter formation and punctuation at the expected rate. Their understanding of the written word improves and they read with increasing fluency. They listen attentively and respond appropriately. They write for a wide range of purposes, develop word-handling skills and improve sentence structures. However, pupils do not consistently refine their work by drafting and editing, nor do they use the computer to do this.
32. The **national literacy hour** has been introduced and is being taught satisfactorily. Pupils enter school with standards well below those found nationally. Pupils' progress in Key Stage 1 is uneven. Pupils make satisfactory progress at the beginning of the key stage in relation to their previous attainment. However, as they move into Year 2, they make poor progress in developing coherent literacy skills in non-fiction writing, grammatical usage and developing spelling strategies. Pupils do not make effective use of dictionaries and thesauri to improve their written work. Pupils with special educational needs make satisfactory progress.
33. Attitudes to English and literacy are positive and this is seen not only in English lessons. Good quality discussions were observed in history, when Year 3 and 4 pupils compared the life styles of Celtic warriors and Roman soldiers. Pupils express their ideas clearly, showing a good understanding of the differences of this historical period. They listen carefully to and treat other pupils with respect. Throughout the school, pupils are conscientious and keen to please. Behaviour is good and pupils work co-operatively with one another and their teachers. They look after resources and tidy up after lessons with little supervision.
34. Teaching is satisfactory with good teaching of English and the literacy hour in Key Stage 2. Teachers have adapted the National Literacy Strategy satisfactorily to meet the needs of most pupils in their mixed aged classes or set groups. Arrangements for implementing the National Literacy Strategy is most effective in Years 3 and 4 where groups are clearly identified by pupils' prior attainment and abilities. Key Stage 1 pupils are taught in mixed aged groups that are not always challenging or well matched to their learning needs, especially in Year 2. Some sessions lack rigour and elicit questioning, especially in guided reading and writing sessions. Teachers plan work carefully to meet group or whole class needs. However, few teachers target individual pupils to raise their standards of attainment. Lesson planners usually indicate clear objectives and groupings. However, not all teachers maintain clear focus of lesson

objectives or reflect on outcomes during plenary sessions. Class control and management is good.

35. The co-ordinator has worked hard to implement all the initiatives in the literacy strategy in order to improve standards. The literacy governor supports pupils' reading and assists in lessons. Teachers are responsible for the management of literacy and English within their classes, using the framework for the National Literacy Strategy as the scheme of work. It is supplemented by a new policy for handwriting. Procedures for whole school assessment are satisfactory as it builds up a picture of individual pupils' performance across the subject as they move through the school. Writing samples have been collected earlier in the term, followed by analysis of pupils' standards of attainment. Teachers' arrangements for the day-to-day assessment of pupils' language and literacy skills are satisfactory. However, teachers' planning for progression and continuity from Year 1 to 2 is unsatisfactory. Little distinction is made in meeting the language and literacy needs of more able Year 2 pupils. Key Stage 2 teachers involve pupils in reviewing whole class targets such as improvement of handwriting and presentation. Overall, marking is good, with constructive comments by most teachers to support pupils' learning and to give an indication of how the work can be improved. There are good, well cared for reading resources satisfactorily used throughout the school. The library is well stocked with a suitable range of books. It is a welcoming, well-organised area, but under used as part of the literacy hour. The school's library is well supplemented by additional books from the local authority library service. During inspection, few pupils used the library to enhance their independent research. Pupils have too few opportunities to extend their word processing skills through the use of computers.

## 82. **Mathematics**

36. The 1998 national test results for end of Key Stage 1 pupils showed standards well below the national average and well below those of schools of similar size and with the same proportion of pupils entitled to a free school meal. *The last inspection report said that standards were "similar to those expected nationally" (para 66).* However, the school claims that those particular pupils performed less well than their predecessors, and results for 1995 to 1997 support that claim. The 1999 results, known by the school, but not yet subject to national comparisons, appear to be better. Nevertheless, inspectors judge that standards are below average when pupils enter Key Stage 1 at the beginning of their compulsory schooling, and remain so up to the end of Year 2. By the time pupils leave the school at the end of Year 4, standards are, however, closer to the national average. Current Year 4 pupils who took the 1998 Key Stage 1 tests, are now doing work that is close to the national average standard for this age group. There are many reasons for this complex, uneven picture. First, there is a very high turnover in the pupil population: for instance, only half the pupils who took the 1998 tests are still in the school in Year 4. Second, the older pupils in mixed age classes are less challenged than the younger. This is because teaching tends to focus on the middle of the class, and extension work for the older and higher attaining pupils is too often "more of the same" rather than mentally challenging. *The last inspection report said that "the work tends to be better matched to the average and less able pupils" (para 70).* Third, the school is only just beginning to analyse results to diagnose weaknesses to inform planning.
37. In the reception class, early in the academic year, pupils count to fifteen confidently, but about half the pupils get confused beyond that. They are much more confident when they can see and touch what is being talked about. For instance, they sort crisp packets by colour confidently, express strong preference for their favourite flavours, and respond enthusiastically when asked to build a block graph, using large interlocking building bricks, of class preferences. They understand what the "towers" of bricks represent and show a good early grasp of the idea of sorting and classification. Year 1 pupils draw neat bar graphs: for example, of how many boys and girls there are in the class. However, about half the pupils find the idea of "counting on" or "counting back" leading to "subtraction" to find the difference in numbers, quite difficult. Attainment at this stage is behind schedule. In a mixed age class,

Year 2 pupil standards are still behind schedule, by as much as a year. Multiplication, presented as repeated addition, reveals uncertainty about two and five times tables. A minority of pupils have difficulty in counting up in twos confidently, and when gently pressed to work out a system (e.g. "say one...think one") show a lack of confidence and willingness to "have a go". Though the work prepared for the older pupils is clear and well explained, the level is rather low for this age group. This is more a recognition of lower prior attainment than a weakness in teaching, but even so, Year 2 pupils are less well challenged than Year 1 pupils in the same class. In Years 3 and 4, mathematics is "setted" across the year groups. There are three sets, and standards of attainment in the upper sets, Year 4 and more advanced Year 3 pupils, are in line with the national average. In the third set, standards are somewhat lower, and below average for the pupils' ages. In a good lesson in the Year 3 set, pupils investigated the number of edges, faces and vertices contained by a variety of solid shapes. All the pupils grasped what the lesson was about, and after a group exercise sorting and classifying shapes by different criteria, enjoyed a good game testing each other's understanding: they had ten guesses about how many faces etc. to discover the shape in question. In the Year 4 set, good use of number cards to order four and five digit numbers, shows secure understanding of the importance of place value in a number. Pupils talk animatedly and think hard and successfully about devising rules to decide whether a number is divisible by 2, 10 or 3. They use key vocabulary and technical terms with a good degree of confidence.

38. Pupils respond well to their mathematics lessons. Though seemingly a little worried at Key Stage 1, blossoming confidence at Key Stage 2 shows that teachers are succeeding in making the subject enjoyable. Progress through the school is, however, uneven. Planning for a secure sequential build up of knowledge, skills and understanding is undermined by the high pupil turnover. Nevertheless, the overall picture at the time of this inspection is that progress through Key Stage 1 is satisfactory, but never quite makes up lost ground, so that below average standards on entry to the key stage remain so by the end of Year 2. The school's national test results are further affected adversely by the fact that progress through Year 1 in the mixed age class is much better than that of the Year 2 pupils in the same class. Progress through the first two years of Key Stage 2 is, however, good. This is due to good teaching and the decision to put pupils in sets for this subject.
39. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. At both key stages teachers prepare thoroughly and in line with the requirements of the National Numeracy scheme. At Key Stage 1, however, there is insufficient flexibility in presentation and group work to accommodate the wide range of both age and prior attainment in each class. Teachers tend to pitch class-based activities at the level of the middle-attaining pupils. Whilst work for the lower attaining pupils is successful, due in part to the support of classroom assistants, extension work for the higher attaining pupils is too often unchallenging and at a level below where they should be. This particularly disadvantages Year 2 pupils, and is reflected in national test results. At Key Stage 2, good teacher confidence and subject expertise is translated into more challenging work, giving good pupil progress. Throughout the school, pupil management and relationships are good and teaching is never less than satisfactory. Teachers are now following the National Numeracy strategy guidelines. Resources are good, but the use of computers to support learning is weak. The range of software is inadequate, and too much of the hardware is obsolete.

## **Science**

40. By the end of Key Stage 1 and by the time the pupils leave the school at the end of Year 4, standards in science are average. This is better than the 1998 Key Stage 1 SATs results suggest, but is consistent with the 1999 Key Stage 1 results (as yet unpublished). This is also consistent with the findings of the last OFSTED report (paragraph 74). By the end of Year 2 pupils start to link physical effects with their causes: for instance, correctly identifying electrical appliances and knowing the dangers of electricity as well as the benefits. They use simple electrical equipment correctly to light a bulb and use conventional symbols appropriately to



draw a circuit. By the time the pupils leave the school they have established good routines for carrying out and recording the results of experiments and they know and understand the concept of “fair testing”. They have a reasonable understanding of such difficult concepts as gravity, friction and air resistance as forces and apply their knowledge well: for instance, when considering which type of shoe would be most suitable for walking in icy conditions.

41. Pupils make satisfactory progress throughout the school, maintaining an average standard of attainment. Lessons, clearly linked to the school's science scheme of work, are well structured and give pupils ample opportunity to develop their investigative skills. However, time is not always taken to establish what pupils know and can do at the start of a lesson and consequently, for a few pupils, lessons are not sufficiently challenging.
42. Pupils respond well to science and clearly enjoy the subject. They work co-operatively when carrying out experiments and share equipment fairly. Throughout the school the quality of teaching is satisfactory overall with some good elements. The school's scheme of work, based on a national model, is used effectively by teachers to ensure that work is appropriate and activities are suitably matched to the purpose of the lesson. Where teaching is good, the teacher has a clear understanding of the scientific concept being taught and communicates it articulately to pupils: for instance, when explaining the concept of friction. Lessons are well resourced with sufficient equipment available for pupils to choose from. However, too little use is made of information technology to support learning and no computers were seen being used in science lessons during the course of the inspection. This is in contrast with the findings of the last inspection which stated that "*Resourcing is adequate and information technology is used well to support science*" (para 77). Plenary sessions are adequately used to draw together results of experiments and appropriate homework tasks are set.
43. The subject is well managed to ensure the coverage of all programmes of study and, through, classroom observations and by looking at pupils' books, to develop the quality of teaching of science throughout the school. Resources are well organised into clearly labelled topic boxes for ease of access by teachers and a good range of equipment is evident. The school grounds are used well; for instance, younger pupils enjoying a nature walk to collect leaves and to marvel at the changing colours of the trees. Recent good work has been done by the co-ordinator and teachers to adapt a nationally recognised science scheme of work to fit in with the school's existing curriculum plan and good procedures exist at the end of each topic for the assessment of what pupils understand, know and can do. Good progress has been made in this respect since the last OFSTED report when the scheme of work was only in draft format and concerns were raised as it did not include satisfactory risk assessment. The scheme of work now implemented includes guidance for teachers concerning health and safety issues when carrying out experiments. Since the last report which stated that "*¼ there is no opportunity for monitoring the teaching of science across the school¼*" (para 77) the co-ordinator has had opportunity to observe colleagues teaching science and has carried out a scrutiny of pupils' work.

## **OTHER SUBJECTS OR COURSES**

### **90. Information technology**

44. Attainment in information technology is below average by the end of Key Stage 1 and remains below average by the time the pupils leave the school at the end of Year 4. Key Stage 1 pupils use the mouse confidently to turn pages when using a talking book and they list and drag items appropriately when, for instance, dressing teddy. However, no Key Stage 1 pupils were observed retrieving and saving work or using programmes to support their learning in other curriculum areas such as, for instance, mathematics or art. Key Stage 2 pupils know how to carry out basic word processing skills such as changing font size and style but do not work independently at a computer to draft and edit their writing. Computers are used insufficiently to support pupils' learning in other curriculum areas and there are too many lost opportunities for pupils to work at a machine.
45. Progress through Key Stage 1 is unsatisfactory. There is insufficient opportunity for pupils to develop their computer skills and opportunity for them to work at a machine is far too limited. Throughout Key Stage 2 progress is satisfactory although pupils' attainment remains below average. Teachers assess pupils' skills and plan their lessons to build on what they know and

can do.

46. When pupils work at computers, they work well together sharing ideas. They responded well in the information technology lesson seen, asking questions and giving possible solutions to problems. The only teaching of information technology seen during the inspection was by the co-ordinator and judged to be satisfactory. However, in too high a proportion of lessons, information technology was not used to support learning. The use of information technology across the curriculum is unsatisfactory because of the unreliable hardware and lack of suitable software. Teachers do not have sufficient skill and knowledge to teach confidently. A lack of staff development in this area has had an adverse impact on the teaching and learning of this subject. Overall, therefore, information technology is having too low an impact on learning and the quality of teaching is judged to be unsatisfactory. In all classes, apart from those containing the youngest children, there are no set routines for pupils to reinforce and extend their skills. Although the recently introduced scheme of work provides a framework for the teaching of information technology, assessment procedures are not sufficiently well established to allow teachers to set appropriate targets for development.
47. The deputy head, as information technology co-ordinator, has worked hard in the recent months to instigate a sensible time-scale of action to address the weaknesses already identified in this area of the curriculum. Good work has been done adapting a nationally agreed scheme of work to meet the needs of the pupils, and teachers are including objectives from this scheme in their medium and short term planning. Funds through the National Grid for Learning, already allocated to the school, have been sensibly adapted to allow the purchase of two new machines along with appropriate software. Staff development, a high priority on the action plan, will be supported through the Government's "New Opportunities Fund" and essential staff meeting time, planned for next term, will help teachers to acquire the skills and knowledge necessary to use "data handling" programmes effectively. The purchase of suitable computers and programmes continues to be a high priority for the school although funds are, at present, very limited.
94. **Religious education**
48. Evidence seen, together with the scrutiny of work, interviews and planning indicates that by the end of Key Stage 1, attainment meets the expectations of the Local Authority Agreed Syllabus that is presently under review. Pupils' progress is satisfactory throughout the school. This shows that standards have been maintained since the previous inspection. Pupils develop rudimentary knowledge and understanding of the main Christian festivals, associated stories from the Bible and facts about other religions. Key Stage 1 pupils are encouraged to talk about and compare Christian and world religious festivals such as Harvest, Christmas and Divali. However, religious concepts and symbols are not explicitly explored through images: for example, in Christianity and Hinduism. There are limited opportunities for personal reflection and response. Year 3 and 4 pupils have a sound understanding of the beliefs and practices of other faiths such as Hinduism. They talk about Christian festivals confidently, which makes a positive contribution to their spiritual, moral, social and cultural development.
49. Pupils' response is generally good. Pupils are attentive in lessons. Pupils in Year 1 develop sound knowledge of Hindu customs. They listen well to stories when presented in a lively manner with artefacts or pictures. Pupils in a Year 1 and 2 class enjoy the Hindu story of Rama and Sita that is told in a way that captures their imagination. Most pupils throughout the school work with good concentration. They are willing to offer their own ideas and listen to others. They show a readiness to respond to questions, and occasionally ask some of their own. The quality of teaching is satisfactory. Teachers use a wide variety of methods, including stories, drama and discussion to elicit pupils' understanding of different religious beliefs such as Hinduism. There are limited resources which teachers use to enhance their lessons: for example, a statue symbolising Lashma, the Hindu goddess. The teaching is less effective where learning objectives are not clear, or where there is insufficient time for pupils to consolidate and show evidence of their knowledge and understanding.

50. The co-ordinator provides satisfactory leadership and is having a positive effect on standards and provision. She regularly collects planners and samples of pupils' work. Teachers have had recent training regarding the new Local Authority Agreed Syllabus framework. This framework supports teachers in meeting statutory requirements with guidance on key words, learning objectives, activities and levelled questions. Teachers are beginning to use the new framework in their planning. The content of school assemblies satisfactorily contributes to the provision. The school has already identified the need to improve assessment and adopting the new Locally Agreed Syllabus framework. Overall, resources are adequate. These are being developed to further support pupils' first-hand experience of handling religious artefacts and to develop their knowledge, skills and understanding of world religions and Christianity. The school makes visits to a local church at Wool and the Garrison Church of St. George's for services, festivals such as Harvest, and hymn singing. Visitors such as the local pastor occasionally lead assemblies. There is limited representation from other religious groups from the school's community.

97. **Art**

51. Two lessons were seen during the inspection: one in each key stage. No portfolios of pupils' work were available so early in the academic year, but some work was on display around the school. Evidence for inspectors' judgements relies on the two lessons seen, conversations with pupils and a very informative interview with the subject co-ordinator. There is a positive feel about art in the school. All sources of evidence indicated enjoyment, and there is a good range of work covered. For instance, the school does not have a kiln, but good examples of clay work were seen using quick-drying clay.

52. At Key Stage 1, pupils were seen designing and making masks. Activities were well planned and managed; pupils were fully and productively occupied. However, although all pupils enjoyed the task and were proud of their work, most of them had not grasped what the teacher had initially explained about masks being used to hide or show different feelings. In discussion with the inspector, some understanding emerged, but most just wanted to colour in the mask templates with which they had been provided. There was no evidence of systematic development of artistic skill or understanding. In the Key Stage 2 lesson, pupils were introduced to the work of a good range of art and craft experts. Pupils showed good interest in the impact of art and design on everyday life: there was a useful discussion. In the practical session, different groups were fully and productively occupied using a range of media including clay, textiles and collage pictures. However, there was no evidence of teacher expertise in developing more advanced skills and understanding.

53. The quality of teaching is satisfactory. Lessons are well planned for sensible activities and resources adequate for the tasks. Teachers convey enjoyment and enthusiasm but without in-depth subject expertise. Pupils respond well; they enjoy the subject and the chance to be active rather than just listening passively. There is a satisfactory subject policy but no scheme of work; the school is awaiting national guidelines due to be published shortly. The co-ordinator is keen but with no specialist qualification. The budget of £100 barely covers the cost of consumables, but resources are satisfactory overall, and well organised in the now redundant school kitchen. There are no formal records of pupils' work and attainment, but initial meetings with a local authority adviser have given rise to plans to address these areas for development.

100. **Design and technology**

1. Because of the way the school organises the teaching of foundation subjects on a rota basis, no lessons in this subject were on the timetable during the inspection. During the first half term of the new academic year art was planned. Also, due in large part to the high turnover of pupils, very little work from the previous year was available for scrutiny. It is not possible to make a judgement on the quality of teaching, but resources are satisfactory. There is a good working area for small groups where in turn pupils learn about cooking. There are small packs

of rudimentary tools stored safely, and a subject policy but no scheme of work. As in art, local authority advice and guidance has recently been sought to help with the development of this subject.

## Geography

2. No lessons were available to be inspected in Key Stages 1 and 2. Judgements have been made on scrutiny of pupils' work, displays, interviews and evaluation of planning. Evidence suggests that the school has maintained standards in geography as reported in the 1996 OFSTED report for both key stages with slight improvement in resources. Present attainment of pupils by the end of Key Stage 1 is in line with national expectations. By the age of 7, pupils have a satisfactory knowledge of their own locality and identify features using a key. Their proficiency in the study of places, understanding human and physical processes, and use of a range of geographical skills is satisfactory. Recent planning indicates that pupils in Years 1 and 2 have studied about problems of obtaining spectacles in less economically developed countries in Africa. One classroom had an attractive and effective interactive display on this topic to enhance pupils' understanding.
3. Pupils make satisfactory progress in learning about geography as they progress through the school. They use appropriate geographical terms and write about their own locality. Their learning is enhanced by local visits to the park, shops and churches. Key Stage 2 pupils have lessons linked to history studies about settlements and the Romans. Pupils make their own maps and identify local features. Those pupils with special educational needs make satisfactory progress especially in recognising home locations and use of street maps. Pupils' skills in mathematics and science contribute to their understanding of the geography curriculum. However, there are few geography and English cross-curricular links as part of the National Literacy Strategy. Pupils show care in their work about local environmental issues, pollution and the effects of litter on the school.
4. Teachers' knowledge of geography is adequate. They provide artefacts to enhance displays from their own travel: for example, baskets and photos of Gambia. The policy for geography is due for review. There is a two-year programme of topics developed from the QCA scheme of work for geography. Teachers' planning is good with clearly written lesson objectives, tasks and groupings. Lesson objectives show that emphasis is made by teachers on mapping skills. However, there is little evidence of how pupils' geographical skills are developed as they move through the school in the context of studies of different places and weather. Teachers do not record pupils' attainment and progress as part of their planning. Teachers' expectations are not sufficiently high. For example, pupils' misinterpretations in mapping skills go uncorrected. The subject co-ordinator has worked hard to support teaching strategies by building up resources. She regularly collects planners for scrutiny. However, other means of monitoring are insufficiently developed. There is no formal assessment of the subject across the school. The subject action plan includes a timescale and success criteria to promote improvement and raising standards in the subject. The range and quality of resources for geography is satisfactory. They are centrally stored, providing easy access for teachers. There are some stimulating and useful materials available to enhance teaching, including textbooks, teachers' guides and theme packs. Suitable use is made of the local area and pupils have opportunities to engage in fieldwork in different parts of the locality. Teachers make effective use of the school grounds and locality as part of the curriculum.

## 104. History

1. One history lesson was observed during the inspection. In addition, judgement is based on scrutiny of pupils' work, interviews, analysis of teaching plans and displays around the school. Pupils in the reception class learn basic skills using chronological sequence, and make distinctions between old and new. As pupils move through Key Stage 1, they gain understanding of how things have changed, strengthened by a visit to the Arne Toy Museum. Key Stage 2 pupils have sound understanding and factual knowledge of history: for example, about the Celts and Romans. Pupils select and link information from the historical sources made available to them as part of topic work. This is borne out in some of their work and discussions about the Romans, enhanced by a recent visitor to the school who dressed in replica armour and involved pupils in an enactment of life as Romans and presented a video.

Pupils visit a hill fort at Maiden Castle and Dorchester for their town study: they make comparative studies of Wool. They also visit the Egyptian Museum at Dorchester. Pupils use a variety of sources in order to gather information about the past. Their work shows that they make deductions about how and why things change. Pupils write accounts of lifestyles of the past and draw and describe characteristics of past periods, changes, events and people. However, few pupils demonstrate their understanding of the consequences of main historical events and changes resulting over time. Pupils use terms accurately in their accounts of life in the past.

2. Evidence shows that pupils are keenly interested in their historical studies. However, few pupils effectively retrieve information from books and computer programs to inform their own work. There is a two-year topic cycle and teachers use a nationally recommended scheme of work to inform their planning. This is an improvement since the last inspection. The history policy meets the recommendations of the National Curriculum. Teachers use this to plan work. However, day-to-day assessment is not sufficiently developed. The subject co-ordinator monitors planning. The subject co-ordinator is able to disseminate teaching strategies through school meetings: for example, archaeological methods developed for use in the classroom. The subject is adequately resourced with a central store of books and a small selection of artefacts relating to the school's topic cycle. Teachers make good use of topic packs and computer software to enhance their work with pupils.

#### 106. **Music**

1. Pupils in Key Stage 1 pupils sing with enjoyment and reasonably tunefully. They explore sounds made by various percussion instruments and tap out simple rhythms in accompaniment to poems and songs. By the end of the key stage most pupils echo a simple rhythm correctly and are beginning to distinguish between higher and lower pitched notes. Good use is made of music to stimulate discussion: for instance, Year 1 pupils listening to an extract from Tchaikovsky's "Nutcracker Suite" and describing the mood created by the various instruments. By the end of Key Stage 2 pupils correctly identify the number of beats in a bar when listening to music and independently create their own rhythm pattern to sustain throughout the piece. They confidently use appropriate musical vocabulary such as timbre, pitch and pulse in their discussions. Pupils' listening and appraising skills are enhanced by such measures as identifying the composer and piece of music played as they enter and leave the hall at assembly time.
2. Pupils clearly enjoy this subject and participate well in practical activities. They are keen to suggest answers when asked, and try hard when, for instance, faced with a challenging rhythm to tap. Extra-curricular activities include a recorder club and choir. Although no peripatetic music lessons take place in school, pupils are fully involved in events such as the local music festival. Visitors to the school give good support to the music curriculum. These include the Army Band and the members of the local advisory service who perform concerts and conduct workshops.
3. Music is taught and co-ordinated by a part-time specialist teacher. The comprehensive scheme of work has been sensibly adapted from a local scheme by the music co-ordinator who, at present, teaches all music lessons. As part of the staff development programme class teachers participate fully in music lessons and use their time efficiently to observe and assess what pupils know and can do. Resources are adequate with sufficient tuned and untuned instruments. However, some of these are tatty and in need of replacement. The school benefits from having a designated room, the accessibility of which is much better than was reported in the last OFSTED report, which stated that, "*Accommodation for the subject is generous, as the school has a designated music room, although this is on the first floor and access is limited, particularly for the younger pupils*" (para 96). Overall the music room is well equipped, despite having no CD player.

## Physical education

1. For the two lessons seen during the inspection, pupils changed and moved to the well-equipped hall in an orderly fashion. In both lessons, systematic warming up ensured a satisfactory degree of cardio-vascular exercise, and in both lessons teachers questioned effectively to test understanding of the need to warm up muscles before using them strenuously. In the Key Stage 1 lesson seen, small apparatus was already set out when the pupils entered the hall. Pupils clearly knew the necessary routines: for instance, for lifting and moving mats safely. The teacher, who did not demonstrate enough, asked pupils to try to move "lightly but securely". Pupils were allocated different sets of apparatus by rotation and showed good sense when demonstrating to the teacher their reasonable accomplishments. At Key Stage 2, in a Year 3-4 class, the emphasis was on controlled movement. In the lesson observed pupils were asked to move and then "freeze" in a symmetrical shape: there was a good opportunity to link with mathematics which the teacher did not follow up.
2. The quality of teaching is satisfactory at both key stages. Pupils respond enthusiastically, clearly enjoying the chance to move about and use up energy. The organisation and planning of lessons is good, but no evidence was seen of teachers noting or having recorded the stages of development of individual pupils. For instance, in the Key Stage 1 lesson, about half the pupils walking along the narrow upturned bench needed a helping and guiding hand from a friend. Subsequent activities were not organised to take this important difference into account. In the Key Stage 2 lesson, pupils were allowed to climb the ropes, but no guidance was given in the appropriate technique to use to secure a position using the legs. These signs of lack of teacher expertise keep teaching standards down to no more than satisfactory. There is a well-equipped hall, and resources there are in good condition. There is good provision outdoors, but swimming is deferred until pupils move to the middle school at the beginning of Year 5. There is no scheme of work, but teachers use previous good medium-term planning to ensure balance and coverage of aspects of the subject. The school is proud of achievements in country dancing, and also fields teams for competitive inter-school matches; there is a good range including: soccer; rounders; basketball and athletics introduced last year.



## **PART C: INSPECTION DATA**

### **111. SUMMARY OF INSPECTION EVIDENCE**

1. Four inspectors, including the lay inspector, spent three days each in school.. The parents' meeting was attended by 6 parents. After the inspection, the lead inspector gave a confidential feedback to the headteacher and senior management team followed by a short confidential feedback to governors, in the presence of the local authority attached adviser. The registered inspector was accompanied by one of the inspectors who kept a record of the meetings and monitored the feedback on behalf of the contractor.
  
2. Inspectors saw 38 teaching sessions, taking 26 hours 35 minutes; an average of 42 minutes each. All class teachers were observed teaching English and mathematics using the National Literacy or National Numeracy schemes for about an hour each. Registration and assemblies were monitored (1.8 hours). Additionally, inspectors conducted a formal scrutiny of work selected by the teachers (6 hours), and more informally, looked at work in progress and wall displays and talked with pupils (5 hours and 25 minutes). A selection of pupils was heard reading (2.2 hours). Teacher subject co-ordinators and several governors were interviewed (7.5 hours). Teachers' planning and pupil records, including the individual education plans for pupils with special educational needs, were examined. School documentation, including the development plan, school improvement plan, financial statements and policies were inspected. The lay inspector spent a high proportion of his time talking with staff, pupils, parents and non-teaching staff. He observed several lessons and watched pupils using computers. All inspectors took school lunches and talked with pupils.

## DATA AND INDICATORS

### 113. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	146	4	54	13

### 113. Teachers and classes

#### Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent)	7.7
Number of pupils per qualified teacher	19

#### Education support staff (YR – Y4)

Total number of education support staff	9
Total aggregate hours worked each week	136

#### Financial data

Financial year: (N.B. number on roll 181) 1998/9

	£
Total income	331 426
Total expenditure	337 277
Expenditure per pupil	1 863
Balance brought forward from previous year	nil
Balance carried forward to next year	5 851 DEBIT

## PARENTAL SURVEY

Number of questionnaires sent out:

130

Number of questionnaires returned:

23

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	61	9	nil	nil
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	43	9	nil	nil
The school handles complaints from parents well	17	61	22	nil	nil
The school gives me a clear understanding of what is taught	22	56	22	nil	nil
The school keeps me well informed about my child(ren)'s progress	35	52	13	nil	nil
The school enables my child(ren) to achieve a good standard of work	22	65	13	nil	nil
The school encourages children to get involved in more than just their daily lessons	26	37	37	nil	nil
I am satisfied with the work that my child(ren) is/are expected to do at home	30	61	9	nil	nil
The school's values and attitudes have a positive effect on my child(ren)	44	44	22	nil	nil
The school achieves high standards of good behaviour	34	50	16	nil	nil
My child(ren) like(s) school	57	39	4	nil	nil

### Other issues raised by parents

Parents were keen that inspectors should understand and take account of the exceptional nature of the school with such a high annual turnover of pupils. They also wished it to be understood that Dorset LEA does not provide a school meals service, and that more children than claim the free sandwich lunch may be eligible for a free school meal.