

INSPECTION REPORT

BROADMAYNE COUNTY FIRST SCHOOL

Broadmayne, Dorchester

LEA area: Dorset

Unique reference number: 113661

Headteacher: Mrs. Pat Burns

Reporting inspector: Mr. Alan Fullwood
21184

Dates of inspection: 27th – 30th March 2000

Inspection number: 190355

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Maintained
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	Knighton Lane Broadmayne Dorchester Dorset
Postcode:	DT2 8PH
Telephone number:	01305 852471
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Jim Watters
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood	<i>Registered inspector</i>	English; Art; Physical education.	How high are standards? How well are pupils taught?
Roger Williams	<i>Lay inspector</i>	Equal opportunities.	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Clive Lewis	<i>Team inspector</i>	Science; Information technology; Design and technology; Music; Special educational needs.	How good are the curricular opportunities offered to pupils?
Pat Lowe	<i>Team inspector</i>	Under fives; Mathematics; Religious education; Geography; History.	Leadership and management.

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small First School with 118 pupils on roll that is located in the village of Broadmayne. It serves the areas of Broadmayne, West Knighton, West Stafford, Warmwell, Owermoigne, Lewell, Crossways and Dorchester West. No pupils have formal Statements of Special Educational Need, but 37 pupils are on the school's register of those requiring some form of additional support. This is above the national average. Ten pupils are currently eligible for free school meals, which is below the national average. There are no pupils from ethnic minority backgrounds and no pupils have English as an additional language. At the time of the inspection there were a few pupils from Traveller families. Over the last year 15 pupils have joined the school at other than the usual time of first admission, and 25 pupils have left the school. The attainment of the children on entry to the school varies from year to year but has been slightly above average over the last two years. Most children have had some form of pre-school experience before being admitted to the reception class in September, at the beginning of the school year in which they have their fifth birthday. At the time of the inspection, there were eleven children under five years of age in the reception class.

HOW GOOD THE SCHOOL IS

Broadmayne County First School is effective in providing a satisfactory quality of education. The quality of education provided in reception and the Year 3 class is good. Pupils generally make satisfactory progress and achieve average standards of attainment while at the school. Standards achieved in reception and Year 3 are good. The school is soundly led, has a very supportive governing body, and provides satisfactory value for money

WHAT THE SCHOOL DOES WELL

- Teaching in science is good or very good in most lessons.
- The quality of teaching in reception and Year 3 is consistently good.
- The school has established very good links with partner institutions.
- Parents make a good contribution to their children's learning.

WHAT COULD BE IMPROVED

- The poor attitudes and behaviour of some pupils, particularly in Year 4.
- Some teachers' inconsistent application of the school's behaviour policy.
- Opportunities for pupils to take responsibility and show initiative in the running of the school.
- Procedures for the appraisal of teachers and the monitoring of teaching in some subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school received a satisfactory report when it was last inspected in July, 1996. The school has improved standards in science and geography, and has maintained standards in other subjects, including the above average standards in history at Key Stage 2, and in swimming. It has established a whole-school planning framework, and the needs of higher attaining pupils are now consistently met. Assessment procedures have improved in English, mathematics and science. The provision for ensuring that pupils are sufficiently aware of the wide diversity of different cultures in Britain today has been improved. However, pupils still have few opportunities to show initiative or take responsibility in the day-to-day life of the school. Effective procedures have been established to monitor the quality of teaching and learning in literacy and numeracy lessons. The deployment of support staff has been reviewed and generally good use is made of them. A staff appraisal system is still not in place and cannot, therefore, be used to inform the school's staff development policy or school development planning. The high standards of pupils' behaviour, evident at the time of the last inspection, have not been maintained, particularly in Year 4. The school has made satisfactory progress since the time of the last inspection.

STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	D	D	A	C
Writing	C	D	B	C
Mathematics	E	E	B	C

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

The table shows that, in last year's national tests, pupils' attainment was well above the national average in reading, and above average in writing and mathematics when compared to all schools, but average when compared to the standards achieved in schools which take their pupils from similar backgrounds. Over the last four years results in national tests have fluctuated from year to year. In writing they remained close to national averages until the better results in 1999. In reading and mathematics, results were below national averages until 1999. The school has begun to set targets for raising pupils' attainment. These are ambitious but achievable.

Evidence from the inspection indicates that pupils make sound progress to attain standards in line with national expectations in most subjects, including reading, writing and mathematics. Pupils' achievement is satisfactory in relation to their ability. Attainment in science is above national expectations at the end of Key Stage 1; standards of work in history and geography are above those usually found in most schools by the age of nine.

While under five in the reception class, children make good progress in all areas of learning, and by the age of five the majority of children achieve the learning outcomes deemed desirable for pupils of this age. A significant minority achieve above this.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Unsatisfactory. Although pupils generally have good attitudes to learning, a significant minority, mainly boys, have unsatisfactory attitudes and often behave inappropriately in the Year 4 class.
Behaviour, in and out of classrooms	Unsatisfactory. A significant minority of older pupils are aggressive in the playground and misbehave in the Year 4 class.
Personal development and relationships	Satisfactory. There are sound relationships between pupils and between pupils and staff. There are insufficient opportunities for pupils to show initiative and take responsibility in the day-to-day running of the school.
Attendance	Very good; well above average. Pupils are punctual at the start of school sessions.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall but varies from very good to unsatisfactory. It was satisfactory or better in the vast majority of observed lessons. Teaching was good in approximately a third of lessons and very good in a twelfth. Unsatisfactory teaching in two lessons in Year 4 resulted from the ineffective management of some pupils' poor behaviour. Teaching in the reception and Year 3 classes is consistently good or better. Throughout the school, the teaching of science is good.

The teaching of English and mathematics is satisfactory and pupils' literacy and numeracy skills are soundly promoted. In the majority of lessons, the needs of pupils with learning difficulties and of higher attaining pupils are effectively provided for. This is an improvement since the time of the last inspection.

Homework is satisfactorily used to consolidate and extend what pupils have learned at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced. Good cross-curricular links are made between subjects, particularly with regard to pupils' literacy and numeracy skills. The school has very good links with places of pre-school education, neighbouring schools and the schools that pupils transfer to.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make appropriate progress in relation to their individual education plans. These pupils are identified early, and regularly make sufficient progress to be taken off the register of special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Limited opportunities are provided to show initiative and take responsibility and this limits pupils' social development.
How well the school cares for its pupils	Overall, the school provides satisfactory support and advice for its pupils, informed by the monitoring of their academic progress and personal development. The school's procedures for monitoring and promoting good behaviour are unsatisfactory.

The school has satisfactory links with parents. Parents play an active part in life of the school and make a significant contribution to their children's learning, both at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly led and the headteacher has a clear view of the school's development up to the time of her retirement in the summer.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties and other responsibilities effectively. Governors are very supportive of the headteacher and staff, and work hard to shape the direction of the school.
The school's evaluation of its performance	Satisfactory. Monitoring and evaluation of the school's performance in literacy and numeracy have been implemented, but not yet been extended to other subjects. Subject co-ordinators have limited opportunities to monitor teaching and learning. Target setting for individual pupils has been recently introduced.
The strategic use of resources	Educational priorities are supported through careful financial planning. During the last year, the lack of accurate budget information has made it difficult to budget strategically or plan ahead. The school applies best value principles to all spending decisions.

The school is adequately staffed and support staff are generally well deployed. It has good accommodation and a well-stocked library. Resources for learning are generally satisfactory and good in English and mathematics.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Children make good progress at the school. • Staff are approachable. • The school expects children to work hard. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The information they receive about their children's progress. • The leadership and management of the school. • The range of activities outside lessons.

Inspectors' judgements generally support parents' positive views. A significant minority of those parents who replied to the pre-inspection questionnaire expressed concern about the amount of homework pupils received, information on children's progress and school leadership. Inspection evidence indicates that the school is soundly managed, that levels of homework are usual for the ages of the pupils and that parents are generally kept well informed about their children's attainment and progress. However, the inspection did find that annual reports of pupils' progress did vary in quality from class to class and did not always clearly inform parents of what their children knew, understood and could do. A significant majority of parents felt that the number and range of extra-curricula activities was not adequate. While recognising that the number of after school clubs provided by the school is not as great as it used to be, the inspection team judged this provision to be satisfactory for the type of school and the ages of the children.

Inspectors welcome the good contribution that parents make to their children's work in school and at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of the children on entry to the school varies from year to year but has been slightly above average over the last two years. Evidence from the inspection indicates that while pupils are at the school they make sound progress in attaining standards in line with national expectations in most subjects, including reading, writing and mathematics. The successful implementation of the National Literacy and Numeracy Strategies are beginning to raise standards in English and mathematics at both key stages. Attainment in science is above national expectations at the end of Key Stage 1, standards of attainment in history and geography are above those usually found in most schools by the age of nine. This is because of the generally good quality teaching in these subjects. At both key stages, pupils generally achieve appropriately in relation to their abilities and previous attainment. Where the standard of teaching is good pupils' progress and achievement is also good.

2. While under five in the reception class children make good progress in all areas of learning. By the age of five the majority of children achieve the learning outcomes deemed desirable for pupils of this age and a significant number achieve above this. Children settle quickly into school routines, develop confidence and concentrate for sustained periods of time. They begin to work independently and to show respect for other people, property and the environment. Children listen attentively and speak clearly. They enjoy books and handle them carefully. Most have made a good start in learning to read and write, and some children can write their own sentences. They recognise and use numbers to 20 in simple addition and subtraction sums, and some can do so to 20. Children learn to use appropriate mathematical vocabulary and identify and name common mathematical shapes. They talk about their families and past and present events in their own lives. Children learn to use tape recorders, programmable toys and computers. Their physical skills are developing well as they grow in confidence in their movements and to learn to skip, hop, run and jump, showing increasing control and co-ordination. Through a variety of creative activities in English, art, music and movement, children are increasingly able to use their imaginations.

3. In English by the end of Key Stage 1, standards in reading and writing are in line with national averages. Standards in speaking are above average. Pupils' listening skills are average. Pupils listen attentively and are confident when speaking to a variety of different audiences. They express their ideas clearly and are beginning to use standard English when talking in formal situations. Pupils make satisfactory progress. All pupils, including those with special educational needs and higher attaining pupils, achieve appropriately for their ages and abilities. In reading by the end of Year 2, the majority of pupils are able to read a range of simple texts with fluency and accuracy. They use a variety of strategies, including phonics, to decode unfamiliar words. Higher attaining pupils express their preferences for different genres and why they enjoy the work of a particular author. All pupils have some knowledge of finding information for themselves but are not confident when doing so. Pupils of different abilities make sound progress and achieve appropriately in relation to their abilities. Year 2 pupils write in a range of formats, make good use of punctuation in their

work and develop a fluent cursive style of handwriting by the end of key stage. However, in their story writing, many pupils use a narrow range of sentence connectives and their writing often lacks description. Pupils' spelling skills are developing appropriately. Pupils make sound progress in writing and achieve appropriately in relation to their abilities.

4. The results of the 1999 end of Key Stage 1 national tests show pupils' attainment to be well above national averages in reading, and above average in writing when compared with all schools. However, their attainment was average when compared with schools who take their pupils from similar backgrounds. These results were not typical. Over the last four years results have fluctuated from year to year. In writing they have remained around the national average but in reading they have been below national averages. Over time, there is no significant difference between the attainment of boys and girls. The attainment of the present group of Year 2 pupils is average. The year group contains a smaller proportion of higher attaining pupils and a more usual gender balance.

5. In mathematics by the end of Key Stage 1, pupils' attainment is in line with the national average. By the end of the key stage, pupils add and subtract numbers to 20 and understand place value to 100. They show good mental recall of the 2, 5 and 10 times tables and are beginning to improve the speed of their mental calculations. Pupils are proficient in identifying simple number patterns and can recognise odd and even numbers. They recognise common shapes and identify lines of symmetry. The majority of pupils use and understand standard units when measuring and confidently handle money. They are proficient at drawing graphs and tables to display data they have collected. Higher attaining pupils know their number bonds to beyond twenty and identify the properties of mathematical shapes. They are beginning to extract and interpret information gained from graphs and tables. Pupils, including those with special educational needs and higher attaining pupils, are suitably challenged by the work they are set. This is an improvement since the last inspection when higher attaining pupils did not make the progress of which they were capable. Pupils of all abilities make satisfactory progress and achieve appropriately in relation to their abilities.

6. In science by the end of Key Stage 1, pupils make good progress in their knowledge and understanding of life and living processes, materials and their uses and physical processes. They also make good progress in their experimental and investigative skills. By the end of the key stage, standards of attainment are above national expectations and this is an improvement since the time of the last inspection. They use their developing knowledge of science to carry out experiments, hypothesise about what might happen and attempt to draw sensible conclusions from what they have found out.

7. By the end of Key Stage 1, attainment in information technology is in line with national expectations. Year 2 pupils use a 'mouse' confidently and make appropriate use of their developing literacy skills in writing simple texts. They understand and use icons to carry out simple tasks such as highlighting text. Pupils use the delete button to edit their work and the shift key to make use of capital letters. They independently use CD Rom to find information or to listen to a story.

8. Standards in religious education by the end of Key Stage 1 are in line with the expectations of the locally Agreed Syllabus and pupils make satisfactory progress. Year 2 pupils have a good factual knowledge of the main Christian festivals and similar festivals from other main world religions, such as Judaism. They learn about different religious

practices and well-known Bible stories, and how these affect the way other people live. They are encouraged to consider how these affect their own lives and the way they treat other people. Standards in religious education have been maintained but pupils' knowledge of other religions is better than it was at the time of the last inspection.

9. Attainment in the non-core subjects of art, design and technology, geography, history, music and physical education is in line with that usually found in most schools for pupils of this age, and pupils make sound progress in these subjects. Pupils' standards in swimming are above average and they make good progress in gaining confidence in water and learning to swim. Standards have been maintained since the time of the last inspection, except in geography where they have been improved.

10. In English by the age of nine, pupils' attainment is in line with national expectations, and pupils make satisfactory progress in speaking, listening, reading and writing. The majority of pupils confidently talk about their work and clearly express their own ideas and opinions in whole-class discussions or when talking to visitors. Generally pupils listen appropriately in class but a small minority of pupils in Year 4, mainly boys, have poor listening skills when listening either to teachers or to other pupils. Most pupils read confidently, and with good expression, a wide range of fiction and non-fiction books appropriate to their ages. Their writing shows imagination and good description. Pupils' skills in grammar, punctuation and spelling are developing appropriately to their ages and abilities. The quality of pupils' learning and the progress they make is satisfactory overall. It is particularly good in handwriting and presentation skills. Progress in other aspects of the subject is good in Year 3, where the quality of teaching is consistently good, and satisfactory in Year 4. However, across the key stage, pupils have limited opportunities for extended story writing. Pupils' literacy skills are effectively promoted in other subjects, notably history and geography. Standards have been maintained since the time of the last inspection.

11. In mathematics by the age of nine when pupils leave the school, attainment is in line with national expectations. This is an improvement since the time of the last inspection when attainment was below average. Pupils of all abilities make appropriate progress in all aspects of the subject. With the introduction of the National Numeracy Strategy, pupils' mental and written skills of calculation have been improved. Pupils make appropriate use of their knowledge of basic number facts to solve problems involving much larger numbers, including decimals. They learn to classify two- and three-dimensional shapes using their properties and to use standard and non standard units of capacity, length, mass and time. Pupils of all abilities make satisfactory progress overall, and good progress in Year 3. Where the behaviour of a minority of pupils is poor, as in the Year 4 class, pupils' progress is slowed. Pupils' numeracy skills are effectively promoted in other curriculum subjects.

12. In science by the age of nine when pupils leave the school, attainment is in line with national expectations. Pupils' attainment in Year 3 is above expectations, and a significant minority of pupils in Year 4 also attain above average standards. The Year 4 class contains a high proportion of pupils with special educational needs and this constrains overall attainment levels. Pupils generally make good progress and achieve well in science because of the good teaching they receive and the emphasis given to the development of their investigative skill. By the time they leave the school, pupils are proficient at carrying out a 'fair' test and making use of scientific vocabulary. Pupils make good progress in their learning and are well motivated. Standards have been maintained since the time of the last inspection.

13. By the age of nine when pupils leave the school, their attainment in information technology is in line with national expectations. Pupils make sound use of their word-processing skills in composing stories and poems. They use the edit function to amend their work, and can import graphics by making use of the 'clip art' program. Pupils make use of simple data-handling programs to enter information and produce a variety of graphs and pie charts to display this information in a variety of ways. Pupils' information technology skills are promoted well in other curriculum subjects. Pupils make satisfactory progress in their learning.

14. Pupils' attainment in religious education by the age of nine is in line with the expectations of the locally Agreed Syllabus. By the time they leave the school, pupils have developed a sound knowledge of Christianity and other main world religions, such as Christianity, Islam and Sikhism. They are aware of the use made of symbolism in religious practices and the differences between various places of worship. Pupils make satisfactory progress in their learning. Their knowledge and understanding of other world religions have improved since the time of the last inspection.

15. By the age of nine, pupils' standards of work in the non-core subjects of art, design technology, music and physical education are in line with those usually found in most schools for pupils of this age. Pupils make satisfactory progress in their learning. In history, geography and swimming, pupils' standards are above average. Pupils make good progress in these subjects due to the good quality teaching they receive.

16. Pupils with special educational needs make appropriate progress in relation to their individual education plans. Pupils are identified early and regularly make good progress so that they are taken off the register of special educational needs. Suitably challenging work and appropriate support is given to pupils to effectively address the targets set for them in their individual education plans. Pupils' oral skills are promoted well in adult led small discussion groups and the extra staffing provided through the Additional Literacy Support grant enable below average pupils to make appropriate progress in acquiring basic skills of reading and writing.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to learning are unsatisfactory overall. Although many pupils generally have good attitudes to learning, and look forward to coming to school, a significant minority of pupils, particularly in Year 4, have unsatisfactory attitudes. In most classes, they pay attention to teachers and apply themselves to their tasks well. The previous inspection found there was a high standard of behaviour at the school; but this has deteriorated since then, and was found to be unsatisfactory overall. A small number of boys in Year 4 regularly behave very badly, and this interferes with other pupils' learning in class. A few pupils in Year 1 also behave inappropriately in lessons. This often occurs, when teaching lacks pace and challenge, but occasionally behaviour is inappropriate even when lessons are challenging.

18. The same small number of Year 4 pupils also display inappropriate behaviour in the playground, and they often ignore the efforts of lunchtime supervisors to restrict access to the school building to the wearers of sashes. Some poor behaviour on the playground, observed during the inspection, was oppressive and led to others pupils feeling intimidated and on one

occasion to a physical fight. Some of these senior pupils are poor role models for others, and current efforts at remedies are proving ineffective, despite the involvement of outside advisers. Movement of pupils around and into the school is not always closely supervised, which leads, occasionally, to more noise and rush than is necessary.

19. This poor behaviour is not being dealt with appropriately by the school, which appears reluctant to invoke some of the more appropriate sanctions, and deterrents, contained in the school's behaviour management policy. The school's policy for behaviour is not applied consistently throughout the school.

20. Relationships are usually constructive and are satisfactory overall. The last inspection found relationships to be good. That inspection also identified a need to extend opportunities for pupils' personal responsibility; and this remains the case. There are still too few opportunities for pupils to take on extra responsibilities and develop socially within the school community. As a result pupils are not provided with sufficient scope to show initiative and systematically enhance their self-esteem within the school.

21. Children under five in the reception class respond well to lessons and promptly follow the instructions of their teacher and other adults. They listen well and concentrate for sustained periods of time. Children are well motivated and take pride in their work. They work together well with other pupils and are learning to share and take turns.

22. The attendance rate at the school is very good. It is well above the national average, and there is very little lateness. The school has maintained the very good rate of attendance found during the last inspection. This makes a major contribution to pupils' attainment and learning.

23. Parents are generally happy with the attitudes and values promoted by the school and with the behaviour of the children.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is satisfactory overall, but varies from very good to unsatisfactory. It was satisfactory or better in the vast majority of lessons. Teaching was good in approximately a third of lessons and very good in a twelfth. Teaching was unsatisfactory in two lessons in Year 4.

25. Significant strengths of teaching are teachers' planning, their secure knowledge of the National Curriculum and religious education, and their teaching of basic skills, in areas such as literacy and numeracy. A weakness in teaching in some classes is the management of some pupils' poor behaviour and the inconsistent use of the sanctions in the school's behaviour policy.

26. The teaching of literacy and numeracy skills is satisfactory. All teachers have a good knowledge of the structure of the literacy and numeracy hours, and teachers' planning of lessons provides appropriate work for pupils of different abilities, including higher attaining pupils. In literacy lessons, teachers make good use of questioning to ensure pupils

understand lesson content and use appropriate vocabulary well. Pupils' literacy skills are promoted well through other subjects of the curriculum, such as history, geography and religious education. Mathematics is used effectively to support learning in several subjects, including geography, history and science.

27. The quality of teaching of children under five is good overall and varies from good to satisfactory. It was good in three-quarters of the lessons seen. Children are encouraged in a warm but firm manner to accept responsibility for themselves and their own learning. The strong partnership between the teacher, the classroom assistant and parents promotes good learning. Teaching creates and sustains pupils' interest and motivation and pupils often make good progress within lessons. Pupils' achievement and progress are regularly assessed and built upon.

28. The quality of teaching at Key Stage 1 is satisfactory overall and occasionally good. It was good in one tenth of lessons. Teachers plan soundly for the different abilities of the pupils in their class and provide suitable learning activities. The pace of lessons is satisfactory. In the better quality teaching, the pace of lessons is brisker and good use is made of the time available. In these lessons pupils are intellectually challenged by the teachers' questioning and actively involved in their own learning. For example, in a Year 2 science lesson, pupils were encouraged to behave as scientists and to think carefully when classifying animals. The teacher's constant questioning encouraged pupils to think for themselves and encouraged them to work briskly to complete their work. In the more usual satisfactory quality of teaching, although lessons have clear learning outcomes which are often shared with pupils, lesson introductions can be overlong and pupils are not motivated well by the activities set for them.

29. The quality of teaching in Years 3 and 4 at Key Stage 2 is satisfactory overall but varies from very good to unsatisfactory. It was consistently good or better in the Year 3 class. In the two unsatisfactory lessons, the teacher's management of the pupils was ineffective and failed to control the poor behaviour of some pupils. Consequently, the learning of all pupils in the class was unsatisfactory. In the better quality teaching, firm control is established by teachers and the activities motivated the pupils to give of their best. Good quality questioning ensured that pupils thought about their work and moved forward in their learning. Pupils concentrate well and work productively.

30. The teaching of science is good. Teachers are confident in their subject knowledge, motivate pupils very well and maintain a brisk pace throughout the lesson. A strength of teaching is the emphasis given to developing pupils' investigative skills. The teaching of history and geography at Key Stage 2 is also good due to teachers' good knowledge and understanding of these subjects and their high expectations and purposeful teaching.

31. Teachers meet the needs of special educational needs pupils with appropriate support and tasks matched to their needs. Support staff provide pupils with an appropriate and frequently good blend of help and challenge.

32. Homework is satisfactorily used to consolidate and extend what pupils have learned at school. Pupils' work is regularly marked, and comments are often supportive, but do not often offer advice on how pupils might improve their work.

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

33. The school provides a broad and balanced curriculum which has a satisfactory quality and range of learning opportunities and which successfully meets the needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. There is an appropriate early years curriculum based on the learning outcomes deemed desirable nationally for pupils of this age.

34. Appropriate time has been allotted to the recently implemented literacy and numeracy curriculum, and the school has given careful consideration to the time allocation for other subjects in the light of these initiatives. The school has good arrangements and systems in place for identifying and supporting pupils with special educational needs. A register of special educational needs is kept by the special educational needs co-ordinator and appropriate individual educational plans are provided for appropriate pupils on the register. These plans are written by class teachers, with assistance or advice from the co-ordinator and there are good systems in place for regularly reviewing them. The school has implemented the government's recommended National Literacy and Numeracy strategies appropriately, and planning and teaching in most cases takes good account of the recommendations both for lesson format and for lesson content. The school curriculum is enriched by the provision of a small but, taken over the whole year, generally satisfactory range of extra-curricular opportunities for a school of this type and size. These include recorder groups at lunchtimes and after school and, in the summer term, an after school swimming club three times per week, and sporting activities, such as 'six-a-side' football with other small schools.

35. The school offers equal opportunities for all its pupils. The school's provision for pupils' personal, social and health education is satisfactory. The governing body have agreed a policy for sex-education and appropriate drugs and health education is provided as part of the science curriculum. Links with the local community are satisfactory and make a positive contribution to pupils' learning.

36. The school's links with the community make a satisfactory contribution to pupils' learning, and have been maintained since the last inspection. Pupils visit local churches and the Rector takes assemblies at school. Pupils go to the local retirement home and luncheon club to entertain senior citizens with their singing.

37. Relationships with partner institutions are very good, and are a strength of the school. Pre-school playgroups are visited by staff and the children visit the school. These links ensure the smooth transition of children from pre-school to the reception class. Strong links with local schools through the local pyramid group have a beneficial effect on pupils' learning. For example, by the sharing of play equipment for children under five years of age, and by schools sharing the costs of teacher training. This partnership with other schools, through the local education authority initiative, leads to sharing good practice and consistency in curricular areas. Another first school uses the hall for physical education. The effective links with other rural schools offer pupils good incentives and opportunities to mix with others.

38. There are also good links with colleges and, during the inspection, a student nursery nurse was seconded to the school for work experience. This also occurs, from time to time, with student teachers, and with secondary school pupils on work experience schemes.

39. Transfer arrangements to the middle school are good, and pupils and parents have the opportunity to become familiar with the changes in plenty of time before transfer. The school's staff is invited to the middle school after a term to see how pupils have settled in. The school is used by the village community for social events and group activities, and the community also uses the swimming pool during the summer.

40. The provision for pupils' spiritual, moral, social and cultural development is sound, overall, as at the time of the last inspection. Parents generally express support for the school in this area. The majority of parents indicate, in response to the pre-inspection questionnaire, that positive attitudes and values are effectively communicated to pupils.

41. Provision for pupils' spiritual development is satisfactory. It is fostered mainly through assemblies and the programme for religious education. Assemblies create an atmosphere that encourages spiritual awareness and an act of worship takes place daily. It satisfies statutory requirements and provides some opportunities for pupils to reflect on their own lives and the lives of others. Throughout the school, pupils are given some opportunities to appreciate the natural world. Assemblies are used to celebrate achievement and develop pupils' self-esteem. As they study Christianity and other world faiths, pupils are encouraged to think about the effects of religion on the lives of followers.

42. Provision for pupils' moral development is satisfactory. There is a behaviour policy and a home-school agreement, which most pupils adhere to but, unfortunately, a significant minority of pupils are aggressive in their behaviour towards others and show little benefit from the school's efforts to promote moral values. The school emphasises positive actions. The reward system, praise in assembly, care for others and moral values apply to all aspects of school life. Pupils' moral development is emphasised in assemblies and in religious education lessons. Pupils learn about the moral codes associated with four of the major world religions. The majority of pupils demonstrate a sense of fairness and respect the views and property of others. From the time that they enter the school, children are taught the difference between right and wrong. All adults set a good example of the positive behaviour that they expect from the children. Some classes have class rules displayed, which the children respect. The friendliness of the staff, the open door policy of the school and good links with the community help to create a sense of belonging for most pupils.

43. There is sound provision for pupils' social development. With the exception of a significant minority of pupils, relationships are satisfactory, and in some cases good when they are based on mutual respect. The school's expectations of social behaviour are very clear, but they are not always reinforced by adherence to the sanctions that are available to the school. Older children sometimes help those who are younger and, in some classes, pupils benefit from being given responsibilities in organising themselves and carrying out small tasks. However, there are few opportunities for pupils to show initiative and take responsibility in the general running of the school. Children of all ages successfully take part in fund-raising. Regular homework and the use of a good school library encourage independent learning. A number of visitors, mainly parents, help in various classes, and yearly visits provide a further way in which pupils develop a wider sense of their place and role in society. School and area events make a significant contribution to pupils' social development.

44. The cultural development of pupils is satisfactory. It takes place through a range of activities in history, geography, music, art and religious education. Pupils participate in a range of visits both locally and further afield. There is a satisfactory range of multi-cultural books. The works of composers and artists are introduced to pupils at intervals. Pupils are introduced to festivals other than those celebrated by Christians and they appreciate the meaning of the Passover and Diwali and the traditions associated with such festivals. The local vicar visits the school and pupils are made welcome in local churches. The school teaches about the beliefs and customs of other world faiths, such as Sikhism, Buddhism, Islam and Judaism. In this way, pupils are being helped to understand that our society is made up of people of different beliefs, values and customs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has good systems in place for assessing pupils' attainment, and its arrangements for using assessment information to guide its work are satisfactory. Overall, the school provides satisfactory support and advice for its pupils, informed by the monitoring of their academic progress and personal development.

46. Teachers know their pupils very well and much useful assessment is done on a short-term, day-to-day basis during lessons. Pupils' work is regularly marked, and comments are often supportive, but do not often offer advice on how pupils might improve their work. The school undertakes all statutory assessments of its pupils. Children's attainment on entry to the school is assessed using the local education authority's baseline test. The statutory end of Key Stage 1 national tests in English, and mathematics are undertaken. In addition, the school undertakes the optional national tests at the end of Years 3 and 4. Various other assessments are undertaken, for example, testing pupils' knowledge of the list of high frequency words for Key Stage 1 of the literacy strategy. This is a clear improvement since the last inspection when a coherent assessment policy had yet to be developed. Annotated and levelled samples of pupils' work in English, mathematics and science are kept in individual pupils' records of achievement. Class records of coverage of the key objectives in the National Curriculum for the 'core' subjects are kept by teachers, and teachers keep their own notes of pupils' personal development.

47. The information gained from assessments is used effectively to identify pupils needing additional support on entry to the school and to predict their likely attainment at the end of Key Stage 1. Testing is used effectively to identify and support pupils with special educational needs. The school analyses test results and plots pupils' progress through the school. In some classes there is a system of 'targeting' for individuals, with small, attainable targets that are shared with the pupils. A considerable amount of data is now available to the school from compulsory and optional national tests, reading tests and baseline testing. Although this was not in place at the time of the inspection, the school has well-advanced plans, in conjunction with its 'pyramid' and feeder schools, to utilise an assessment database in order to develop and maintain progressive computer records of pupils' attainment and progress from reception to the age of 18.

48. The school uses effective assessment procedures to comply with the Code of Practice when identifying pupils with special educational needs. Individual education plans for relevant pupils have detailed targets and they are reviewed on a regular basis. The school involves parents as fully as possible in reviews and maintains close links with appropriate outside agencies, which give further support to pupils with special educational needs.
49. Pupils' personal development and attendance are monitored satisfactorily, as was found at the time of the last inspection. Teachers know their pupils well, and are aware of their levels of ability, particular strengths, and developmental needs. They have a sound insight into pastoral issues and care needs, which is especially evident in the school's provision for pupils with special educational needs. Particular care is shown with pupils under five, and in the reception class generally. They are expertly settled into school routines, and progress well as a result.
50. The school's monitoring of attendance is good. Class teachers ensure that attendance records are kept accurately, and they are regularly and thoroughly monitored by the headteacher. The importance given to good attendance, and its monitoring, by the school is reflected in its very good attendance rate.
51. The school's procedures for monitoring and promoting good behaviour are unsatisfactory. Although there is a school policy for behaviour, which has been reviewed recently, it still appears to be in draft form. It is not being applied consistently throughout the school, and there are differences in both interpretation and application in some classes. Sanctions appropriate to the poor behaviour shown by some pupils have not been invoked, although the policy provides for these circumstances.
52. Procedures for monitoring and eliminating oppressive behaviour are unsatisfactory. The school's policy for behaviour and discipline does not refer to bullying directly, and no specific records of such incidents are kept.
53. Overall, the school's procedures for child protection, and for ensuring pupils' welfare, are satisfactory. The last inspection found there was good provision for health and safety at the school.
54. The headteacher is the designated teacher for child protection, and she has had appropriate training for the role. Systems are in place for child protection issues to be dealt with effectively. Staff are aware of child protection procedures and these are discussed periodically at staff meetings. The procedures of the area child protection committee have been adopted, and pupils are aware of how to ensure their own safety. There is sound liaison with other agencies.
55. Health and safety are dealt with satisfactorily, although some practical first aid and fire safety details require attention. All staff have had training in resuscitation methods to enable safe use of the swimming pool. Pupils attain a very good level of proficiency at swimming by the time they leave the school. The governors arrange risk assessments in line with their school health and safety policy, and the deputy headteacher has special responsibility for its implementation. Both caretakers attend governors' health and safety meetings. The school ensures that all equipment is regularly checked or tested, and fire drills are held each term.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Partnership with parents is sound. The previous inspection found that parents played an active part in school life, and that they helped in class and with work at home. This is still the case and a substantial number of parents help teachers in the classroom on a regular basis.

57. A significant minority of those parents who replied to the pre-inspection questionnaire expressed concern about the amount of homework, information on children's progress, school leadership, and a majority of parents expressed concern about extra-curricular provision.

58. The inspection found that none of these concerns were raised by any parents, spoken to by the inspection team, who attended school to bring or collect their children, or those who attended the pre-inspection parent's meeting. On the contrary, their view of the school was very positive and supportive. Parents from other villages served by the school, whose children arrive by bus, could not be seen during the inspection. The governors, headteacher and staff of the school are aware of the potential problems of communication, through distance, with parents from outside Broadmayne, and make appropriate efforts to ensure that written communications reach home.

59. The school has recently had to address a sensitive staffing issue, the procedures for which were, necessarily, confidential and prolonged. Because of these factors, the school was not able to keep parents fully informed until the matter was eventually resolved with the local education authority. Governors believe that, as a result of this delay, some parents have misconstrued the part played by the school in the matter.

60. The other areas of concern raised by some parents were examined. Homework and extra-curricular provision were judged by the inspection team to be satisfactory. Letters are sent home frequently giving a variety of information, including the taught curriculum, in some detail. There are regular meetings on curriculum initiatives such as literacy and numeracy, as well as open meetings to discuss pupils' progress with parents. Teachers make themselves available to parents, informally, after school, and parents are encouraged to contact the school if they have any concerns. However, pupils' annual reports to parents are of variable quality, and do not always clearly highlight what pupils know, understand and can do, or set targets for future development.

61. The 'Parent Teacher and Friends Association' is very active and raises substantial funds for the school, as well as organising events and social occasions for the whole community. They fund the school swimming pool, which is an invaluable resource. In formulating its home-school agreement, the school effectively consulted with parents.

62. The contribution of parents to children's learning at the school is good, and this has been maintained and developed since the last inspection. A substantial number of parents and friends help regularly in school, and good dialogue is maintained throughout the school by reading records, home link books and personal contact. These constructive links with parents assist pupils' attainment and learning effectively.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. There is a clear educational direction for the school shared by the headteacher and the governing body. This is short-term, due to the fact that the headteacher will be retiring at the end of the summer term and it will be the responsibility of the new headteacher, with the governors, to shape the future direction of the school. The school development plan is a clear and useful document in the short-term, and the governing body is in the early stages of producing a strategic three-year development plan, which will be finalised when the new headteacher is in post.

64. The previous inspection presented several key issues, some of which have been satisfactorily addressed. Action to raise attainment, particularly that of higher attaining pupils, has been moderately successful, in that results in the Key Stage 1 national tests showed improvement in 1999 particularly for more able pupils. Lessons contain differentiated tasks in most lessons for higher attaining pupils. Monitoring and evaluation of the school's performance have been implemented with regard to literacy and numeracy, but have not yet been extended to the other core subjects of science and information technology or to the foundation subjects. Senior managers and curriculum co-ordinators do not, as yet, undertake monitoring of teaching and learning. The headteacher has recently introduced target-setting for individual pupils and tracking of year groups takes place. The governors and headteacher are aware of the need to track the progress of individual pupils in order to address their specific needs. The headteacher has successfully addressed the issue of the inconsistencies of teachers' planning. This is now of a good quality.

65. The need to review the role of the support staff has been addressed. The support staff and parents who help in the classrooms are very clear about their role in each lesson. Very useful support is given to groups of pupils on a regular basis by a member of the support staff, through the government-funded initiative of the Additional Literacy Support. The lack of sufficient awareness of the local community has been addressed satisfactorily. A community group of governors and parents continue to work on ways of improving communications with parents from Crossways, even to the extent of funding a coach to transport parents and younger children to a firework display at the school. The headteacher informs parents about the curriculum to be covered at the beginning of each term, and is assiduous in ensuring, by post or phone, that important information has been received where there is any doubt that newsletters have arrived home safely.

66. The systems in place for the induction of new staff to the school are effective, although the school does not have a staff handbook for reference by temporary staff. However, less attention is given to the personal development of existing staff. The headteacher has set targets set by the governing body, but the issue of the appraisal of teachers has not yet been addressed. This was an issue at the time of the last inspection. Whilst satisfactory provision is made for the professional development of staff, appraisal procedures are not in place to ensure that the training needs of individuals staff are effectively met. Job descriptions are outdated, non-specific and in need of updating. There is a sufficient number of suitably qualified teachers and support staff to meet the demands of the curriculum. They have a clear understanding of their roles, and work effectively as a team, despite the absence of up to date job descriptions. Curriculum responsibilities are allocated appropriately.

67. Overall, staffing, accommodation and resources are satisfactory. The last inspection found that support staff were not well deployed. This is no longer the case, and support staff are used to good effect to complement teaching and learning. They are well qualified, and are supported in their training by the school. Their time and expertise are used satisfactorily. Supervision of pupils at midday is usually effective, and some of the staff concerned have had supervisory skills training at a nearby college. The school's accommodation is good, and has been improved and developed by the provision of extra space which is now in use as a library, but capable of classroom use if needed. School buildings are kept very clean and are maintained well by the staff concerned. Ramps give easy access to the school for disabled pupils or adults. Classrooms are of a good size and are effective for teaching the curriculum. The school hall is well used and equipped, and is used by a neighbouring school without such a facility for physical education. The hard play and grassed areas outside are very well equipped and the school makes good use of its grounds for curricular purposes. The library is well equipped and stocked, and there are attractive displays throughout the school. The school has a heated swimming pool in the grounds, which is used well by all pupils during the summer term.

68. Resources for learning remain satisfactory, and are adequate to teach the curriculum. They are good for English and mathematics. The school has maintained good links with the school library service, and its links with the pyramid of schools is invaluable for sharing many resources. Displays of pupils' work are used effectively to support achievement and raise pupils' self-esteem. Resources for all curriculum areas are accessible to teachers and pupils, and are used effectively to extend and develop pupils' skills and knowledge.

69. Overall, progress since the last inspection is satisfactory. The school has suffered from the teaching overload of the headteacher, changes in staff and events beyond its control, all of which have caused disturbance and delay in implementing the action plan which was formulated after the last inspection. However, standards have been at least maintained and improved in science and geography. The school has consolidated and improved its procedures for the planning of the curriculum and procedures for assessment, particularly in the core subjects of English and mathematics. The provision made for pupils' cultural development has been improved, and support staff are used well and effectively deployed. Little improvement has been made in introducing suitable appraisal procedures for staff, or more frequent opportunities for pupils to take responsibility and show initiative in the general running of the school.

70. The school's aims, targets and ambitions are appropriate. The monitoring of actual classroom practice, in terms of the curriculum entitlement that pupils receive, should usefully be extended to senior managers and curriculum co-ordinators rather than just to the headteacher, governors and outside support agencies. Senior managers have recently attended a three-day course on self-review procedures for schools and they have devised a rolling programme of annual review cycles for the school.

71. The governing body fulfils its statutory duties and other responsibilities effectively. Governors are very supportive of the headteacher and staff and work hard to shape the direction of the school. They have a sound understanding of its strengths and weaknesses. The literacy and numeracy governors and other governors give generously of their time to the school. They have carried out regular monitoring and have reported back to the governing body. The governor with responsibility for the overview of special educational needs has

been very supportive of the school in her area. However, since the school is not yet monitoring adequately through its senior staff and curriculum co-ordinators, the governing body is less well informed than it needs to be in order to fulfil its responsibilities fully, for example, with regard to appraisal and behaviour management.

72. The governors are conscious of, and keen to address, any weaknesses in the school. The current composition of the governing body and the imminent return to stability in staffing mean that they will be able to use their acquired knowledge and experience to rapidly drive forward improvements in the monitoring and evaluation of the overall quality of education, and to continue to improve relationships with parents from outlying areas.

73. The school cares well for pupils with special educational needs. Provision of additional support for these pupils is good. There is appropriate liaison between the special educational needs co-ordinator, classroom teachers, support teachers, the named special needs governor and outside support agencies.

74. Educational priorities are supported through careful financial planning. Where it is possible to do so, the school budgets systematically for expenditure, is clear about costings, and the pupils benefit from wisely-targeted spending decisions. However, the governing body has had great difficulties during the last school year in obtaining accurate, up-to-date budget figures from the local education authority. This has made it difficult to budget strategically or plan ahead with any confidence. This, and the pending appointment of a new headteacher, led to the decision to delay further forward-planning until the new headteacher is appointed and the recommendations of the current inspection are known. Within these parameters, the school has identified relevant priorities for improvement and spending decisions clearly relate to these priorities. Systems for financial control are unobtrusive and efficient and keep the way clear for classroom teachers to concentrate on their work. The chair of the finance sub-group provides very useful, detailed, up-to-date costings and analyses of the school budget, and reports to the headteacher and governing body on a regular basis.

75. The school is beginning to make effective use of new technologies. An information communication technology suite is being developed and old machines are gradually being replaced by up-to-date, multi-media, internet-enabled systems which allow pupils and staff to utilise CD Rom programs and to gain access to the internet. Specific grants received by the school, such as funding for the numeracy and literacy strategies and training, for 'booster' classes, and for additional special needs support, are being used effectively for the desired purpose. The school makes appropriate use of information and communication technology for administrative purposes.

76. The governing body and senior management team of the school are effective in obtaining best value for money. In co-operation with other schools in the local 'pyramid' of schools, they apply best-value principles fully in their decision-making. The headteacher and governing body actively consider alternative providers for school services; for example in buildings maintenance, comparing charges from a range of providers and considering alternative solutions. The school consults appropriately, both with local education authority financial and curriculum advisors and with parents, keeping them appropriately informed about significant changes to the school curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In their drive to improve standards and pupils' achievement, the governors, headteacher and staff, with the support of outside agencies as appropriate, should:

- Improve the poor attitudes and behaviour of a significant minority of pupils, by:
 - * improving some teachers' skills in managing the behaviour of pupils;
 - * making consistent use of any necessary sanctions to ensure pupils behave appropriately, as detailed in the school's behaviour policy;
 - * reviewing supervision arrangements, particularly at breaktimes and the start of the school day.
- Improve the opportunities for pupils to show initiative and take responsibility in the general running of the school so that older pupils provide good role models for younger pupils to follow;
- Introduce appropriate arrangements for the appraisal of staff so that their personal development needs are more effectively addressed and related to the school's development planning;
- Provide more opportunities for co-ordinators to monitor the quality of teaching and learning in their subject responsibilities.

78. In addition to the key issues above, the following more minor weaknesses should be considered for inclusion in the action plan:

- * Ensure that annual reports to parents are informative about their children's attainment and progress, and are consistent in quality;
- * Update staff job descriptions so that, as well as being clear about their responsibilities, staff are aware of any targets for improvement they are responsible for.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	36	51	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	118
Number of full-time pupils eligible for free school meals	10

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	37

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	16	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	5	5	5
	Girls	15	16	15
	Total	20	21	20
Percentage of pupils at NC Level 2 or above	School	95	100	95
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	5	5	5
	Girls	14	15	14
	Total	19	20	19
Percentage of pupils at NC Level 2 or above	School	90	95	90
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	22
Average class size	24

**Education support staff:
YR – Y4**

Total number of education support staff	3
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	223670.00
Total expenditure	222873.00
Expenditure per pupil	1827.00
Balance brought forward from previous year	3305.00
Balance carried forward to next year	4102.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

118
67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	45	10	0	0
My child is making good progress in school.	33	60	3	1	3
Behaviour in the school is good.	30	51	15	1	3
My child gets the right amount of work to do at home.	25	51	21	3	0
The teaching is good.	34	54	7	1	3
I am kept well informed about how my child is getting on.	27	46	21	6	0
I would feel comfortable about approaching the school with questions or a problem.	54	39	3	4	0
The school expects my child to work hard and achieve his or her best.	22	69	3	0	4
The school works closely with parents.	30	55	10	3	1
The school is well led and managed.	13	52	22	4	7
The school is helping my child become mature and responsible.	21	66	9	1	3
The school provides an interesting range of activities outside lessons.	10	21	43	19	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. Most children have had some form of pre-school experience before being admitted to the reception class in September, at the beginning of the school year in which they have their fifth birthday. At the time of the inspection, there were eleven children under five years of age in the reception class.

Attainment

80. The results of the tests administered to children shortly after they are admitted to the school indicate that their overall attainment varies from year to year but has been slightly above average over the last two years. By the age of five, the vast majority of children achieve the learning outcomes deemed desirable for pupils of this age and many children achieve above this. While under five in the reception class, children make good progress in all areas of learning.

Personal and social development

81. Children are well-prepared for entry into the reception class and settle quickly into school routines. They enjoy coming to school. Children develop confidence and self-respect and to show respect for others by caring and sharing. Children respond well to cultural and religious events and contribute readily to school assemblies. They are motivated and work to achieve success. Children demonstrate increasing confidence in showing initiative and selecting activities or choosing resources. Children are interested and eager as they experience a range of exploratory activities provided for them. They co-operate effectively when working in pairs and groups. Children understand the rules of the classroom and respond willingly and promptly to instructions from the teacher and other adults. Children make good progress in developing their personal and social skills. Adults have a consistent approach to the development of pupils' personal and social skills and high expectations of the way pupils should behave. These are made known to pupils in a firm but friendly manner.

Language and literacy

82. Language development and communication skills receive a high priority. Children are encouraged to listen attentively, to speak clearly and extend their vocabulary. They listen well to stories, songs, rhymes and poems. Children take part in discussions and talk about the experiences of themselves and others. In a lesson observed during the inspection, the teacher reinforced letter sounds, phonics and whole-word recognition, asked relevant questions and used appropriate terminology as a group read the 'My History' book together. The children volunteer information about their family and friends. They enjoy books, turn the pages carefully and handle them appropriately. They are beginning to understand that books are a source of information as well as enjoyment. The vast majority of children are already reading simple books fluently by the age of five. Younger children recognise some key words. They associate sounds with patterns in rhymes, with syllables and with words and letters. Children use pictures, symbols, familiar words and letters in their writing, to communicate meaning. The writing of older pupils has improved well since September; it has developed from writing single letters, to one or two sentences. All children take part in role play associated with the

stories that they read. The high level of parental support further aids children's learning. Books are taken home each night and parents and teachers comment on progress. The teacher provides children with regular planned opportunities to use language in a variety of contexts and to develop the basic skills of reading and writing. Children, including those with special educational needs, make good progress.

Mathematics

83. Through planned activities, pupils learn to compare, sort, match, order, sequence and count, using everyday objects. They are familiar with counting games, number rhymes, songs and stories. They recognise and use numbers to ten. A quarter of the children can count beyond 20. Children identify and recreate mathematical patterns. Through practical activities, they begin to solve practical problems and show an awareness of number operations, such as addition and subtraction, and of language such as 'add one more', 'take one away', 'how many are left?', 'how many altogether?' They use mathematical language to describe shape, position, size and quantity, for example, circle, cube, behind, bigger than, more than. Children enjoy mathematics. By the age of five, children are able to write numbers to ten and some can do so to twenty. They use everyday language to describe the properties of two- and three-dimensional shapes. In a lesson observed, pupils learned to recognise coins up to £1.00, using real money. Frequent opportunities are provided by the teacher for pupils to improve their skills with number and to build upon their previous learning. Children make good progress and achieve appropriately in relation to their ability.

Knowledge and understanding of the world

84. Children talk about their families and past and present events in their own lives. They talk about where they live, their environment and the purpose of some of its features. Children are familiar with the layout of the school and the people who are there to help them. They use geographical, directional and descriptive words to describe the internal and external environment. Children look at the past through stories of different cultures. After a visit to Weymouth in the summer, they compare life at the seaside with that in a village. Children explore features of living things on their own grassed area, with its bird tables and places further afield, such as Thorncombe Woods. They look closely at similarities, differences, patterns and change, according to the seasons. Children talk about and learn to record their observations, and make appropriate use of technology, such as tape recorders, programmable toys and computers, to support their learning. They explore and select materials and equipment to use skills such as cutting, joining, folding and building for a variety of purposes. Children use scissors, glue and cellotape efficiently. They find out about electricity as a source of power and examine a simple circuit. The teacher and other adults provide frequent opportunities for pupils to learn about the world in which they live. Opportunities observed during the inspection successfully challenged the children's thinking and built upon their previous knowledge and understanding.

Physical development

85. Through gymnastics, dance, movement, games and swimming, children learn to move confidently and imaginatively, with increasing control, co-ordination and an awareness of space and others. Children use balancing and climbing apparatus with increasing skill and have access to their own play area with large apparatus. They use a range of large and small apparatus with increasing skill and confidence. Children handle appropriate tools, and

construction and malleable materials, safely and with increasing control. During the summer, they swim regularly in the school pool. Most pupils, including those with special educational needs, make sound and often good progress in their learning and achieve well for their age. Effective opportunities are provided by staff for pupils to experience a wide variety of opportunities for outdoor play and physical exercise.

Creative development

86. Children explore sound through music and speech. The use of music in assemblies contributes to their development. They sing tunefully. They have a good sense of rhythm and successfully maintain the rhythm in simple clapping sequences. They work with unpitched percussion instruments. They know which instruments are most appropriate for the sounds that they wish to express and the feelings that they wish to communicate. They use a widening range of materials, tools and other resources to express ideas. They explore colour, texture, shape, space and form in two and three dimensions through art, physical activities and music. They recognise basic colours such as red, blue and yellow and know how to mix colours. They paint using bold brush strokes and explore texture when other substances are added to paint. They paint a self-portrait and an imaginary bird. In role play, they use their imaginations well. They respond in a variety of ways to what they see, hear, smell, touch and feel. The teacher provides well for pupils' creative development, ensuring that pupils are provided with frequent opportunities to experience a wide variety of media, to make choices and to express their own ideas.

ENGLISH

87. Inspection evidence indicates that pupils' attainment in reading and writing is in line with the national average at the end of Key Stage 1 and national expectations when pupils leave the school at the age of nine. Pupils' attainment in Year 3 is above average. Standards in speaking and listening are above average at the end of Key Stage 1. The results of the 1999 end of Key Stage 1 national tests showed pupils' attainment in reading to be well above national averages in the proportions of pupils reaching the expected Level 2 and the higher Level 3, when compared to all schools. In writing all pupils achieved Level 2 or above. However, only about half the pupils achieved Level 2B and above, which was close to the national average. The proportion of pupils achieving Level 3 was above average. When compared with schools who take their pupils from similar backgrounds, the attainment of the pupils in reading and writing was average. This cohort of pupils has three times as many girls as boys and their results are not typical of previous years. There is no significant difference in the attainment of boys and girls. Over the last four years results have fluctuated from year to year. In writing they have remained around the national average but in reading they have been below national averages. The current Year 2 pupils are achieving in line with national averages in reading and writing, but their attainment in speaking is above national expectations.

88. At the end of Key Stage 1, pupils' attainment in listening is in line with national expectations and their speaking skills are above this. Pupils listen attentively to their teachers and respond appropriately to teachers' questions. They are confident when speaking in class and enjoy giving their ideas and opinions. They enthusiastically take part in whole-class discussions, as when asked to give examples of compound words like 'birthday' and 'buttercup'. Pupils express their ideas clearly and use an increasingly wide vocabulary. The

majority of pupils are beginning to use Standard English when talking in more formal situations, such as speaking to visitors to the school. By the age of nine, pupils' speaking and listening skills are in line with national expectations. The majority of pupils express their ideas appropriately and make use of a widening vocabulary in expressing their opinions. They talk about the books they have read and why they enjoyed reading them.

89. Pupils make satisfactory progress overall. Five year old pupils in the reception class learn to listen appropriately to their teacher and other adults and to take turns in speaking in whole-class discussions. By Year 1, the majority of pupils have learned to listen to the views of others and remain attentive when their teacher is giving instructions or explanations. A small minority of boys need constant reminders not to interrupt or call out their answers to the teacher's questions. By the end of Key Stage 1, pupils listen appropriately to stories and instructions and express their ideas clearly, as was demonstrated in a class discussion about reproduction in a science lesson. Teachers encourage pupils to express their ideas and value all their responses. Frequent opportunities are provided for pupils to take part in group and whole class discussions. Most pupils, including those with special educational needs and higher attaining pupils, achieve appropriately for their abilities.

90. Attainment in reading is average at the end of Key Stage 1 and by the time the pupils leave the school at the age of nine. By the end of Key Stage 1, the majority of pupils are able to read a range of texts with accuracy and fluency. They show appropriate understanding of what they have read and can talk about the main characters and events in books. Higher attaining pupils express their preferences for different genres and why they enjoy the work of a particular author. They have some knowledge of how to use the index and contents pages to find information, but are not confident when asked to do so. Below average pupils have a positive attitude to reading and use their developing phonic knowledge, such as the initial letter sounds of words, to decode unfamiliar words. By the time they leave the school at the age of nine most pupils read confidently, and with good expression, a wide range of texts. Higher attaining pupils are beginning to use inference in their reading and to understand an author's meaning beyond the literal. Pupils refer directly to texts when explaining what stories are about and the actions of the main characters. Below average attaining pupils read simple texts accurately and show understanding of the main ideas and events in the stories they read.

91. Pupils make sound progress in reading and achieve appropriately for their ages and abilities. Five year olds in the reception are learning to sound out the letters of the alphabet and to use this knowledge when tackling unknown words and phrases. They make good progress in independently reading simple texts with good accuracy. As they progress through Key Stage 1, pupils begin to use a variety of strategies, such as picture and context clues, to aid their reading and self-correct their mistakes. Pupils demonstrate a developing phonic knowledge which average and higher attaining pupils use to read more difficult words and phrases. By the time they leave the school at the age of nine, the majority of pupils read expressively and enjoy reading for pleasure. In researching information for themselves, pupils make sound progress in locating relevant information quickly. Pupils are beginning to develop skills of note-taking rather than copying out whole texts. They use their developing understanding of what they have read to identify relevant information when carrying out research, for example, materials which are good conductors of electricity in science. Good use is made of pupils' home to school reading records to involve parents in improving their child's attainment and any difficulties they may experience.

92. Attainment in writing is in line with national averages at the end of Key Stage 1 and by the age of nine when pupils leave the school, it is in line with national expectations. Year 2 pupils write in a range of styles, including stories, poetry, accounts and letters. However, a scrutiny of pupils' previously completed work finds few examples of more extended story writing. Many pupils only use a narrow range of sentence connectives, such as 'and'. Sentences often begin with 'then' and their writing often lacks description or evidence of words chosen for effect. The majority of pupils demonstrate good use of punctuation in their work and higher attaining pupils are developing consistency in the use of speech marks when using dialogue. Pupils' spelling skills are developing appropriately and they make recognisable phonetic attempts at spelling more complex words. The majority of pupils have developed a fluent cursive style of handwriting by the end of Key Stage 1 and pupils take pride in their standard of written presentation. By the age of nine, most pupils' writing shows imagination and the use of a wider vocabulary. They write in mainly simple sentences but make accurate use of punctuation when including speech. Pupils make effective use of adjectives and adverbs in adding description to their writing. Higher attaining pupils effectively organise their writing and extend their ideas in a logical sequence. The majority of pupils, but not all, present their work neatly and show good standards of handwriting.

93. Pupils make sound progress in writing. Five year olds in the reception class make good progress in their handwriting skills as they progress from copy writing to writing their own phrases and short sentences. Higher attaining pupils make particularly good progress in writing independently. Throughout the school pupils are effectively encouraged to form their letters correctly and consistent in size, and a joined handwriting style is consistently developed. Consequently, by the time they leave the school the vast majority have developed good standards of handwriting. Younger pupils are encouraged to make use of word lists and word books to spell common words and by the end of Key Stage 1 make sound progress in their spelling. At Key Stage 2, pupils successfully build upon the skills of using a dictionary developed earlier, and make use of these in their writing. Pupils' knowledge of grammar is effectively promoted through literacy lessons and most pupils understand and are beginning to make use of terms such as 'noun', 'verb', 'adjective' and 'adverb' when talking about their writing. Pupils' developing literacy skills are effectively promoted through other subjects, such as history and geography, particularly at Key Stage 2. Teachers plan opportunities for pupils to write more extended accounts, such as about the materials used to construct Celtic houses. One relative weakness at both key stages, however, is that pupils have limited opportunities for extended story writing in English.

94. The significant number of pupils with special educational needs make at least satisfactory progress in the different aspects of English and sometimes their progress is good. Suitably challenging work, and extra adult support, is provided to fully involve pupils in lessons and to address the targets in their individual education plans. Classroom assistants give good support to special needs pupils in group discussions and ensure that they develop confidence in expressing their ideas and improve their spoken and written vocabulary. Use of the Additional Literacy Support booster sessions enable below average pupils to make sound progress in acquiring basic skills in reading and writing.

95. Pupils' response to lessons is good, particularly in the reception class, Year 2 and Year 3. Pupils enthusiastically take part in whole-class discussions. They are keen to answer teachers' questions and feel that their responses, although not necessarily correct, are always valued. The majority of pupils quickly settle to their work and are proficient at completing it. Generally their behaviour is good, but a minority of pupils in some classes find difficulty in

listening and need constant reminders by their teachers not to call out. In the Year 4 class, some pupils have poor attitudes to learning, are inattentive during whole class discussions and do not apply themselves well to their work.

96. The quality of teaching is consistently satisfactory and was good in a Year 3 lesson. Literacy lessons make appropriate use of the framework of the National Literacy Strategy and teachers plan for the work of different ability groups within the class, including higher attaining pupils. The pace of lessons is generally appropriate, although in some lessons introductions are too lengthy and pupils have to listen for too long. Teachers make good use of questioning to ensure pupils understand lesson content and encourage pupils to answer, even when they are unsure if they are right. All responses are valued by teachers. In the better quality lesson observed in Year 3, the teacher immediately engaged the pupils' interest and established firm but friendly control. Frequent questioning by the teacher kept pupils' attention and there was a good pace to pupils' work. Where the teachers' control and management of pupils was not so effective the pace of work slowed and more effective use could have been made of the time available. Pupils' literacy skills are promoted well through other subjects of the curriculum, such as history and geography and religious education.

97. The management of the subject is good. The National Literacy Strategy has been soundly implemented and the headteacher, governors and local authority advisors have all monitored teaching. This has been used to improve provision by spreading good practice and ensuring that all parts of the literacy hour are successfully addressed. Target setting in the subject has been introduced in order to raise individual pupils' attainment. The results of national tests are analysed and weaknesses in pupils' performance used to improve curriculum provision, such as the emphasis currently being given to spelling. Resources for English are good and include a well-stocked library which is used well by pupils.

MATHEMATICS

98. At Key Stage 1, in 1999, the percentages of pupils reaching Level 2, the expected level, and the higher Level 3, was above national averages. The percentage of pupils reaching Level 2B or above was well above the national average. Overall, pupils' results were above the national average when compared to all schools, and in line with the national average when compared to schools which take their pupils from similar backgrounds. In 1997, results declined to well below the national average and remained at this level in 1998. The results in 1999 were a significant improvement on previous years but involved a cohort of pupils, three-quarters of whom were girls.

99. Evidence from the current inspection shows that pupils at Key Stage 1 are working in line with the expectations set by the National Curriculum, with approximately a quarter of pupils working at a higher level. Pupils at the age of nine years are also working in line with the expectations set by the National Curriculum, with a quarter working at a higher level. This is an improvement since the last inspection when work was judged to be too easy for higher attaining pupils.

100. By the end of Key Stage 1, almost all pupils use and apply mathematics in problem-solving situations and are developing an appropriate mathematical vocabulary. The National Numeracy Strategy is having a positive impact on standards due to the emphasis on the development of mental and problem-solving skills. Pupils' mental calculation skills are

improving, particularly in classes where time is used rigorously. Pupils can add and subtract numbers up to ten and beyond. They use mental recall of the 2, 5 and 10 times tables. They begin to understand place value up to 100. Higher attaining pupils know their number bonds to beyond twenty. The majority of pupils order numbers accurately to 100 and recognise patterns in a hundred square. They know the signs for 'more than' and 'less than'. They distinguish between odd and even numbers and recognise patterns. They understand concepts such as shorter and longer, and use standard measurements confidently for length and mass. They recognise and name two and three-dimensional shapes and identify lines of symmetry. Higher attaining pupils identify the number of corners, edges and faces using the correct mathematical vocabulary. The majority of pupils have a sound understanding of quarter and half turns and understand clockwise and anti-clockwise. Higher attaining pupils record movements, describing their position and direction. Pupils communicate information in tables, block graphs and diagrams and higher attaining pupils begin to extract and interpret information from tables, lists, bar charts and pictograms. Pupils with special educational needs are supported in their learning and make sound progress. Higher attaining pupils are challenged in their work, and together with other ability groups, make satisfactory progress in their learning and achieve appropriately in relation to their previous learning.

101. By the age of nine years, the majority of pupils understand place value to 1000. Higher attaining pupils multiply and divide whole numbers by 10 or 100. They begin to use decimal notation. They use mental recall of addition and subtraction facts to 20 in problems with larger numbers. They use mental recall of 2, 5 and 10 times tables in whole number problems involving multiplication and division, including those with remainders. They start to develop mental strategies to find methods for the addition and subtraction of numbers with at least two digits. They recognise negative numbers in money, temperature and calculator displays. They classify two and three-dimensional shapes using their properties including that of reflective symmetry. They use standard and non standard units in a variety of contexts covering capacity, length, mass and time. They communicate collected data through bar charts and pictograms, where the symbol represents a set of units, and they interpret information given in these forms. The main weakness is that, in classes where the behaviour of a minority of pupils is poor, time is not used sufficiently rigorously to raise standards to the level of pupils' potential.

102. The school provides pupils with good opportunities to develop their numeracy skills. Mathematics is used effectively to support learning in several subjects, including geography, history and science where data is presented graphically, often on the computer, for example, weather charts in Year 3. In art, shapes and symmetry are used to form patterns. Pupils, including those with special educational needs, make sound progress and achievement because of teaching which is generally satisfactory and often good at both key stages.

103. In the majority of cases, pupils' attitudes contribute positively to their learning. They respond well to the structure of the National Numeracy Strategy and they enjoy mathematics. Apart from a small minority of pupils in Year 1 and a significant minority of pupils in Year 4, they listen attentively, sustain concentration and work hard to complete tasks. They know what the objectives of the lesson are and they are aware of the extent to which they have achieved them. Some pupils are aware of their personal targets and try hard to reach them. They work very well on their own in pairs or small groups. The presentation of their work is generally satisfactory. Good quality displays, changed regularly to support what is being taught, are used successfully to reflect pupils' work in mathematics.

104. The quality of teaching is satisfactory overall, with good teaching observed in the reception class and Year 3. It was satisfactory in all the lessons seen in Key Stage 1. It was satisfactory in half the lessons seen in Key Stage 2 and good in the other half. No lessons were judged to be unsatisfactory. Teachers have a good knowledge and understanding of mathematics. They teach the basic skills well and use appropriate mathematical language to develop pupils' knowledge and understanding of mathematics. Teachers' planning is good. In the best lessons, teachers have high expectations and use questioning skilfully to challenge all pupils. In most lessons, work is well matched to the needs of individual pupils; in the best lessons, pupils of all abilities are challenged to their full potential. Teaching methods are effective and class management is sound overall. There is satisfactory use of time, support staff and resources. The quality and use of ongoing assessment are good at both key stages. The use of homework is satisfactory. Marking is variable across the school. The best marking is both supportive and informative, giving guidance on future improvement.

105. The subject is well led by a knowledgeable co-ordinator. She successfully introduced some aspects of the National Numeracy Strategy a year in advance of the official start date. The monitoring of teaching and learning is having a positive effect on raising attainment. The headteacher has been successful in developing effective procedures for planning. She monitors and evaluates teachers' medium and short-term plans, and monitors standards through work sampling and classroom observations. She has conducted an analysis of tests undertaken by pupils and has introduced target setting. Some new resources have been purchased to facilitate the introduction of the National Numeracy Strategy and they are proving beneficial. There is very effective liaison with the local 'pyramid' group of schools.

SCIENCE

106. Attainment in science at the end of Key Stage 1 is above national expectations, and this is an improvement since the last inspection. In Key Stage 2, although attainment in Year 3 is similarly good, it is satisfactory with some good features by the time the pupils leave the school at the end of Year 4. A scrutiny of previous work indicates that pupils in both key stages undertake a range of appropriate science activities covering all attainment targets. A strength of science provision in the school is that it enables pupils in both key stages to develop good investigative skills. Information technology is used effectively in science lessons, and good links are made to other curriculum areas, such as English and mathematics.

107. In Key Stage 1, pupils ask questions about their science work; begin to use focused exploration and investigation to acquire knowledge, skills and understanding, and attempt to explain their discoveries and draw simple conclusions. Year 1 pupils understand that the local environment contains varied kinds of plants and animals, and, having found ants, woodlice and tadpoles on their previous outdoor trail, pupils are able to identify these and other local animals, showing an understanding that different plants and animals are found in different environments. They classify animals into those found, for example, in woodland, or in and around a pond, or around and under a stone. The majority of Year 2 pupils attain above expectations for the end of Key Stage 1. They can explain 'the cycle of life', and understand that we eat and drink to stay alive and to give us energy, and that food is digested in our intestines. They understand that living things are classified according to observable similarities and differences, and use their knowledge of basic life processes when asked to explain the differences between two animals, offering: 'because it's a carnivore' and 'because it's a herbivore', for example, to explain these differences.

108. In Key Stage 2, in Year 3, where attainment is similarly above average, pupils studying light understand that, when light is unable to pass through material, a shadow is cast and that some surfaces reflect light. They know that light is seen because it enters the eye; that a material 'must be opaque to cast a shadow', and that a primary colour is one that 'you can't make by mixing other colours'. They predict outcomes; respond to suggestions; express their own ideas, and, with some assistance, carry out their own tests. In Year 4, pupils compare the properties of everyday materials. They understand that some materials are better electrical conductors than others, and represent electrical circuits by diagrams. Pupils obtain evidence to test scientific ideas in a range of ways and use scientific vocabulary to explain the behaviour of materials. In their investigative and experimental work, when testing materials, they understand that changing one variable and gauging its effect is a fair test.

109. The quality of learning in lessons ranged from good to satisfactory in Key Stage 1 and was very good in the two lessons observed at Key Stage 2. Where learning was very good, clear progress was made due to the good pace set by the teacher and the high level of pupil motivation generated. Pupils with special educational needs are supported well in science lessons by individual support and intervention and make satisfactory progress overall. Pupils' attitudes and behaviour in lessons observed ranged from very good to satisfactory and were good overall. In the best cases, pupils show great interest in the activities and are keen to answer the teacher's questions, replying with enthusiasm and confidence. They work together well and persevere with their tasks, without the need for constant teacher-intervention. Most work quietly and conscientiously, clearly enjoying their science lessons.

110. The quality of teaching in lessons observed ranged from satisfactory to good in Key Stage 1 and was satisfactory overall. Teaching in both lessons seen at Key Stage 2 was very good. In the best lessons, teachers give very clear explanations and are confident in their subject knowledge. They motivate pupils very well and maintain a brisk pace throughout the lesson. They have a good rapport with their pupils and hold appropriately high expectations of work and behaviour.

111. Science is planned over two-year rolling programmes of topics based on a science scheme of work agreed by the local 'pyramid' of small schools, of which the school is an active member. This provides satisfactory progress and continuity in learning and covers all the science attainment targets appropriately. In most cases, lessons are planned well, with clear links to the National Curriculum Programmes of Study, and good links with other curriculum areas such as English and mathematics. The subject co-ordinator has a good overview of science in the school. Resources for the subject are satisfactory overall.

INFORMATION TECHNOLOGY

112. The attainment of pupils at the end of Key Stage 1 and in Year 4 is satisfactory, and pupils make satisfactory progress in both key stages.

113. Year 2 pupils use a 'mouse' confidently. They demonstrate an understanding of the use of the 'menu' and the on-screen icons. They know how to stop a CD Rom story, start it again, and move to a different section of the story. In Year 3, where overall attainment is above expectations for their age, pupils write their own versions of poems, working from a 'skeleton' poem provided by the class teacher. They use a 'mouse' to click on, highlight and

drag text from one place to another, and select and import 'clip art' illustrations, and change text colour. Year 4 pupils, working in small groups with a parent-governor outside the classroom, set up and enter information such as name, age, sex, eye colour, hair colour, height and birth date into a database.

114. Pupils' attitudes and behaviour when working at the computers in the computer-suite were good. Pupils were enthusiastic and well-motivated. They work together well, take turns and work independently where appropriate. Teaching in the lessons and small group activities seen was at least satisfactory. The teachers and supervising adults demonstrated good subject knowledge; made good use of appropriate vocabulary; had high expectations of pupil's work and behaviour; and used questioning well.

115. The school is utilising a government-recommended scheme of work for the subject, and this provides satisfactory continuity and progression in the subject. National Grid for Learning funding has been used to install an 'ISDN' line and purchase three additional multi-media computers. The co-ordinator for the subject is expecting three more computers from the same source in the near future. A digital camera and a scanner have also been purchased from vouchers collected by parents and pupils. The school now has a satisfactory ratio of computers to pupils and a good range of additional information technology equipment. A satisfactory range of software is available.

RELIGIOUS EDUCATION

116. Attainment in the reception class and at the end of both key stages meets the expectations of the locally Agreed Syllabus. Pupils have good factual knowledge and their understanding of its religious significance is developing well. At the last inspection, attainment at both key stages met the expectations of the locally Agreed Syllabus but, although pupils at Key Stage 2 had a reasonably secure knowledge of the importance of Christianity, they had a more limited knowledge of other religions. This weakness has now been addressed.

117. Five year olds in the reception class understand that every person is unique. They are familiar with a number of the stories told by Jesus. They talk confidently about their own feelings. They learn to share and help each other. In circle time, they talk about how they should help children in the playground who seem to be without friends. They treat living things with care and make bird-cakes with which to feed the birds. They learn to behave in appropriate ways and they are aware of right and wrong.

118. Pupils in Year 1 have a sound knowledge of the parables told by Jesus and the miracles that he performed. They understand why Jesus is thought of as a special person by Christians. They discuss their own special places and are beginning to understand, after their visit to West Knighton Church, the importance of the church as a place of worship. The information book that they have made to share with others shows that they know why people go to church. They connect the altar with The Last Supper, the font with baptism and the pulpit and the lectern with teaching. They understand the symbol of the cross and the association of candles with the concept of light. They learn about people in the community and are beginning to develop a sense of community. Year 2 pupils are able to talk

confidently about celebrations, such as harvest, Christmas and Hanukkah. During the inspection, they show their understanding of the importance of symbols to the Jew. They show wonder at the contents of the Pesach plate at the Passover meal and they understand how it helps Jewish people to remember what happened to their ancestors in Egypt thousands of years ago.

119. Year 3 pupils are developing a keen sense of fairness and justice as they consider themselves as part of a community and think of the injustices in the world, at harvest time in particular. They think deeply about significant moments in their own lives and their hopes for the future. They recognise that beliefs affect the way that people behave. They have some understanding of the meaning of the Lord's Prayer and of Christian beliefs about love, forgiveness, and trust. They have some understanding of other religions. They contrast Christmas with Diwali, Christian baptism with the Islamic birth rituals and the Christian marriage ceremony with the Muslim ceremony. Pupils in Year 4 build on knowledge gained in Year 3, as they compare and contrast the beliefs, special places, books, special people, festivals, celebrations worship and symbolism associated with Christianity, Islam and Sikhism.

120. Progress at both key stages is satisfactory. All children, including those with special educational needs, gain a secure understanding of religion as they move through the school. By the time that they are due to leave school at the age of nine, pupils are beginning to reflect on the deeper aspects of religion. Some pupils relate it to their own religious commitment, such as saying their prayers when they go to bed, and their religious experiences, such as attending services, baptisms and weddings in church. Their progress is enhanced by the regular contact that they have with two local churches, and with the local vicar who visits the school. Pupils' response is satisfactory and, in some cases, good and this has a positive effect on learning. Lessons are able to proceed at a satisfactory pace and most pupils apply themselves well to their work. They are confident in contributing to discussions, and listen well to others and respect their views. Their responses are thoughtful as they explore religious and other stories and relate them to everyday life. They exhibit good literacy skills in speaking, listening and expressing their points of view. Sound attitudes and relationships enable learning to take place.

121. Teaching was good in the lessons observed. The work sample suggests that it is satisfactory overall. It is purposeful and there is effective use of open and closed questions. Most teachers relate the subject of the lesson to meaningful situations today. They have sound relationships with the children and most pupils feel confident about raising questions and expressing their own ideas. Teachers' planning is good. Resources, including artefacts borrowed from the County Library Service, are used well to promote learning. Teachers are good at explaining the significance of religion and promoting good discussion.

122. The curriculum is based appropriately on the locally Agreed Syllabus, which is currently under review. The breadth, balance and relevance of the curriculum are satisfactory. Teachers use ongoing assessment, but do not record this in a consistent way. It is planned to adopt the assessment procedures in the new syllabus. Curriculum leadership is good. The experienced co-ordinator has raised the profile of religious education. He has maintained the standards reported at the last inspection and gives good support to colleagues. Resources are satisfactory. Provided that the monitoring role of the co-ordinator is extended to include monitoring of teaching and learning, and that the use of information technology is extended, the subject has a good capacity for further improvement.

ART

123. Standards in art are in line with those usually found in most schools. Pupils make satisfactory progress in their knowledge of the work of famous artists, in their skills in drawing and painting, and in learning different techniques with a variety of media.

124. By the end of Key Stage 1, pupils observe closely when drawing and show knowledge of mixing colours in their painting. They use techniques, such as paint blowing to make colourful symmetrical images. By the time they leave the school pupils have a sound knowledge of the work of artists like Van Gogh and Monet, and can paint good quality pictures using different brush techniques. They use a wide variety of materials in their collage work, as when creating Rangoli patterns. They are beginning to provide greater detail in their drawing and to develop perspective in their still-life drawing of bottles of different shapes.

125. Pupils, including those with special educational needs, make satisfactory progress overall. Reception pupils develop the ability to mix colours and to gain experience of a variety of materials such as tissue paper and clay. Year 1 pupils, study the work of Derain and Seurat and how they used Pointillism, a method of using dots of colour to produce pictures. Progress is particularly good in Year 3, where pupils have produced high quality copies of the work of Monet. This work shows good attention to detail and a good understanding of Impressionism.

126. Only one art lesson was observed during the inspection and therefore no judgement can be made of the quality of teaching in the subject. However, teachers' planning shows that pupils are given experiences in a wide variety of techniques in both two- and three-dimensional work. Resources are satisfactory. The reduced amount of time given to the subject has resulted in a decline from the high standards noted at the time of the last inspection.

DESIGN AND TECHNOLOGY

127. No design and technology lessons were observed at either key stage during the inspection. However, samples of pupils' work, and discussions with teachers and Year 4 pupils indicate that pupils undertake an appropriate range of activities in which they design, make and evaluate products, and that they make generally satisfactory progress at both key stages. Standards of pupils' work are in line with those usually found in most schools for pupils of this age.

128. At Key Stage 1 during the current school year, in work linked to their 'Houses and Homes' project, pupils have built houses with large construction kits. They have designed a bedroom or sitting room; made models of their rooms out of cereal boxes, and selected appropriate materials, tools and techniques, and assembling and joining materials. In Year 2 pupils have designed and made Christmas cards and designed wheeled vehicles. In Key Stage 2, Year 3 pupils have designed and made weather vanes out of 'Duplo', which they tested and reported on. They have designed and sewn their names on 'binca' and, in food technology lessons, have made and compared recipes. Year 4 pupils have made, tested and evaluated money containers, and have deconstructed products to see how they are made.

129. There is a generally satisfactory range of resources for the taught curriculum, and these are stored appropriately.

GEOGRAPHY

130. Opportunities to observe geography being taught during the inspection were limited to one lesson in Year 3. Additional evidence was obtained from pupils' past and present work, teachers' planning, the policy and scheme of work and displays around the school. This evidence shows that standards of work are satisfactory at Key Stage 1 and good at Key Stage 2. Achievement and learning are sound at Key Stage 1 and good at Key Stage 2. This represents an improvement since the last inspection, when standards were below national expectations at Key Stage 1 and in line with national expectations at Key Stage 2.

131. Pupils in Year 1 build on skills and knowledge acquired in the Reception Class, where pupils learn about themselves, their home and their school. They visit the local stream and the play park. They plan and follow a route from the school. Following a field trip to Weymouth in the summer, they compare Weymouth with Broadmayne. Pupils in Year 1 are knowledgeable about the physical and human features in the school's locality and its character. Primary evidence is obtained from fieldwork in the locality and secondary evidence is obtained from photographs (old and new) and pictures. They give much thought to how the school, which is on a busy road, may be made more safe. They gain knowledge about road signs and their meanings and the effect of vehicles on the environment. Pupils in Year 2 broaden their concept of the environment through the study of our island home, using maps of various scales. They look at islands throughout the world, developing their knowledge of the world and their mapping skills. They visit Dorchester market, look at signs of the past in Dorchester and have a sound knowledge of the similarities and differences between Dorchester and Broadmayne.

132. Pupils in Year 3 are developing competency in interpreting plans. They understand why different maps are required for different purposes and why different scales are used. They use maps and plans and compass directions to find their way in an unfamiliar situation. They compare maps of the United Kingdom, Europe and the world. Pupils have a good knowledge of local weather patterns and look at the landscapes and climates of pupils' holiday destinations. All pupils use a digital camera competently to take photographs. Most pupils understand the water cycle, how rivers change the landscape and how new geographical features can be formed. Year 4 pupils make a comparative study of Weymouth and Broadmayne. They trace the River Wey from its source to the sea. They visit Leeson House for orienteering and other activities. In conjunction with their history studies, they examine sea routes of the early settlers and develop their mapping skills. On a residential trip to Carey Outdoor Education Centre, they carry out pond-dipping and other activities with pupils from other schools in the Pyramid, thus developing social, as well as geographical, skills. Such visits help to make geography more relevant and engage pupils' interest, thus promoting independent learning. Pupils, including those with special educational needs, make good progress overall and achieve well in relation to their previous attainment.

133. Pupils show interest, application and involvement as they work independently or collaboratively to achieve the objectives of the lesson. Purposeful teaching, secure knowledge and understanding and good planning promote an ethos of learning in the lesson observed. The teacher's expectations, effectiveness of teaching methods and good

management of pupils lead to sustained interest and concentration which, in turn, promote gains in learning. Time and resources are used well. It is not possible to comment on teaching overall, as only one class was observed, due to timetable restrictions.

134. The enthusiastic co-ordinator gives good leadership and is keen to develop his role to include direct monitoring of teaching and learning. As a member of the Steering Committee of the Pyramid group of schools, he brings a breadth of knowledge to his subject areas of responsibility and is also influential in developing the subjects on behalf of other schools. He places strong emphasis on the development of geographical skills. The current scheme of work ensures continuity and progression and will be updated in line with Curriculum 2000.

HISTORY

135. Opportunities to observe history being taught during the inspection were limited to one lesson in Year 1 and one lesson in Year 4. Additional evidence was obtained from the pupils' past and present work, teachers' planning, the policy and scheme of work and displays around the school. This evidence shows that standards of work are satisfactory at Key Stage 1 and that achievement and learning are sound. At Key Stage 2, standards of work are good and achievement and learning are good. This represents an improvement since the last inspection when standards were in line with national expectations at both key stages.

136. Pupils in Year 1 build on previous knowledge to sequence objects and events. They are developing a good sense of chronology. They imagine what the interior and exterior of a house of 100 years old would look like. They consider how a visitor from 100 years ago would view the contents of their own home, for example, the television, radio, video, washing machine and freezer. They compare today's washing machine with an old-fashioned washing dolly, a knitting machine with a weaving loom, a vacuum cleaner with a carpet beater, an electric lamp with an oil lamp. Pupils in Year 2 produce a time line showing famous events, such as the Great Fire of London, the Mary Rose and Henry VIII. They have a sound knowledge of the Victorian age and use primary and secondary sources to discover all they can about the past. Pupils sequence objects, thus consolidating their sense of chronology. They extend their historical vocabulary, identify ways in which the past is represented and use historical enquiry skills. They are encouraged to demonstrate reasoning and to use appropriate vocabulary, such as sequencing, chronology, evidence and interpretation. They use common words and phrases relating to the passage of time, for example, before, after, long ago.

137. Pupils in Year 3 have a good knowledge of the Roman occupation of Britain and the reasons why it took place. Year 4 pupils have acquired a good knowledge of local history, through visits to the church and the village. They consider the growth of industry, the development of the village and the expansion of other villages in the locality. They have a good knowledge of invaders and settlers, such as the Vikings. They consider why some people want to leave their homeland and why others are forced to do so. They can explain the skills and the way of life of the Norsemen and how their society was organised. They find Norse place names, ending in 'by' and 'thorpe'. By the time they are nine, pupils have a

sound knowledge of ancient Greece. They know about the city states, myths and legends and the origin of the Olympic Games. There is a good emphasis on geographical skills and map work, as well as on historical skills of enquiry. Pupils develop a good knowledge of different periods of time and use this to establish why people behaved as they did and why certain events happened.

138. In both key stages, pupils' work shows clear learning and good progress since the beginning of the academic year. Pupils enjoy history, are well motivated and keen to achieve success. They generally work well independently and co-operate well in small groups. Pupils contribute thoughtfully to discussions and respect the views of others. They build on previous knowledge and use resources wisely to extend their learning. All of these factors make a positive contribution to learning, attainment and achievement.

139. Teaching is satisfactory overall, with some good teaching in Key Stage 2. Teachers' knowledge and understanding is good. They successfully create and sustain interest. Their methods and organisation are sound at Key Stage 1 and good at Key Stage 2. They provide opportunities for pupils to demonstrate methods and reasoning. They cater for the needs of all pupils through appropriately adapted work. The quality and use of ongoing assessment are good. Good use is made of the local environment to promote learning.

140. The curriculum is broad, balanced and relevant at both key stages. The co-ordinator gives good leadership that ensures clear direction and reflects the school's aims and values. Learning resources are used well and the scheme of work ensures continuity and progression. Provided that the role of the co-ordinator is extended to include the monitoring of teaching and learning and the use of information technology is extended, the subject has a strong capacity for further improvement.

MUSIC

141. No music lessons were observed at Key Stage 1 during the inspection and only one lesson was observed in Key Stage 2, which provided limited evidence of the quality of teaching or learning in the subject overall. Observations of assemblies, however, and discussions with teachers and pupils indicate that pupils in both key stages make generally satisfactory progress in music as they move through the school. Pupils' singing in the whole-school assemblies observed was tuneful, rhythmic and enthusiastic.

142. In the one music lesson that was undertaken during the inspection, a Year 4 lesson, pupils' behaviour was unsatisfactory and during this lesson, limited progress was made due to the need for the teacher to intervene constantly to admonish pupils for their poor behaviour. Teaching in this lesson was unsatisfactory due to the ineffectiveness of the teacher's behaviour management. As a result, the lesson provided insufficient evidence to make any secure judgement on the standards of attainment of the pupils.

143. Resources for music are satisfactory. Teachers use pre-recorded music tapes as the basis for most of their music lessons and this scheme of work provides satisfactory continuity in pupils' learning as they progress through the school, and it covers the attainment targets for music satisfactorily. Although currently no members of staff are able to play the piano, a

parent plays the piano in assembly on two days per week and takes recorder groups at lunchtimes and after school. Recorded music is played on entry and on leaving assembly. For example, Vivaldi's 'Four Seasons' was played during the week of the inspection, and briefly discussed with the pupils.

PHYSICAL EDUCATION

144. Standards of attainment are in line with those usually found in most schools. By the end of Key Stage 1 and by the time the pupils leave the school at the age of nine, standards in swimming are above those found in most schools.

145. By the end of Key Stage 1, most pupils are imaginative in finding different ways of moving, using different body parts. They show reasonable co-ordination and control when balancing and rolling and are beginning to extend their limbs when holding long and wide shapes. Pupils are able to build simple sequences with appropriate linking moves. When encouraged to do so, they improve the quality of their work. By the age of nine, pupils show appropriate control and agility in their gymnastic movements, particularly girls. In Year 4, most boys have developed suitable skill in controlling a ball in football and some have developed good skills in passing and trapping. In swimming the vast majority of pupils are able to swim 25 metres by the time they leave the school.

146. Pupils make satisfactory progress at Key Stage 1. Reception pupils learn to follow instructions and work safely in the school hall. They are beginning to develop confidence in their movements and enjoy physical activity. Year 1 pupils, hop, skip and jump and are beginning to appreciate that a balance is a moment of stillness. Progress in swimming is good as pupils grow in confidence in the water and begin to swim a short distance thanks to the intensive training they receive during the summer term. In Year 3 pupils make good progress in their movement skills and their ability to respond to a musical stimulus in dance. They respond imaginatively and the quality of their work is often better than that seen in Year 4. Most pupils in Year 4 make satisfactory progress in physical education but their progress is considerably slowed by poor listening skills and the inappropriate behaviour of a small minority of boys.

147. Pupils are generally well behaved in lessons and enjoy physical activities. They listen well to instructions and work hard to acquire new skills and improve their performance. Pupils work well together and help one another to carry apparatus, such as benches and mats, in a safe manner. Pupils' attitudes and behaviour are poor in Year 4. A significant amount of time in lessons is wasted as the teacher insists that they stand still and listen to instructions. A small minority of pupils are immature and attention seeking in their behaviour and slow the pace of lessons and the time to move.

148. The quality of teaching is satisfactory overall but varies from good to unsatisfactory. It was good in approximately a third of lessons and was unsatisfactory in one lesson. In the unsatisfactory lesson, the teacher's management of some pupils' immature behaviour was weak and the work provided lacked challenge and pace. Insufficient use was made of the sanctions in the school's behaviour policy to achieve appropriate discipline in the lesson. Lesson planning is satisfactory and detail what it is the pupils' are to learn. However, some

staff lack confidence in the subject. They provide appropriate activities but make little use of coaching points to improve pupils' performance. In the better quality teaching seen, the teachers' secure knowledge of the subject enables them to motivate the pupils very well and provide structured activities that prompt pupils to think about what they were doing. Pupils are encouraged to evaluate their own work and that of other pupils, and to identify ways in which it might be improved.

149. The subject is led by a well-informed and enthusiastic co-ordinator. Through staff meetings and informal support, she seeks to keep colleagues informed about the subject. She monitors teachers' planning to ensure coverage of the National Curriculum Programme of Study, but has no opportunity to monitor teaching. Resources for teaching the subject are good and the school's accommodation and outside facilities, including a swimming pool, are well used. Pupils have opportunities through school and area events to take part in competitive sport, but there are few extra-curricular sports clubs. However, a swimming club meets three times a week after school during the summer term. Standards have been maintained since the time of the last inspection.