

INSPECTION REPORT

Manor Park C of E (VC) First School

Dorchester

LEA Area: Dorset

Unique Reference Number: 113791

Inspection Number: 187997

Headteacher: Mr A P Higgens

Reporting inspector: Mr David Owen

Inspector Number 1957

Dates of inspection: 20 – 23 September 1999

Under OFSTED contract number: 707233

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
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Appropriate authority:	Dorset LEA
Name of chair of governors:	Mrs Mair Cole
Date of previous inspection:	18 – 21 March 1996

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	Geography	4.1 Attainment and progress
		6.3 The efficiency of the school
Ken Parsons, Lay Inspector	Equal opportunities	4.2 Attitudes, behaviour & personal development
		4.3 Attendance
		5.3 Pupil' spiritual, moral, social & cultural development
		5.4 Support, guidance and pupils' welfare
		5.5 Partnership with parents & the community
Sue Horsnell, Team Inspector	Special Educational Needs	6.1 Leadership & management
	English	
	Music	
	Physical Education	
Joy Donovan, Team Inspector	History	5.2 The curriculum & assessment
	Art	
	Religious Education	
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Pauline Allen, Team Inspector	Science	5.1 Teaching
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REPORT CONTENTS

	Page
MAIN FINDINGS	
What the school does well	6
Where the school has weaknesses	6
How the school has improved since the last inspection	6
Standards in subjects	7
Quality of teaching	7
Other aspects of the school	8
The parents' views of the school	8
KEY ISSUES FOR ACTION	9
	Paragraph
INTRODUCTION	
Characteristics of the school	1 - 3
Key indicators	4
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	
Attainment and progress	5 - 14
Attitudes, behaviour and personal development	15 - 19
Attendance	20
Quality of education provided	
Teaching	21 - 26
The curriculum and assessment	27 - 33
Pupils' spiritual, moral, social and cultural development	34 - 38
Support, guidance and pupils' welfare	39 - 43
Partnership with parents and the community	44 - 47
The management and efficiency of the school	
Leadership and management	48 - 54
Staffing, accommodation and learning resources	55 - 58
The efficiency of the school	59 - 64

PART B: CURRICULUM AREAS AND SUBJECT

Areas of learning for children under five	65 - 74
English, mathematics and science	75 - 100
Other subjects or courses	101 - 135

PART C: INSPECTION DATA

Summary of inspection evidence	136
Data and indicators	137

MAIN FINDINGS

What the school does well

The school has a positive ethos which provides a good climate for learning.

- The quality of teaching is good throughout the school.
- The pupils' make good progress particularly the children in reception and the pupils at Key Stage 1.
- The large number of well qualified support staff make a significant contribution to the pupils' attainment and progress.
- The provision for extra curricular activities is very good.
- Good provision is made for the pupils' moral, social and cultural development.
- Links with the local community enhance the curriculum and impact well upon on the pupils' education.
- There is very good accommodation, generous staffing and very good resources for the children under five.
- There is good provision for information technology and the equipment is used well.

Where the school has weaknesses

The school does not always make the best use of available teaching time.

- I. There is no system for staff appraisal and staff development is not always clearly linked to the school development plan.

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

How the school has improved since the last inspection

The quality of teaching has improved since the previous inspection. It is now good overall whereas in the last inspection it was judged to be sound overall. The school has been successful in dealing with the weaknesses identified in four key issues in the last inspection report. Curriculum policies supported by appropriate schemes of work have been completed for all subjects with the exception of art and physical education. The annual reports to parents have been improved and they now meet statutory requirements. The co-ordinators for literacy, numeracy and special educational needs have been provided with opportunities to monitor classroom practice throughout the school and there are plans for similar monitoring in science and religious education in the near future. The school has developed appropriate methods for monitoring the effectiveness of spending decisions.

Other significant developments since the last inspection include improving the teaching, the curriculum and the resources for the children under-five so that the overall provision is now of a high standard; enhancing the expertise of the non-teaching staff through high quality training; improving the arrangements for the assessment of pupils' work so that this informs planning at both the whole school level and at the level of the individual child; developing the provision for the teaching of information technology and making substantial improvements to the school building.

This school has set realistic targets in its school development plan and the staff and governors have a shared sense of determination to further enhance the quality of education. The school is in a sound position to continue to improve.

• **Standards in subjects**

This 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	Key	
Reading	D	E	<i>well above average</i>	A
Writing	E	E	<i>above average</i>	B
Mathematics	E	E	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The pupils' attainment in the above tests was below average in reading and well below average in writing and mathematics when compared with all schools. Attainment was well below average in reading, writing and mathematics when compared with similar schools. In 1998 28 per cent of the 7 year olds were on the school's register of special educational needs, a proportion which was one third higher than that found nationally.

Following the above test results the school introduced very successful strategies to raise attainment. These include improving the quality of teaching throughout the school; appointing an additional teacher to Year 2; effectively analysing and using the 1998 test results; the skilled introduction of the National Literacy Strategy and the National Numeracy Strategy; and the provision of effective leadership in English and mathematics. Attainment at the end of Year 2 is now in line with national expectations despite the fact that the proportion of pupils on the register of special educational needs remains high. There has been a substantial improvement in the performance of pupils in the 1999 National Curriculum tests particularly in reading and writing. The results in these tests are in line with the targets the school has set itself for the year 2002.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science		Good	Good
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

In over two thirds of lessons the teaching is good and in 13 per cent it is very good. It is satisfactory or better in 98 per cent of lessons.

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	Good. The pupils behave well in classrooms and around the school. They have positive attitudes to work.
Attendance	Good but the level of unauthorised absence is above average for a school of this type.
Ethos*	Good. Effective learning environments are provided for the pupils and there are good relationships throughout the school.
Leadership and management	Sound. The headteacher, governors and staff enhance the quality of teaching and the standards of attainment through the fulfilment of their management and leadership roles. Leadership and management is well focused on improving the attainment and progress of the pupils. There is a satisfactory development plan and the school has successfully addressed the weaknesses identified in the previous inspection. However there is inconsistent implementation of the behaviour policy, the governors' annual report to parents does not fully meet legal requirements and staff are not always kept properly informed about activities in connection with school priorities.
Curriculum	The curriculum is well balanced and carefully planned and it meets the needs of all pupils. There is a very good range of clubs and extra-curricular activities. The curricular provision for the children under five is good.
Pupils' with special educational needs	Good provision. The pupils with special educational needs make good progress throughout the school.
Spiritual, moral, social & cultural development	Spiritual development is satisfactory. Moral, social and cultural development is good.
Staffing, resources and accommodation	Satisfactory overall. Good features include the large number of well qualified support staff, the computer suite, the food technology area and the accommodation for reception and Year 1. In contrast, the pupils and staff at Key Stage 2 work in very overcrowded conditions.
Value for money	Satisfactory

**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
<p>II. The pupils behave well.</p> <p>III. Parents are encouraged to play an active part in the life of the school and they feel welcome.</p> <p>IV. The high standards of the pupils' work.</p> <p>V. The schools' values and attitudes have a positive</p>	<p>VI. Last year the school provided them with wed by their children.</p> <p>VII. There are some inconsistencies between network set.</p>

In general the inspectors' judgements support the parents' positive views and are in line with the reservations which they express. However, the pupils' attainment, based on lesson observations, an examination of past work and the 1999 National Curriculum test results was judged to be average rather than high. It is probable that the parents were commenting on the attainment of their own children, which might well be high, or the standard of presentation which is good throughout the school. With regard to homework the majority of parents are satisfied with the provision made by the school.

· **KEY ISSUES FOR ACTION**

·
In order to improve the pupils' attainment the governors, head teacher and staff must ensure:

VIII. That the available teaching time is used as efficiently as possible;

(paragraphs: 20, 25, 28, 60, 63, 81, 91, 99)

IX. That procedures for staff appraisal are introduced as soon as possible and the resultant information is used, together with the school development plan, to inform the training and professional development of staff.

(paragraphs: 49)

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

X. Make sure that all staff know and understand the timetable for the implementation of activities in connection with school development plan priorities particularly those which directly affect the work of subject co-ordinators;

(paragraphs: 50)

XI. Develop more consistent practice with regard to the implementation of the school's behaviour policy;

(paragraphs: 40, 53)

XII. Ensure that the governors' annual report to parents fully meets legal requirements;

(paragraphs: 44, 49)

XIII. Ensure that the accommodation is used as effectively as possible in order to alleviate the overcrowding at Key Stage 2.

(paragraphs: 24, 56, 63, 80)

· **INTRODUCTION**

· **Characteristics of the school**

1. The School, with 263 full time and 63 part time pupils, is large in comparison with first schools nationally. It is situated in Dorchester, the county town of Dorset, and the pupils live in a mixture of privately owned and rented properties. They come from a diversity of home backgrounds, socially, economically and educationally. Three per cent are from ethnic minority families and English is not the first language for two per cent of the pupils. The attainment of the majority of the pupils is average when they enter the school. The proportion of pupils with special educational needs, 32 per cent on the register, is above average. However, no pupils have statements of special educational need. The number of pupils entering the school with behavioural difficulties has increased since the last inspection. The school does not have details of entitlement to free school meals but currently five per

cent of the pupils take free meals which is below the national average for entitlement. The pupil teacher ratio, which takes account of the headteacher and the part-time teachers, is 24.9 to 1 which is broadly average for first schools. The average class size is 26.7.

2. The school publishes a set of aims in its prospectus which appropriately emphasises the personal, social and intellectual development of the pupils. In the current school development plan a mission statement indicates that the school intends “to provide a rich and relevant education for our children in a Christian environment”. A further set of aims in the school development plan outlines a range of intentions which include; enriching learning opportunities within a caring environment, encouraging the pupils’ spiritual, moral, social and cultural development, providing a cohesive framework for planning, fostering the professional and personal development of all staff and governors and encouraging all partners both within the school and external to it to contribute to the education of the pupils at Manor Park.

3. The main educational priorities for the school in the current financial year, as expressed in the school development plan, are as follows:
 - To develop the curriculum particularly in literacy, numeracy, religious education and information technology;
 - To review the school’s whole curriculum plan;
 - To develop subject leadership particularly in literacy, numeracy, and special educational needs;
 - To raise standards particularly by reducing differentials between boys and girls;
 - To improve the pupil reports;
 - To develop after school care;
 - To consult with parents over homework and home/school agreements;
 - To develop arrangements for appraisal.

4. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	33	34	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	26	30	25
	Girls	29	31	29
	Total	55	61	54
Percentage at NC Level 2 or above	School	82(74)	91(69)	81(69)
	National	82(80)	83(81)	86(84)

¹ Percentage in parentheses refer to the year before the latest reporting year

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	26	25	25
	Girls	30	27	30
	Total	56	52	55
Percentage at NC Level 2 or above	School	84(75)	78(76)	82(86)
	National	82(81)	86(85)	87(86)

4. **Attendance**

4.

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

		%
Authorised Absence	School	4.4
	National comparative data	5.7
Unauthorised Absence	School	0.6
	National comparative data	0.5

4.

4.

4. **Exclusions**

4.

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

	Number
Fixed period	0
Permanent	0

4. **Quality of teaching**

4.

Percentage of teaching observed which is:

	%
Very good or better	13
Satisfactory or better	98
Less than satisfactory	2

4.

4. **PART A: ASPECTS OF THE SCHOOL**

4.

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

4.

1. The children entering school have a wide range of abilities, although their overall levels of attainment are average for this age group. Good teaching ensures that the children in the reception classes progress well and by the age of 5 almost all of them achieve the nationally specified Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. Many of them progress beyond the Desirable Learning Outcomes and start work on the National Curriculum Programmes of Study particularly in English and mathematics.
2. The results of the 1998 National Curriculum tests for pupils aged 7 were below average in reading and well below average in writing and mathematics. When compared with similar schools the results were well below average in reading, writing and mathematics. However, 28 per cent of the pupils in the year group were on the school's register of special educational needs, a proportion which was one third higher than that found nationally. Over the period 1996 to 1998 the results had declined in relation to schools nationally. During this period the girls were more successful than the boys in reading and mathematics but in writing the reverse was true. The school's results improved significantly in 1999, despite the fact that the percentage of pupils on the register of special educational needs remained above average. In reading and writing attainment was somewhat above the national average although in mathematics it was slightly below average. The results in these tests are in line with the targets the school has set itself for the year 2002. The results of the teachers' assessments in science in 1998 were average when compared to schools nationally and below average when compared to similar schools. The results were roughly the same in 1999 with the boys performing less well than the girls.
3. As judged during the inspection, overall attainment in literacy and numeracy is average at the end of Key Stage 1. The attainment of the current Year 2 pupils is in line with the nationally expected standards in speaking and listening, writing and mathematics. In reading and science it is above national expectations. Throughout the key stage the pupils make good progress in speaking and listening, reading, mathematics and science. Their progress is satisfactory in writing. The pupils make satisfactory progress in religious education and attain standards in line with the expectations of the local education authority's agreed syllabus. In information technology their attainment at the end of the key stage is in line with that expected nationally. However, with the greatly improved resources, including the computer suite, and an increased emphasis on the teaching of information technology the pupils are making good progress in the subject.
4. Pupils throughout Key Stage 1 make satisfactory progress in history. They make good progress in design and technology, geography, music and physical education. There was insufficient evidence to make a valid judgement on the pupils' progress in art. The work that the pupils do is as expected for the age group in art, history, and physical education. Their attainment is better than expected in design and technology, geography and music.
5. By the time they leave the school the attainment of the Year 4 pupils reaches the national expectations for mathematics, science and all aspects of English including speaking and listening, reading and writing. For their age they are as literate and numerate as most pupils in other schools. Throughout Key Stage 2 the pupils make good progress in speaking and listening and science. They make satisfactory progress in reading, writing and mathematics. The pupils make satisfactory progress in religious education. By Year 4 attainment is in line with the expectations of the local

education authority's agreed syllabus. In information technology attainment is in line with that expected nationally but similar to Key Stage 1 the current pupils, using the greatly improved resources are making good progress.

6. The pupils make satisfactory progress in history at Key Stage 2. They make good progress in design and technology, geography, music and physical education. It was not possible to judge the progress which pupils make in art. The work that they do is as expected for the age group in art, history and physical education. It is above what is expected in design and technology, geography and music.
7. At both key stages the pupils with special educational needs make good progress in relation to their prior attainment and towards the targets set in their individual education plans. At the time of the inspection the children under-five had been in school for only two weeks and the teachers were carrying out baseline assessments in order to identify the needs of individual children, including any special educational needs.
8. Generally standards of attainment have been maintained at both key stages in comparison with the previous inspection. However, comparisons are difficult because of a changed inspection framework. In particular, in the previous framework the achievements of pupils were judged in relation to national expectations and the abilities of the pupils. They also referred to the whole of a key stage not specifically to the end it. For these reasons, and because there was limited inspection evidence to inform judgements in art the apparent decline in attainment in the subject should be treated with caution. Similar caution should be applied to the fact that attainment in geography is judged to be above the national expectation which is an improvement in relation to the previous inspection.
9. The school has addressed the variation in performance between boys and girls in the tests at the end of Key Stage 1. There is a particular focus on improving the attainment of boys which includes involvement in research conducted by Exeter University into underachieving boys. To support this initiative the school is making use of baseline assessments, optional standard assessment tasks at Year 3 and Year 4, and a system for "tracking" underachieving boys. There are no significant differences in the attainment of pupils from various ethnic groups.
10. In response to the unsatisfactory test results in 1998 the school introduced very successful strategies to raise attainment. The quality of teaching has been improved; it is now good and contributes well to the pupils' attainment and progress in the National Curriculum subjects and religious education. From September 1998 an additional teacher was appointed to Year 2 thus reducing the class sizes in the year group which has the pupils who take the National Curriculum tests. The 1998 test results were analysed carefully and the information was used well to inform teaching and planning. There is effective leadership in English and mathematics, and the co-ordinators have been instrumental in the successful introduction of the National Literacy Strategy and the National Numeracy Strategy. The school has placed an increased emphasis on teaching English and mathematics. It has targeted underachieving pupils in order to help them progress and improve their attainment.

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

14.

11. The pupils' attitudes, behaviour, relationships and personal development are good. The children who were under 5 years old and are right at the start of their formal education display a positive interest in their tasks. For example, they are able to work together in pairs on a computer task without needing direct supervision. They are able to sit quietly to listen to a story and are keen to participate in their lessons. They work and play alongside one another happily. At Key Stages 1 and 2 the pupils also have a good, positive attitude to their learning and work. Most of them are prepared to contribute to lessons by answering questions. They come into school quietly and settle to their tasks during registration sessions without fuss. During lessons they listen quietly and concentrate well. They do what is expected of them and at times take responsibility for their own learning. For example, in a

history lesson the pupils worked hard as “archaeologists” to interpret the significance of various “finds” without undue reference to the teacher. They persevere with their tasks in order to succeed, and take satisfaction when they do so. The pupils with special educational needs show the same positive attitudes to their work as the other pupils.

12. The pupils’ behaviour is good, and the teachers do not have to spend excessive time and effort to maintain order in lessons. Pupils are aware of the school’s expectations of behaviour and try to follow them. They display a measure of self-discipline, behaving appropriately even when not directly supervised; for example in literacy hour lessons when the teacher is engaged with another group. There is a small minority of pupils who exhibit unacceptable behaviour but the impact on their classmates is minimal. For example in a music lesson when one pupil was misbehaving other pupils ignored her selfish behaviour and continued with their work despite the annoyance. Playground behaviour is very good most of the time, with just occasional examples of play fighting or teasing. No evidence of bullying was seen during the inspection and it did not come out as a major problem in discussions with either staff or pupils. The pupils look after the school’s property well and can be trusted to use it. There have been no exclusions in the past year. Parents believe that the school achieves high standards of behaviour.
13. The pupils’ relationships within the school are good. They are able to work together well in pairs and in groups; they treat each other in a kindly manner, and are tolerant of each other. They listen to one another’s views and respect them even when they differ from their own, and there is little fuss when pupils have to form themselves into pairs or groups. Boys and girls work together unselfconsciously. Children from the reception year upwards understand the importance of taking turns. Although the inspection was at the start of the school year high quality relationships were already forming between pupils and staff, based on a foundation of politeness and mutual respect.
14. The pupils’ personal development is good. They are involved in a number of ways in the day-to-day running of the school, and when they are given these opportunities they respond well. They contribute to the smooth running of classes when, for example, they take the registers to the school office. The children act in a kind manner to each other. Two small but typical examples were when several Year 1 girls took a hurt classmate to get assistance in a very solicitous manner, and during the lunchtime a boy sitting on his own on a bench was invited by other pupils to join in a game of football. On Sports Day older pupils look after the younger ones. The pupils help look after the school environment, for example by volunteering to pick up litter. They sing for senior citizens and at a local hospice. They also contribute to the wider community through their support for a number of charities.
15. The attitudes and behaviour of pupils contributes positively to their attainment and progress, and the school has broadly maintained its standards since the last inspection, although behaviour has inevitably been affected by the increased numbers of children arriving at school with behavioural difficulties.

19. **Attendance**

19.

16. Attendance is good. During the past few years, the number of reported pupil absences has been below the national average for a school of this type. Alongside this, the level of unauthorised absences has been running at a fairly high level, as indicated by the school’s policy of strict recording in this area. The vast majority of pupils attend consistently and are brought to school each day on time. Few pupils arrive late, and then usually by only a few minutes. There are no problems with the attendance of any particular group of pupils, including those with special educational needs. Compared with the norm, there are relatively few days lost to pupil sickness, although a negative factor in the attendance figures is that a significant number of pupils are taken out of school for family holidays. There is no particular signal to define the start to the school day, but this does not encourage many pupils to be late to school. Different versions of school times appear in various documents and this is not helpful with regard to

timekeeping. Registration periods are conducted efficiently, with pupils working quietly as the registers are called, and lead naturally into the school day. The staff deal effectively with registration difficulties caused by having three Year 2 classes in the morning and two classes in the afternoon. During the day the pupils move around the building efficiently when called upon to do so and they do not delay the start of lessons. Standards of pupil attendance have been maintained since the last inspection of the school.

20. **QUALITY OF EDUCATION PROVIDED**

20.

20. **Teaching**

20.

17. The quality of teaching is good and there has been an improvement since the previous inspection. In over two thirds of lessons the teaching is good and in thirteen per cent it is very good. It is satisfactory or better in 98 per cent of lessons. Teaching positively affects the standards achieved.

18. The quality of teaching of the under-fives is good with some very good features. The personal and social development of the pupils is managed effectively. Language and literacy, and mathematics are taught well. Educational support staff are well deployed to support pupils particularly when they are engaged in practical activities related to knowledge and understanding of the world. Planning is good and activities are appropriate for the pupils' level of interest. There is a good balance between the time spent listening and working quietly and the time spent on creative and physical activities. Lessons are purposeful and the teachers have high expectations based on their knowledge of the children and their needs.

19. At Key Stage 1 all lessons are at least sound and three quarters are good with many very good features. Lessons generally have clear objectives, good planning and they include a suitable range of teaching strategies. Across all subjects effective lessons are characterised by good teacher knowledge and understanding, appropriate challenge, the sensitive management of pupils and good use of resources. Support staff are used effectively particularly when pupils are engaged in group activities. Very good teaching takes place in approximately 15 per cent of lessons. In these the pace is well judged and pupils are given time to think for themselves and to make independent choices, for example in science and in design and technology. In general the teaching of literacy is good and so is the teaching of numeracy, science and design and technology.

20. At Key Stage 2 the teaching is at least sound in 96 per cent of lessons, half of which are good or very good. In English the teaching of literacy is effective. Teachers use the National Numeracy Strategy well and science is well taught. Planning for lessons is consistently good; objectives are clear and communicated effectively to the pupils. The teachers make the best use of the cramped accommodation but when there are whole class lessons, especially in literacy, the lack of space adversely affects the quality of teaching. Teachers use areas outside of the classrooms well and resources, including music tapes for dance lessons and a video on the dangers of electricity, are used effectively to enhance the quality of teaching. The use of support staff working alongside groups of pupils is effective; for example in the computer suite a significant contribution is made to the good standards in information technology. Effective support is given to groups of pupils who have special educational needs. Relationships with pupils are good.

21. Teaching time is not always used efficiently during the school day, and when this is the case it adversely affects the progress of pupils. In particular break times are occasionally too long, and some assemblies and literacy hours exceed the time stipulated.

22. At both key stages the pupils are managed very effectively and the majority of teachers are appropriately skilled in assessing pupils' knowledge and understanding. In the best lessons these assessments are the basis for adjusting teaching in order to meet the needs of individuals or groups. Homework is used to develop reading and to extend learning in other areas of the curriculum when it is appropriate to do so. Whilst the vast majority of parents are happy with the provision for homework, some are concerned about inconsistencies between classes with regard to the amount and the variety of the homework set. It is true that there is some variation in practice and the school is aware of the need to address this issue. However, at times there is very good use of homework. For example in English the pupils were asked to make a puppet at home to reinforce their understanding of how to follow written instructions. Overall the provision for homework is satisfactory.

26. **The curriculum and assessment**

26.

23. The curriculum for children under the age of five is broad and balanced. It includes appropriate provision for language and literacy, mathematics and knowledge and understanding of the world. It also covers the pupils' personal, social, physical and creative development. As the children progress through reception the curriculum is well dovetailed into the programmes of study for the National Curriculum ensuring a smooth transfer to Key Stage 1.

24. At Key Stages 1 and 2 the school offers a broad curriculum but there are some imbalances in the time allocated by particular year groups to subjects other than English, mathematics, information technology and religious education. The existing daily timetables do not encourage teachers to keep to the sixty minutes which is specified for literacy sessions. This inevitably affects the time devoted to other subjects. As well as the subjects of the National Curriculum and religious education the school successfully incorporates personal, social and health education, education on the misuse of drugs and sex education. However, there is no clear policy for the teaching of sex education. The curriculum supports the pupils' intellectual, physical and personal development and prepares them well for their move to the middle school. The school has appropriately increased the curricular emphasis on English and mathematics and it has successfully introduced the National Literacy Strategy and the National Numeracy Strategy.

25. All pupils irrespective of their gender, ability, ethnicity or background are provided with equality of access to all aspects of the curriculum including extra curricular activities. Provision for pupils with special educational needs is good at Key Stage 1 and satisfactory at Key Stage 2. They are offered activities well matched to their needs and they are provided with good support in class or in small withdrawal groups. The few pupils from ethnic minority backgrounds are fully involved in all aspects of the life of the school.

26. The staff have worked hard to develop curriculum planning since the last inspection. There are now useful policies and schemes of work in all subjects except art and physical education. Termly and weekly planning is sound and successfully translates the schemes of work into the activities presented to pupils.

27. The teachers make appropriate plans to ensure that literacy and numeracy skills are developed in other subjects. Planning ensures that the pupils progressively develop skills in information technology. There is a rolling programme of non-teaching time to enable curriculum co-ordinators to monitor the quality of teaching and the pupils' attainment and progress in their subjects. This has so far been focused on English and Mathematics and the school has made a start on using the information gained to further improve the curriculum in literacy and numeracy.

28. The curriculum is greatly enhanced by the extensive range of activities on offer both at lunchtime and after school. These include clubs for yoga, gymnastics, recorder, chess, art and craft, mathematics, gardening, football and ball skills. The provision is well beyond that normally found in a first school. In addition the school makes good use of visitors and visits to places of religious, historical or geographical interest. Examples include senior citizens visiting the school and opportunities for pupils to watch Greek theatre in connection with their work in history.

29. There are sound systems for assessing pupils' attainment, particularly in English, mathematics and science. The "book of the month" system containing assessed work has proved successful for some years in monitoring the progress of each pupil in the core subjects. The increasing demands on teacher time makes this burdensome now, and the school is considering whether to reduce these assessments to half-termly. Staff keep informal assessments in other subjects which inform the end of year reports. The school has begun to make good use of assessment data, for example "baseline" assessments carried out soon after entry to the school is used to group pupils and to support under-achievers. The progress of each pupil is "tracked" through the school and data from the "tracking" is used to

formulate individual pupil and whole school targets.

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

33.

30. Parents, staff and pupils value the school's strength as a caring community, expressed formally in the school's ethos, but permeating informally through much of its work. The school makes good overall provision for the moral, social and cultural development of its pupils, whilst there is sound spiritual provision. Acts of collective worship take place on a daily basis, with satisfactory planning of themes. They contain an appropriate spiritual element, although the emphasis within them is more on the moral than the spiritual. They sometimes provide a period of time for stillness and private thought. However, there are few opportunities planned within the curriculum for reflection and wonder. Religious education makes a satisfactory contribution to pupils' spiritual development, but opportunities to encourage pupils to reflect on questions of mystery, meaning, and their own place in the world are not fully developed.

31. The moral aspects of the school's provision are good, with teachers often leading by example. In many classes, the school successfully creates a calm and disciplined learning environment, based on self-discipline and respect for others. Teachers encourage pupils to know the difference between right and wrong. They also encourage good behaviour by explaining the adverse consequences of unacceptable behaviour. Co-operation and understanding of other people's viewpoints are emphasised and most pupils recognise that they have to take responsibility for their own actions. The planning of both religious education and collective worship includes numerous opportunities to put across a strong and accessible moral message to pupils. Parents generally agree that the school's values and attitudes have a good effect on their children.

32. The school's provision for the pupils' social development is good, with an emphasis on developing self-esteem. This is despite the fact that the formal provision for personal and social education is under-developed; much of the work is informal or delivered through other curriculum subjects. The pupils are encouraged to take appropriate responsibilities around the school, and these activities help pupils to become more independent and to relate well to each other and to adults. The staff ensure that the pupils work together well in lessons in pairs or small groups. For example, in a music lesson, they helped each other start playing their instruments "on cue", and were very sensible at taking turns with these instruments without squabbling. The pupils have good opportunities to take part in extra-curricular activities, such as sport, and these help engender a strong sense of community. The school organises residential trips, which are effective in helping the children to work as part of a team. There is a considerable emphasis on environmental education, and the pupils have been involved with their own environment in a number of ways, ranging from picking up litter to replanning garden areas. The Life Education van, which visits the school annually, makes a good contribution this aspect of the school's work.

33. The provision for pupils' cultural development is good. They study the paintings of a range of great artists, such as Turner, and what influenced them in their work. The school gives pupils the opportunity to play instruments, and a number take advantage of these chances. Religious education provides pupils with some opportunities to gain an understanding of other faiths and cultures, for example, through work on Judaism. Examples of interesting visitors to the school include an African storyteller, the "Rain Forest Roadshow" which promotes culture and biodiversity, and students going to work at the Kiwafu School in Uganda – a school that Manor Park supports. All represent a good first-hand insight into other cultures for the children. A topic on European Union countries also introduces pupils to a range of cultures.

34. Parents are appreciative of the schools' provision, and the school has maintained its standards in this aspect of education since the last inspection.

38. **Support, guidance and pupils' welfare**

38.

35. Overall, the school provides sound support and guidance for its pupils. The document "The School Ethos" provides a useful set of guidelines on what the school is trying to achieve. The staff genuinely care about the pupils' well-being and they provide both personal and academic help when it is needed. They have created an emotionally secure environment within which pupils can feel safe. This process starts in reception, where the teachers provide a consistent framework within which to offer guidance. Although the children under 5 had only been in the school a few days at the time of the inspection, the school's baseline assessment procedures were already under way. Overall, the school's arrangements for monitoring the pupils' progress and personal development are sound. There are formal procedures to test their progress at regular intervals, particularly in maths and English. "Tracking sheets" provide a useful mechanism to monitor progress over time and the "book of the month" approach is used throughout the school. Examples of pupils' work are kept in the latter to illustrate progress. The identification of pupils with special educational needs is effective. There are no consistent procedures to monitor pupils' personal development – except in the very few cases where pupils are experiencing significant problems – but teachers do know their pupils well and support is effective despite the lack of formal recording systems.

36. Procedures for promoting discipline and good behaviour are sound. The school's behaviour policy is not treated as a working document – a copy had to be printed off the computer during the inspection. In any case it provides only limited guidance. There is an established system of rewards, culminating in the award of stickers during an assembly. Teachers encourage good behaviour through praise and reward, and the occasional lapses from the usual standards of behaviour are usually dealt with appropriately. However there is some inconsistency in the behaviour management techniques used by the staff. At times these techniques are not in line with the behaviour policy. Procedures to deal with any cases of bullying that may occur are not formalised in a policy, and as a result there are some parents who are unsure of the school's stance on this issue. Lunchtime supervisors contribute well to the school's behaviour management.

37. Procedures for monitoring and promoting attendance are sound. Parents are aware of the school's procedures and most follow them. The school attempts to contact parents in order to follow up any unexplained absences, but the high proportion of absences that remain unauthorised indicates that these procedures are not sufficiently rigorous.

38. Procedures for child protection and the promotion of pupils' well-being, health and safety are good. The headteacher is the named person responsible for child protection, and liaises when necessary with local support agencies. Appropriate records are kept. There are procedures to ensure that all staff have been made aware of their responsibilities under local child protection guidelines. The school pays due regard to the safety of pupils and staff. Safe practice was seen in all lessons observed during the inspection. Health and safety inspections of the site are carried out through a process of risk assessments, and the governors provide an appropriate overview. Routine safety procedures are all in place.

39. The school's level of provision for the support, guidance and welfare of pupils has been maintained since the last inspection.

43. **Partnership with parents and the community**

43.

40. Partnership with parents and the community is good. The information the school provides for parents is sound. The parents appreciated the information they received at the start of the 1997/8 academic year on the curriculum the children would cover, and are critical that similar information, although prepared, was not sent out last year. The school plans to remedy the gap this year. In a response to a

key issue in the previous inspection report the school has improved the written reports on pupil's progress and they now meet statutory requirements. They include useful information on curriculum coverage, but contain less information on attainment and progress or on targets for the future. Teachers make themselves available to see parents after school, and parents can come into school on the first Monday of each month to see children's work, although few avail themselves of this opportunity. The school prospectus and the governors' annual report to parents are satisfactory, although the latter lacks some legally required sections. The school has a home school agreement with the parents.

41. The parents' involvement in their children's learning is good. The vast majority of parents think the school is approachable and that it encourages them to play an active part in its life. A large number of parents help in school on a regular basis, for example, hearing readers, helping with food technology, and making mathematics resources. Most parents involve themselves in their children's reading and other homework. Opinions are divided amongst parents on the amount of homework set, following the goldilocks distribution – some think it is too much, some think it is too little, and some think it is just right. However, the vast majority are satisfied with the amount of homework set. Parents of pupils with special educational needs are involved appropriately in reviews and the setting of new targets. There is an active parent teacher association, which organises social and fund-raising events.
42. The school has good links with its local community. There is effective liaison with pre-school groups to provide children with an easy transfer into formal education, and there is good liaison with the adjacent middle school to make the transfer of pupils to the next phase of education as easy as possible. The pupils visit the parish church in support of the curriculum and for special services. The vicar regularly visits the school, as do representatives of other local organisations including the police. The school has received useful support from a local supermarket in support of the food technology curriculum.
43. The school has maintained the quality of its partnership with parents and the community since the last inspection.

47. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

47. **Leadership and management**

44. Overall the leadership and management of the school is sound. The headteacher, staff and governing body work in close partnership to provide educational direction for the work of the school. There is an atmosphere of openness and trust between the school and the governors who act well in their role as critical friends. The school has a positive ethos which provides a good climate for learning and there is a sense of commitment to improving standards. The leadership has a positive effect on relationships within the school, and ensures that all pupils are treated equally and fairly.
45. The governing body has an effective committee structure with appropriate terms of reference. The governors are actively involved in the life of the school and are committed to its continued improvement. They feel well informed about its work and are confident about asking questions and entering into constructive dialogue. The school meets the majority of statutory requirements but there are no appraisal procedures for teachers and the annual report to parents does not contain all the information that it should.
46. The school development planning process is clear, thorough and involves the evaluation and review of previous priorities and identification of new targets for improvement. The plan itself identifies priorities, consequent activities, success criteria, timescales, some costings and training implications. It does, however, lack clear objectives and the success criteria do not specifically show how improved

practice and performance will affect the progress of pupils and standards of attainment. Members of staff, including subject co-ordinators, are not always told when activities will take place in connection with school development plan priorities.

47. The school has successfully addressed the key issues in the last inspection report. It now has policies for all National Curriculum subjects and apart from physical education and art, schemes of work have been produced for all subjects. The school has provided non-contact time for some co-ordinators, and teaching and curriculum development in literacy and numeracy has been monitored and supported. There are plans for this to continue and for similar work in religious education and science. The pupils' annual reports to parents now fully meet statutory requirements and strategies are in place for governors to evaluate the cost effectiveness of financial decisions.
48. The school sets appropriate targets for improving the attainment of pupils. The analysis of school performance data in terms of trends and outcomes is thoroughly undertaken and contributes to priorities for improvement. Good examples of this are the ways in which the school is addressing the underachievement of boys and identifying individual targets for improving pupils' writing.
49. There are good links between governors and curriculum co-ordinators. The designated literacy and numeracy governors have attended the training provided by the local education authority. The numeracy governor plans to visit the school and observe lessons later in the year. The governor with responsibility for special educational needs has undertaken training which has contributed positively to an understanding of the issues involved. Governors are fully involved in the development of policies and curriculum schemes of work. Usually policies are implemented effectively but there is inconsistent interpretation of the school's behaviour policy. The school has two different sets of aims and values: one set contained in the school brochure and another in the school development plan. There is, however, a lack of clarity over which set is the most pertinent.
50. The day to day running of the school is good and administration is well supported by the school secretary. The school is purposeful and provides an effective learning environment for its pupils. Leadership and management is well focused on improving the attainment and progress of the pupils and this and all indicators suggest that it is likely to continue to improve.

54. **Staffing, accommodation and learning resources**

54.

51. The school has sufficient teachers and they are suitably qualified and experienced. Part-time teachers are effective, planning and working well with colleagues in year groups. The school's provision of education support staff is very good. The large number of well qualified assistants work closely with the teachers and attend planning meetings for the under fives and Key Stage 1 pupils. Their work with individual pupils and groups promote high standards. Administrative staff make a very effective contribution to the school. The school benefits from the enthusiasm and expertise of all the staff. The teachers fulfil their roles as co-ordinators for subjects and other aspects of the school effectively. Satisfactory support and training are provided for all teachers in line with areas identified in the school development plan. Arrangements for the training of support staff are good. The newly qualified teacher is supported well. However, there are no arrangements for the appraisal of staff although there are plans to introduce a new system shortly.
52. The accommodation has much improved since the last inspection and it is now adequate for the number of pupils in the school. The recent building programme has created extensive additional space which is used for reception and the year 1 classes. This enhanced provision has contributed well to the standards achieved. In contrast the Key Stage 2 classrooms are relatively overcrowded, movement and independent learning is restricted, and whole class teaching, especially in the literacy hour is

sometimes difficult. At times this adversely affects the quality of teaching and learning for these pupils. There are effective systems in place to prevent overcrowding at playtime. The recently developed information technology suite provides a very effective resource for use by groups of pupils. It facilitates the regular teaching of information technology skills and the use of a wide range of software including the Internet. The food technology area provides the setting for real and relevant activities which are safe and hygienic. It is very well used by the staff and pupils supporting the teaching of science, design and technology, and literacy and numeracy throughout the school. The library is spacious and the physical education equipment in the hall is attractive and useful. Displays are of good quality and help to create attractive and interesting learning environments. Through the displays the successes of pupils, for example, at the regional technology fair, are celebrated and shared with the rest of the school. The school is well maintained.

53. Extensive building has reduced the space available in the school grounds. However, these still provide an attractive environment for pupils to work and play. Attractive playground markings, quiet sitting areas, gardens including a well designed butterfly garden and a courtyard all promote the caring ethos of the school well. The school playing field provides sufficient space for physical education.

54. Overall the range and quality of learning resources is good. The resources for the children under five are very good. The school has recently benefited from expenditure on information technology and design and technology, and resources for these subjects are very good. There is good provision for physical education and religious education. The quality and range of books are satisfactory. Mathematics and science materials and equipment are effectively organised and easily accessible to both teachers and pupils.

58. **The efficiency of the school**

58.

55. Expenditure is carefully planned by the staff and governors in order to support educational developments and there is effective control of the school's finances. The governors and staff have developed appropriate methods for monitoring the effectiveness of spending decisions a matter that was the subject of a key issue in the previous inspection. The local education authority has not organised a financial audit of the school since the previous inspection. The inspection report at that time indicated that an audit had found procedures to be satisfactory and noted that the school had responded appropriately to all the auditor's recommendations. The school plans appropriately for anticipated changes and the school development plan, with priorities linked to budgetary decisions, provides a sound basis for improving the school's provision. The planning in relation to initiatives such as the National Literacy Strategy, the National Numeracy Strategy and the National Grid for Learning is efficient.

56. The school has a large number of support staff and there are a sufficient number of teachers. Generally they are managed and deployed well although in some cases the time of support staff is wasted during literacy hour lessons. Staffing levels are very generous in reception and this inevitably affects staffing at Key Stage 1 and Key Stage 2. However, the teachers and the support staff are used well in reception and they ensure that the children make a successful start. At Key Stage 1 there is good support for pupils with special educational needs and at Key Stage 2 the provision is satisfactory. The school's decision to appoint an extra teacher in Year 2 has contributed well to raising attainment in this year group. The budget allocation for special educational needs is appropriate.

57. Arrangements for the professional development of all staff are sound and there has been particularly good training for some non-teaching staff. The subject co-ordinators for literacy, numeracy and special educational needs have played an effective role in raising attainment. The school has supported them well by ensuring that funds are available to provide opportunities for them to visit classes to monitor and support teaching and curriculum development. There are plans to extend this type of work to science and religious education in the near future.

58. The routine administration of the school is efficient. The secretary and the finance officer support the headteacher and contribute well to the smooth running of the school on a day-to-day basis. Their effective organisation and the efficiency of the other members of the non-teaching staff allows the teachers to focus for the maximum time on teaching.
59. The school makes good use of resources for learning but the time that is available for teaching is not always used to greatest effect. In some classes particularly at Key Stage 1 the mornings are devoted almost entirely to literacy and numeracy and the amount of time spent on these two subjects is sometimes considerably greater than that recommended. Break-times and assemblies are sometimes longer than the time which the school specifies. There is a lack of clarity about the times of the school day and the registration arrangements in the morning. Consequently a few pupils arrive late and, in some classes, there is a slow start to the school day. The accommodation is adequate but in some respects it is not used well. Whilst the reception and Year 1 pupils have a great deal of space there is overcrowding at Key Stage 2.
60. The school has been effective in developing the quality of teaching, raising attainment and improving the progress made by pupils. The overall quality of education, particularly the good teaching, contributes well to the pupils' attitudes to work. Despite the inefficiencies with regard to the use of time and the accommodation the school provides satisfactory value for money.
- 64.

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

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

64.

61. Children start school in the September of the year in which they are five. They attend only in the mornings for the first term. There are good arrangements for induction, which include staff visits to pre-school playgroups and a series of visits to school for children with their parents. At the time of the inspection the children were in their third week in school and had already settled happily and were becoming familiar with routines.

62. The provision for the children in the reception unit is very good. There is spacious accommodation which includes a large room with a classroom area for language and literacy work, a quiet room, a book corner, a computer area, and a large area for role play and work with construction toys. There is a small annex for art work, sand and water play, and a second classroom which is used for mathematical activities. These areas are very well resourced with appropriate equipment. Staffing is very good, enabling the children to work in four groups, each supported by a member of staff; two teachers and two learning support assistants. All children experience a good balance of class teaching, teacher initiated activity and opportunities to exercise independent choice. The curriculum is carefully planned to cover the nationally specified Desirable Learning Outcomes for five year olds. In the Summer term the curriculum is linked to the National Curriculum to ensure a smooth transfer to Key Stage 1.

63. Personal and social development is given a high profile and the children work and play together in harmony; co-operating and sharing. Many can choose and carry out activities confidently and independently, and all are encouraged to help with the tidying up. Children concentrate for short periods, for example while listening to the teacher, and for longer periods when engaged in play activities. They are developing independence in dressing themselves; most of them need just a little help. The majority of children can follow class routines and their behaviour is good.

64. In language and literacy the children's attainment is good. They listen very carefully to stories and are attentive to adults and each other when working together. Most are confident and eager to talk about their experiences to an adult and to each other when working in groups. Their vocabulary is sound; for example most can describe pictures in a book, and in a group discussion children discussed differences in natural and man made objects. The role play area is used well and the large number of staff and volunteer helpers ensure that there is usually an adult available to extend the children's language. The children enjoy books and most use them carefully. They are well aware that pictures have meaning and some can point out the words. Those with higher attainment already recognise a few words and letter sounds, while average attainers can find a word when it is repeated on the next page. The children are beginning to gain control of pencils and crayons, and many can write their own name. All are making good progress in this area of the curriculum.

65. The children's attainment in mathematics is sound overall and sometimes good. They use mathematical language correctly in context, for example in a sorting activity they used terms like bigger, smaller and underneath. They are able to discuss and copy simple patterns and know primary colour names. They compare, match, sort and count in a variety of situations from cups and saucers in the role play area to themselves at registration. Most can count confidently to five, while the higher attainers can manage ten or beyond. The pupils make good progress in mathematics.

66. The staff ensure that all elements of knowledge and understanding of the world are experienced by the children. They are beginning to have an understanding of the passing of time. For example they say "I looked at this book yesterday" or "I'm four now, I used to be three". They explore and recognise the features of living, natural, and man made things; for example children sorted objects independently in a science activity, discussing differences. They are developing a range of making skills, such as cutting, joining and folding and have experience of food technology; for example making porridge as

part of the three bears topic. The children have frequent opportunities to use the computer and most are developing satisfactory skills in using the keyboard and mouse. Progress in this area is sound.

67. Children are making satisfactory progress in their physical development and attainment is sound. They move confidently and they are developing control and co-ordination. The provision of a small climbing frame in the classroom assists this and enables pupils to climb, swing and jump on a regular basis. The children use large wheeled toys outside. Many manipulate construction kits, pencils and scissors skilfully, while others are developing these skills.
68. The children are offered a range of experiences to support their creative development. In art they make patterns and they explore how paint works, and some are able to paint pictures of familiar objects such as a teddy. Some children enjoy using paint and other art materials but are not yet able to produce a picture recognisable to others. The children enjoy imaginative play and the teachers' use of puppets stimulates good responses. The children join in with songs and rhymes, copying actions and keeping the rhythm well. They can march in time to music. Progress in creative development is satisfactory.
69. Baseline assessment indicates that the majority of the children have average attainment on entry to school. Attainment is monitored informally by the teachers during the year and, where appropriate, under-achievers are provided with extra support. The curriculum is well planned and balanced, reflecting the teachers' knowledge and understanding of the children's needs and national requirements.
70. Teaching is good in all areas of learning. It promotes high standards through a balance of methods which meets the needs of all children. The best teaching is characterised by very clear learning objectives, the use of very good questioning and very effective story telling and exposition by the teacher. The staff work well together to ensure that all children are offered interesting, challenging and enjoyable tasks that will enable them to make good progress. The two teachers and the very good support staff work well together with all of the adults making essential contributions to the unit. The level of staffing is extremely generous. It is higher than the average provided for reception classes and higher than that for the Key Stage 1 and Key Stage 2 classes at the school. Very good provision is made for the youngest children ensuring a good start to school life.

74. **ENGLISH, MATHEMATICS AND SCIENCE**

74. **English**

71. Overall attainment at the end of Key Stage 1 and at the end of Year 4 is in line with the national expectation. The progress of pupils is good at Key Stage 1 and satisfactory at Key Stage 2. Those identified as having special educational needs also make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. Standards of attainment in English are improving.
72. The results of the 1998 National Curriculum tests for pupils aged 7 show that the percentage of pupils attaining the expected Level 2 and above was below the national average in reading and well below in writing. The percentage of pupils achieving the higher Level 3 was also below the national average in reading and writing. Results for 1999 show significant improvements on last year. The percentage of pupils attaining Level 2 and above was in line with the national average in reading and above it in writing. The percentage of pupils reaching Level 3 was above the national average in both reading and writing.
73. Standards of attainment in speaking and listening are satisfactory overall with good progress being made at both key stages. At Key Stage 1 the pupils can speak clearly and with increasing confidence. They are willing to talk about their work and they are keen to talk about books they enjoy reading. Even very young pupils are encouraged to contribute to the whole class parts of the literacy hour and

teachers provide good models for the use of language. The pupils like reading along with their teacher when sharing a big book. They listen well to each other and to their teachers. They are able to ask and answer questions and offer information about themselves with enthusiasm. In Years 3 and 4 the pupils can read their work aloud to the class confidently showing fluency and expression. They are willing to offer ideas and suggestions during discussions and generally listen well to each other and their teachers.

74. Standards in reading are good at the end of Key Stage 1 and satisfactory by the end of Year 4. Pupils' progress is good at Key Stage 1 and satisfactory at Key Stage 2. At Key Stage 1 the pupils can read simple texts accurately and more able pupils select their own books and read confidently and fluently. Pupils in Year 1 understand the purpose of a 'blurb' on the back of a book and know that speech bubbles represent what people are saying. Pupils in Year 2 can read familiar texts with a good level of expression which conveys feelings well. They understand that bold script or exclamation marks in a poem means that this is read with added emphasis. The pupils are developing a range of different strategies for reading unknown words including knowledge of word sounds and picture clues. Many recognise their own mistakes and can correct themselves. All of the pupils are enthusiastic about reading, take their books home every day and have favourite authors or stories. The pupils in Years 3 and 4 can read more complex texts with increasing accuracy. They read independently during silent reading sessions. Pupils in Year 3 can discuss the setting of a story. They understand that intonation in reading relates to punctuation. Pupils in Year 4 can draw meanings from a story beyond the printed text and explore features of narrative order. Pupils at both key stages have appropriate reading records which lists dates, titles and have a space for teachers and parents to make comments and to communicate with each other and with the child about reading. With the exception of low attainers, the pupils have appropriate library skills and can locate non-fiction and understand the school's classification system. The moral development of pupils is well promoted through literature in exploring right and wrong and feelings about characters in stories.
75. Standards in writing are in line with the national expectations at the end of Key Stage 1 and Year 4; progress is generally satisfactory. Pupils in Year 1 are forming letters correctly and are developing good control. They can identify words which rhyme and common spelling patterns. The pupils in Year 2 can write in clear joined up script and can spell common words correctly. They are developing their understanding of simple punctuation and some are beginning to use capital letters and full stops consistently. Higher attaining pupils can identify adjectives and many are using their word books independently. Pupils in Year 2 can understand and write instructional language, for example, when writing a recipe for a Caribbean fruit salad. They can write simple tongue twisters using alliteration. Pupils in Year 3 can identify a range of different punctuation marks and are developing correct usage of them. Pupils write in clear joined up script, spelling simple words correctly and make plausible attempts at more complex words. The pupils' writing in Year 4 is of increasing length and accuracy. They are able to use punctuation other than capital letters and full stops to good effect and high attaining pupils can use speech marks correctly. The Year 4 pupils can identify verbs and are developing a knowledge and understanding of adverbs. They show a good understanding of the difference between questions and statements and pupils with special educational needs are using story board techniques to develop structure in their writing.
76. At Key Stage 1 the pupils' attitudes to learning and behaviour are good and often very good. They are enthusiastic and keen to learn. They are eager to answer questions and offer ideas. The pupils listen very well and can concentrate for appropriate amounts of time. They are able to work with increasing independence on tasks during the literacy hour. They can work well co-operatively when asked. The attitudes and behaviour of pupils in Year 3 and 4 are also generally good. They show interest in fiction and non-fiction and persevere with their written tasks. They listen well to their teacher and respect each other's contributions. In a small proportion of lessons the pupils' concentration wavers and noise levels rise, however, this relates, in part, to the cramped nature of the accommodation. Relationships are generally good throughout the school.
77. Teaching at Key Stage 1 is good. The teachers have good knowledge of the objectives in the National Literacy Strategy Framework and learning activities are planned to match the pupils' needs. Expectations are high and pupils are managed very effectively. There is occasionally very good use of

homework, for example in Year 2 where the pupils were asked to consolidate their learning of instructional language by making a finger puppet at home. Teaching in Years 3 and 4 is good and there are good relationships with pupils including effective use of positive praise. The teachers model reading well, make lessons interesting and the learning tasks are appropriately challenging. They foster a love of books and an appreciation of literature. At times the teachers spend considerably longer than 60 minutes on literacy “hours”.

78. The co-ordinator provides effective and efficient leadership for the subject. She has very good knowledge of the National Literacy Strategy and serves on the Department for Education and Employment National Steering Group. Appropriate action plans are in place, there is a policy for English and suitable guidance for teaching spelling and handwriting skills. Assessment procedures are satisfactory and each pupils’ ‘Book of the Month’ contains annotated examples of their attainment in writing. In the term prior to the inspection the co-ordinator visited lessons to carry out an audit of attainment and teaching. Subsequent to this she has been effective in providing support and advice to the teachers. The individual pupil target-setting recently introduced to raise standards in writing is good and is likely to have a positive impact on the progress pupils make. The school is making good use of optional standard assessment tasks in Year 3 and 4 and analyses all test results to identify areas for improvement. There is a good range of resources which are well used and a suitable central library. Taken overall these factors, together with good teaching, have made a good contribution to the greatly improved results in the 1999 National Curriculum tests. The employment of an additional teacher in Year 2 has also contributed well to improved attainment in Year 2.

82.

Mathematics

79. Inspection findings based on the observation of lessons, the examination of past work and discussions with pupils are that at the end of Key Stage 1 the pupils’ attainment is in line with the national expectation for 7 year olds. When the pupils leave the school at the end of Year 4 their attainment is in line with the national expectation for 9 year olds. Standards of attainment in numeracy and other aspects of mathematics have been maintained since the last inspection.
80. The results of the 1998 National Curriculum tests for pupils aged 7 were well below average when compared with similar schools and when compared with all schools nationally. Standards had declined since 1996 when the results were close to the national average. The school’s test results in 1999 show an improvement over 1998. Although the percentage of pupils achieving the expected Level 2 is still below the national average the proportion reaching the higher Level 3 has more than doubled and it is now line with the national average. One factor contributing to the improvement in attainment is that the school has made good use of its analysis of test results to focus attention on underachieving pupils particularly boys. Other factors include the effective work carried out by the co-ordinator, improvements in teaching, the targeting of underachieving pupils and the fact that an additional teacher was appointed to Year 2 to reduce class sizes.
81. Throughout the school the pupils conduct investigations and carry out practical work satisfactorily and they have a sound understanding of the mathematical content of lessons. They carry out mental and written calculations adequately. The pupils at both key stages show good levels of flexibility when they calculate in their heads and they are able to explain the methods which they have used when they carry out mental calculations. Although insufficient use is made of calculators a group of Year 3 pupils demonstrated a sophisticated understanding of how to use the constant function on a machine, a skill which they said they had learned in Year 2. They were working on an interesting investigation about the number of spiders in a bath where they were required to double a number and then double it again and so on. They had successfully completed their work using pencil and paper techniques but they pointed out that they also knew how to do it using a calculator. The pupils have a satisfactory knowledge of technical vocabulary. They make appropriate use of mathematics in other subjects including, for example, using sorting techniques in science.

82. By the end of Key Stage 1 most pupils understand the mathematics they are tackling and some exercise initiative and develop strategies of their own. They have a satisfactory understanding of the number system and they know addition and subtraction facts up to 20 and beyond. They understand some numerical patterns and relationships and use these to help them carry out mental calculations. For example, pupils in Year 2 make appropriate use of the fact that $4+5=5+4$. They also associate this idea with $9-5=4$ and $9-4=5$. By the end of Year 2 they also have satisfactory knowledge of two dimensional and three dimensional shape, time, and the measurement of length, weight and capacity. By the end of Year 4 the pupils have reached standards appropriate for their age in number, shape, the measures and in the handling of data. Some of the current Year 4 pupils have an appreciation of the connections between mental and written calculations and, in particular, they know that when they record calculations using their own methods this can support the development of personal skills in mental arithmetic.
83. The progress made by pupils is good at Key Stage 1 and satisfactory at Key Stage 2. In the lessons observed progress was consistently good at Key Stage 1 but more variable at Key Stage 2 where it was unsatisfactory in two of the lessons observed. Although the teaching in these lessons was sound the teachers were not entirely confident with the requirements of the National Numeracy Strategy which had been in use in the school for only two weeks. In addition in one lesson the pupils were satisfied with too slow a work rate. The pupils' skills in numeracy develop well as they move through the school. In particular they learn about the connections between addition, subtraction and multiplication and use these and other number facts to develop and improve their ability to calculate. Progress in other aspects of mathematics is also good as the pupils learn new ideas, sometimes from one another, and consolidate what they already know. They make satisfactory progress in the use and application of mathematics particularly in communicating and explaining their findings. The pupils with special educational needs make good progress throughout the school.
84. The response of the pupils to lessons is good overall at both key stages. They are well behaved but in a few lessons a small number are slow to settle down to work, fidget during whole class discussions, do not pay full attention and this inevitably affects their progress. However, this is greatly outweighed by the genuine enthusiasm shown by the majority of pupils. They concentrate and complete tasks allocated by the teacher without fuss. There is a pleasant atmosphere in most mathematics lessons and pupils relate well to one another. In lessons when the response is particularly good the pupils show initiative and a degree of independence.
85. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. During the inspection it was at least satisfactory in all of the lessons observed. An examination of the pupils' work indicated that during the previous year the teachers had covered the National Curriculum requirements well. The main strengths of the teaching observed during the inspection include the provision of well prepared, interesting and appropriate activities, effective management of the pupils, good use of the National Numeracy Strategy and effective use of other adults working in the classrooms. These adults include learning support assistants, parents and, in one case, the student son of one of the teachers. Generally the teachers have a satisfactory knowledge of the subject and how to teach it, good relationships with the pupils and satisfactory expectations of what they can achieve.
86. In the best lessons the teachers provide appropriate opportunities for the pupils to use their own methods, develop strategies and make decisions and choices. The methods employed are very effective and the teachers have a good understanding of the needs of their pupils. In these lessons the teachers are skilled questioners, observers and listeners. They use these skills to find out what the pupils know and then use the information to provide a starting point for further teaching; either immediately or sometimes in a subsequent lesson.
87. Good attention is given to the teaching of numeracy and the teachers have been particularly successful in developing the pupils' skills in mental calculation. They ensure that they teach the pupils specific strategies for calculating and provide good opportunities for the pupils to develop their own methods. The teachers have also started to provide opportunities for pupils to develop individual methods of recording calculations on paper. Some lessons provide appropriate contexts for speaking and listening,

and reading and therefore make a satisfactory contribution to the pupils' skills in literacy. However, the opportunities to write in mathematics are more limited. Mathematics is used to support the pupils' knowledge and understanding in other subjects, and very good use is made of information technology particularly at Key Stage 1 where pupils were seen working well with learning support assistants on both control technology and a data handling program. At Key Stage 2 information technology is also used to support the teaching of mathematics but insufficient opportunities are provided for the pupils to use calculators either in mathematics or in other subjects. Throughout the school time is not always used well. For example pupils at Key Stage 1 are sometimes very late returning to class after break.

88. A conscientious co-ordinator provides good subject leadership which includes making effective use of opportunities to evaluate and support teaching and to monitor the attainment of the pupils by visiting other classes. Together with a governor he has attended courses on the teaching of numeracy and has effectively disseminated information about the National Numeracy Strategy to the other teachers. He has organised a popular mathematics club with a particular emphasis on the more able pupils. This work includes opportunities for the pupils to interchange ideas with children in another first school by fax. Liaison with the receiving middle school is good and parents are encouraged to come to school to assist in the making of apparatus and activities for the pupils. These factors all make a good contribution to improving the quality of teaching and enhancing the progress and attainment of the pupils.

92. **Science**

89. The results of the 1998 statutory teacher assessments at the end of Key Stage 1 were average in comparison with all schools and below average when compared with similar schools. However the percentage of pupils' achieving the higher Level 3 was very low adversely affecting the comparisons made with other schools. Particular weaknesses were in relation to the pupils' knowledge and understanding of the biological aspects of science and their ability to experiment and investigate in science. National figures for 1999 are not yet available but school results are similar to 1998. When compared with the results for English and mathematics, the pupils performed less well in science, and boys did not perform as well as girls.
90. Evidence from the inspection indicates that a greater emphasis is now placed on the teaching of experimental and investigative science. In the lessons seen pupils had good observational skills. They raised good scientific questions and sorted materials according to their properties. For example, in one lesson in Year 2 the pupils used specific scientific vocabulary and criteria to assist them in sorting living and non-living things. Attainment as judged during the inspection is now above the national expectation which represents an improvement since the last inspection.
91. When the pupils leave the school at the end of Year 4 their attainment is commensurate with the national expectation. In the lessons seen there was no difference in attainment between girls and boys. In a lesson on the dangers of electricity the boys and girls were equally involved and related the message well to their own everyday experience. All pupils demonstrate knowledge and understanding across the breadth of the science curriculum. They are able to plan and carry out an investigation, to use questionnaires and to record on graphs and charts information concerning, for example, the use of electrical equipment in the home.
92. At both key stages the pupils' progress in lessons is generally good. They develop and improve their technical vocabulary very well. They make good progress in using a range of recording strategies including graphs. Their skills in asking questions, hypothesising and classifying develop well. They self-correct confidently when sorting and classifying materials and are able to justify their judgements. Pupils with special educational needs make appropriate progress. Support staff work well with individuals and groups and this has a positive effect on their progress.
93. The pupils enjoy science. They are enthusiastic and enjoy what they are doing. They listen quietly in group and class discussions and when watching videos, and they are able to sustain their interest well

even over an extended period of time. When working on practical tasks, the pupils are actively involved and persevere when tasks appear difficult. A key feature during the majority of lessons is the willingness to ask questions, which has a positive effect on their knowledge and understanding of science.

94. Overall the quality of teaching is good at both key stages. The teachers' knowledge is sound and in the majority of lessons they have high expectations of the pupils, which encourages good attainment. Occasionally there is a lack of challenge and opportunities for pupils to work independently are missed. The teachers use a combination of demonstration, video, discussion, practical sorting activities and observational activities effectively. They skilfully introduce the correct scientific vocabulary, constantly reinforce it, and use this to link the science in the classroom to every day life and world-wide contexts, such as environmental issues in tropical rain forests. The teachers manage the pupils well and relationships are good. Questioning is frequently used to assess what pupils understand and, when needed, lesson plans are altered appropriately to match the needs of pupils. Science provides a good context for developing the pupils' skills in literacy and numeracy as they talk, read, write, measure, calculate, and record and interpret data.
95. The science co-ordinator has been allocated time this term in order to audit and monitor the science provision. The scheme of work for science put in place since the last inspection is to be revised to include the recent curriculum guidance provided for all schools. National Curriculum requirements are met, although the time allocation for Year 1 pupils is very low.
96. Star charts are used as a record of developing skills in experimental science. "The Book of the Month" is used to monitor progress in knowledge and understanding. These assessment systems are effective and they make a good contribution to the pupil's progress.

100. **OTHER SUBJECTS OR COURSES**

100. **Information Technology**

97. At both key stages the pupils attain standards that are in line with the national expectation. Since the last inspection, with the addition and use of the new computer suite, pupils are beginning to reach higher standards of attainment. Computers are used well across the school as a tool to support learning particularly in literacy, numeracy, science and geography. The pupils have a good grasp of how to communicate and handle information effectively, using word-processing, art and data handling programs, and the Internet.
98. The pupils at Key Stage 1 can control a programmable toy, use data on their favourite food to tally, make pictograms and bar charts, and use a range of programs to support their learning in literacy and numeracy. At Key Stage 2 the pupils are able to use interactive games, extend their graphing skills to pie charts and they successfully use CD ROMs and the Internet to develop their enquiry skills and to seek information.
99. At both key stages the pupils make good progress in using the basic functions of the keyboard and the mouse. The pupils have a developing repertoire of skills, which they use in a range of contexts. The pupils make good progress in learning new skills and work with increasing independence, consolidating previous learning.
100. The pupils concentrate very well. They are interested, enthusiastic and work very sensibly responding well to the support given by peers and adults. They discuss their work with enthusiasm and confidently demonstrate their keyboard skills and their understanding of the programs they are using.

101. At both key stages the quality of teaching is good. The provision for information technology is well planned across the school. The teachers' expectations are suitably challenging. They plan the use of the accommodation, resources and adult support very well, promoting the high standards achieved. Opportunities are well chosen to foster new computer skills, in the context of other areas of learning. For example the pupils interrogate data collected about favourite foods at Key Stage 1 and the uses of electricity in the home at Key Stage 2. Activities are well matched to the pupils' abilities, including those with special needs.
102. The subject co-ordinator is enthusiastic and well informed about what is happening across the school. There is a well-structured and balanced scheme of work, which has a positive effect on the pupils' progress. Evidence in the "Book of the Month" is used for assessment and pupils have recently been given their own disks as a method of recording individual progress. Time has been allocated this term to monitor, audit and revise the current curriculum planning in order to update the provision. The resources for information technology have improved significantly since the last inspection. The parents are particularly pleased with the new computer suite which is now in place, and used very effectively by one year group every day. Good use is made of resources including the Internet, CD ROMs and a range of computer programs. This is making a significant contribution to the progress of the pupils and the higher standards of attainment now being reached.
106. **Religious Education**
103. Judgements based on lesson observations are supplemented by a scrutiny of pupils' work and teachers' planning. Throughout the school attainment in religious education has been maintained since the previous inspection and it is in line with the expectation of the locally agreed syllabus. At the end of Key Stage 1 the pupils know stories from the Bible, facts about the life of Jesus and some aspects of the Jewish faith. They are familiar with the main Christian celebrations and they are developing empathy with other peoples and other cultures. For example over a number of years Year 2 pupils have planned "jungle sales" to support the maintenance of a tropical rain forest. By the end of Year 4 the pupils have developed their knowledge and understanding and know about aspects of Hinduism. They can begin to explain how Christians respond to moral issues, for example world hunger and the fair distribution of food. The pupils make sound progress in their knowledge and understanding of religious education as they move through the school.
104. In general, the pupils show satisfactory attitudes to religious education. They listen well and are willing to offer their ideas. However, in one lesson the pupils showed little interest or enthusiasm, although they behaved well. In addition the teachers' style limited the opportunities for pupils to show independence. Work in religious education is well presented and neat. Lessons contribute well to the moral and social development of the pupils and reflect the school's commitment to a caring and sharing ethos.
105. Teaching is satisfactory throughout the school and in one of the four lessons seen it was good. Strengths in the teaching included clear lesson planning with aims specifically related to religious education, open ended questioning and effective responses to pupils' contributions. In one lesson the teacher's use of a christening robe and other artefacts helped focus the attention of the pupils. The pupils are helped when a teacher clearly summarises what has been covered in a lesson. Weaknesses in lessons occurred when teachers were unclear about their objectives, or the pace was too slow, for example the pupils sat for too long listening in one lesson. Praise is used but is less effective when the teacher fails to specify what the child has done well. Good use is made of cross curricular opportunities but at times this adversely affects the balance of time offered to religious education. The teachers ensure that the subject makes an appropriate contribution to the pupils' knowledge in literacy and numeracy.
106. The school uses the local education authority's Agreed Syllabus for religious education and a new document had just been introduced at the time of the inspection. There is a good scheme of work for each year group which ensures that pupils are able to cover the curriculum and make progress. The

syllabus covers Christianity and Judaism throughout the school, with the addition of Hinduism in Year 4. The previous co-ordinator for religious education, who left the school recently, was enthusiastic and knowledgeable. She worked hard to ensure that the new schemes of work were ready for September 1999. The new co-ordinator is determined to continue the good management of the subject. Resources for the subject are good and have been supplemented by grants from the Church fund and the Parent Teachers' Association. Each year group has its own set of artefacts, books and posters and staff also bring in items to enrich their teaching. The school makes efficient use of resources. Overall these factors make a good contribution to the progress made by the pupils.

110. **Art**

107. It was not possible to observe more than one art lesson during the inspection, and that involved a small group of pupils working with a learning support assistant. Judgements are therefore based on a scrutiny of pupils' work from last year, work on display, photographs and teachers' planning.

108. Attainment in art is satisfactory. The pupils can use an appropriate range of techniques, including brushwork, drawing, collage, marbling, printing, pattern and silhouettes. They use a range of resources with increasing confidence. These include paint, crayon, water colours, textiles, pastels and a range of papers. Older pupils also observe the work of other artists including great masters such as Turner, and attempt to copy their styles. The pupils' work shows that a good level of care has been taken and work is well presented.

109. There is insufficient evidence to make a judgement about the progress made by pupils or the quality of teaching. The pupils are offered a broad curriculum and have equal access to art activities. Year group teachers plan together to ensure continuity of provision, but the lack of a scheme of work means that there is no planned hierarchy of skills to ensure that pupils make progress. Consequently they are not always offered progressively more difficult tasks as they move through the school. The curriculum will be enriched by the planned visit of a local artist to make a mural with Year 2 pupils. Some non-western art is studied, for example African art and this contributes to the cultural development of pupils. Assessments are made informally by the staff and inform the end of year reports.

110. The art co-ordinator is enthusiastic and believes that art is a strength of the school. She is aware of the need to develop a scheme of work that will ensure the progress of pupils, and believes that the expected curriculum guidance from the Qualifications and Curriculum Authority will assist this. She has monitored the teachers' planning and has a clear idea of what is offered in each year group. There has not been any time available for the development of art in recent years. Resources for art are satisfactory overall with some good quality items. The practical areas provide useful space for groups of pupils to work, although these are rarely used for art activities in the mornings. Funding for special items, for example the mural, is found from grants, the Parent Teachers' Association and jumble sales. Within the resources available, the management and provision for art is sound.

114. **Design and Technology**

111. Few lessons were planned to take place during the inspection. However, from the lessons seen, from products on displays and through discussion with pupils the standard of work in design and technology continues to be good and sometimes very good. The pupils develop a very good understanding of the design process across the school. They use a range of methods to join materials together and finish their work to a good standard. By the time the pupils reach Year 4 they are able to tackle problem solving challenges safely and with imagination, skill and a high level of understanding of the materials and tools that they choose to use. For example when taking part in the Dorset County Technology Fair the pupils demonstrated a level of knowledge, understanding and skill that was recognised as being of a very high standard.

112. Good features in the teaching seen include appropriate demonstration of joining techniques, and well

judged pace, with pupils being encouraged to think for themselves and to make independent choices. Expectations were high and pupils responded well by working safely and sensibly. Evidence other than lesson observations indicates that the pupils are encouraged to evaluate real products in order to design and make their own. These activities are often enhanced through the contribution of adults with relevant working experience.

113. The subject is well managed. The curriculum planning is good, exposing the pupils to an ever increasing range of materials, tools and techniques. Resources are well organised and stored for pupils to choose and use. The new food technology area effectively contributes to high standards and good progress not only in design and technology but also in literacy and numeracy. These factors all have a positive effect on the attainment of the pupils and the progress which they make throughout the school.

117.

Geography

114. One geography lesson was observed at Key Stage 1 but none were seen at Key Stage 2. However, past work was considered and the school's careful planning for the subject was examined. Based on this evidence standards of attainment are above those expected for the age groups concerned and have improved since the last inspection, when the Key Stage 1 and Key Stage 2 pupils worked at levels appropriate to their ages and abilities. The pupils in Year 2 can effectively use geographical skills to identify the climatic regions represented in photographs. Their knowledge of geographical vocabulary is well above that expected for this age group. The pupils in Year 4 last year carried out a very successful project in connection with the environment of the school. This particular piece of work made a significant contribution to the pupils' progress in literacy and numeracy.

115. The pupils make good progress in developing geographical skills and understanding as they move through the school. They deepen their knowledge and understanding of their local area and localities beyond their own at Key Stage 1. This knowledge is broadened as they move through Key Stage 2. They learn to obtain information from a variety of sources and to communicate findings effectively. In the lesson observed the pupils made good progress. The pupils with special educational needs make good progress throughout the school.

116. In the lesson observed the pupils were very enthusiastic and very well behaved. They concentrated hard and they respected the contributions made by other pupils. The examination of the work of pupils at the end of Year 4 also indicates very positive attitudes to the subject. Work was completed conscientiously and the pupils showed a good level of independence and initiative.

117. It is not possible to judge the quality of teaching at Key Stage 2 although the planning and evidence from pupils' work samples suggests that it is at least satisfactory. At Key Stage 1 the teaching was good in the lesson observed. Well planned interesting activities, high expectations and good knowledge of the subject ensured that motivation was high.

118. There is an effective scheme of work for geography across the school. Activities are linked well to other subjects and the work in geography provides many opportunities to foster the pupils' literacy and numeracy skills. The scheme of work ensures that activities are not repeated and that the pupils' knowledge, understanding and skills develop progressively. Very good use is made of residential visits to the New Forest and the locality is also used effectively. Money raising activities to protect the rain forest in Belize makes an important contribution to the pupils' moral and cultural development. The co-ordinator manages the subject well. All of these factors make a good contribution to the pupils' attainment and progress.

122. **History**

119. There were few opportunities to observe history lessons during the inspection, and only two were seen. The judgements are based on these lessons, a scrutiny of history work produced by pupils during the

previous year, and an analysis of the teachers' planning.

120. Attainment in history is consistent with that found in the previous inspection with the pupils at Key Stage 1 and Key Stage 2 achieving standards appropriate for their age. At Key Stage 1 the pupils appreciate the idea of generations and are beginning to understand chronology. This supports their developing knowledge of numeracy. In a Key Stage 1 lesson the pupils examined a collection of toys and could guess their relative ages. Some pupils knew that plastic items must be relatively recent. By Year 4 pupils know a range of facts about the Saxon way of life and their work shows an understanding of life during the second world war. Pupils make satisfactory progress in their knowledge and understanding of history as they move through the school. Year 4 pupils are able to use their knowledge about Saxon burials when asked to investigate some archaeological remains.
121. The pupils show interest and enthusiasm, especially when working with artefacts. They work well together, share and co-operate. The work in history topic books is usually tidy, well presented and supports their literacy skills.
122. Teaching in one of the lessons seen was satisfactory. In the other lesson it was good. Strengths in teaching include good subject knowledge, high expectations, challenging tasks, clear planning, good pace and skilled pupil management. A Key Stage 2 activity where the pupils were asked to act as archaeologists was particularly challenging, but the teacher's skilled support enabled pupils to achieve high standards. Some weaknesses in teaching were apparent in the work sample, where marking did not indicate how work could be improved, and corrections and unfinished work were not always followed up.
123. A number of factors make a satisfactory or good contribution to attainment in history. For example, planning for history is good. There is a sound written policy and a scheme of work for each year group, which ensure good coverage and progress. The school uses the Qualifications and Curriculum Authority history document as a resource for planning. The school has agreed the content of the curriculum with the middle school, thus ensuring continuity as the pupils change schools. Although time for history has been reduced by the emphasis on literacy and numeracy, the school makes good use of the available time and, where possible links it with other areas of the curriculum. The curriculum is enriched by visitors to the school, for example grandparents who tell of their childhood, and in Year 3 pupils have experienced a Greek theatre group. Year 4 pupils carry out a local study and benefit from historical links during their residential camp. Staff keep informal records of the progress made by pupils which appropriately inform end of year reports to parents. The history co-ordinator provides sound leadership. She has good subject knowledge and supports colleagues where possible. The curriculum is well planned. Resources are satisfactory and are kept in the library or in each unit. Staff supplement resources by bringing in items and using the pupils' families as a source of interesting artefacts.
127. **Music**
124. Standards of attainment and the pupils' progress in music are good. The pupils at Key Stage 1 are learning to perform using untuned percussion. They can make long and short sounds based upon the noises animals make, for example cattle mooing and a crocodile snapping. They can compose sounds and follow simple notation to explore the sounds in a tropical rain forest. The pupils in Year 2 listen to "Peter and The Wolf" identifying the types of sound that the instruments make. They write about the animals in the music, for example, the duck and the wolf. The pupils can sing along with their teacher in tune and with appropriate volume. At Key Stage 2 the pupils know and understand ostinato. They can clap out simple rhythms and perform a percussion "picture" using a variety of instruments and following simple notation. They listen to each other's performance well and they are developing ideas of audience. They can sing two part rounds from memory effectively. The children behave well during lessons and enjoy making music.
125. The quality of teaching is good. The teachers have good knowledge of the subject and plan activities

which match the children's abilities. Effective links are made with other subjects, for example, in literacy where sounds are based on characters in "Stig of the Dump" and where the work will culminate in a 'junk band' performance using reclaimed packaging. The pupils are managed well and they are encouraged to listen carefully to sounds that the teacher and other pupils make. Assemblies provide opportunities to listen to recorded music, for example, Vivaldi's "Four Seasons". The children have also recorded a tape of first world war songs which they sing very well.

126. The school offers recorder and choir clubs which enhances the provision in music. The children are also given opportunities to sing at special events such as the Harvest Festival, the local carnival and they sing every year for the local hospice. The subject is managed effectively and there are good resources. These factors make a good contribution to the pupils' progress and standards of attainment. The school has maintained the good standards in music observed during the previous inspection.

Physical Education

127. At both key stages the attainment of the pupils is in line with that expected for pupils in the age groups concerned. The pupils make good progress throughout the school. Key Stage 1 pupils plan and perform movements with good control. They move safely and sensibly around the hall demonstrating awareness of others. They can link movements together and apply these when travelling on large apparatus. At Key Stage 2 the pupils are making sound progress in swimming; all have an awareness of swimming strokes and display confidence in the water. Pupils in Year 3 can put movements together which build into a dance sequence to music. They are developing ball skills and beginning to learn and understand defence/marking in ball games, although some pupils get too excited to stand still when they have the ball!
128. The pupils behave well in lessons; showing great enthusiasm, good relationships, effective working in groups and teams, and a willingness to listen carefully and improve skills.
129. The quality of teaching is good; lessons are well structured and match the pupils' learning needs. The teachers give very clear instructions, manage the pupils effectively and pay appropriate attention to health and safety issues. They provide an appropriate range of activities.
130. A good range of clubs enhances provision in lessons for pupils from Year 1 to Year 4 including, gymnastics, yoga, ball skills, football. The school also participates in Dorset's gymnastic and tumbling competition which the boys have won three years in succession. The school is particularly proud of its recent week long special sports event. This was for 6 – 9 year olds during the summer holidays and specialised coaching was provided in basketball, football, rugby, athletics, water sports as well as opportunities to learn games from other countries.
131. Management of the subject is satisfactory, advice on teaching is given and there is an appropriate range of resources. All of these factors contribute well to attainment and the progress of the pupils. However, there is no scheme of work to support teachers planning. Facilities outdoors and indoors are satisfactory.

135. **PART C: INSPECTION DATA**

135. **SUMMARY OF INSPECTION EVIDENCE**

132. The school was inspected by a team of five inspectors, one of which was a Lay Inspector. The team spent a total of 16 days in the school. A range of evidence was gathered over this period totalling approximately 86 hours:

- 63 lessons were observed, including full 'Literacy Hours' in each class.
- A sample of the pupils' work covering all subjects of the curriculum was scrutinised.
- 30 pupils were heard reading and discussions were held with these pupils about their reading and written work. The sample included children from all year groups.
- Interviews were held with subject co-ordinators, the headteacher, members of the governing body, the school secretary and members of the community.
- 79 parents returned the questionnaire which represented 28.7% of the questionnaires distributed and 18 parents attended a meeting with the Registered Inspector.

137. **DATA AND INDICATORS**

137.

137. **Pupil data**

137.

	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	294.5	0	85	14
Nursery Unit/School	N/A	N/A	N/A	N/A

137. **Teachers and classes**

137. **Qualified teachers (YR – Y4)**

Total number of qualified teachers (full-time equivalent):

11.80

Number of pupils per qualified teacher:

24.9 : 1

137. **Education support staff (YR – Y4)**

Total number of education support staff:

8

Total aggregate hours worked each week:

152

Average class size:

26.7

137. **Financial data**

137.

Financial year:

98/99

	£
Total Income	453659.00
Total Expenditure	467118.00
Expenditure per pupil	1432.88
Balance brought forward from previous year	4930.00
Balance carried forward to next year	-8529.00

137. **PARENTAL SURVEY**

137.

Number of questionnaires sent out:	275
Number of questionnaires returned:	79

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 [type]	41	56	3	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	38	3	4	4
The school handles complaints from parents well	11	48	19	8	4
The school gives me a clear understanding of what is taught	18	51	14	14	3
The school keeps me well informed about my child(ren)'s progress	23	58	11	3	4
The school enables my child(ren) to achieve a good standard of work	27	59	11	1	1
The school encourages children to get involved in more than just their daily lessons	22	57	15	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	47	20	13	3
The school's values and attitudes have a positive effect on my child(ren)	35	51	11	3	0
The school achieves high standards of good behaviour	30	52	13	5	0
My child(ren) like(s) their school	44	43	4	8	1

137.