

# INSPECTION REPORT

## **ST MARY'S CATHOLIC FIRST SCHOOL**

Dorchester

LEA area: Dorset

Unique reference number: 113827

Headteacher: Mr N Sproates

Reporting inspector: Mrs H E Davies

21687

Dates of inspection: 14<sup>th</sup> - 16<sup>th</sup> May 2001

Inspection number: 192757

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Aided
Age range of pupils:	Four to Nine
Gender of pupils:	Mixed
School address:	Barnes Way Dorchester Dorset
Postcode:	DT1 2DD
Telephone number:	01305 262258
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Green
Date of previous inspection:	24/02/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21687	Mrs H E Davies	Registered inspector	Mathematics Art and Design History Geography Equal Opportunities	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
10329	Mr B Sampson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31975	Mrs K Andrews	Team inspector	Foundation Stage Special Educational Needs English Music	How good are curricular and other opportunities?
13307	Mr I Hancock	Team inspector	Science Design and technology Information and Communication Technology Physical Education.	Pupils' attitudes, values and personal development.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Catholic First School is situated on the south western side of Dorchester. Pupils attending the school come from the parish of Holy Trinity and the surrounding area. About half of the pupils are Catholic. The school is smaller than many other First schools, with 142 pupils on roll, 72 boys and 70 girls. This is slightly less than at the previous inspection. The majority of pupils are of white ethnic background. At present no pupils speak English as an additional language. The percentage of pupils eligible for free school meals is well below the national average. The percentage of pupils with special educational needs is below the national average. The percentage of pupils with statements of special educational needs is above average. Children start school on a part time basis from the autumn term of the school year that they become five. At the time of the inspection, there were 28 children under 6 in the reception class. Pupils transfer to middle schools at the end of Year 4. Attainment on entry to the school varies from year to year, but is usually average overall. There are five classes in the school, with six full time teachers; the Year 2 class benefit from having two teachers, as numbers in the class are above 30.

### **HOW GOOD THE SCHOOL IS**

This is a good school. The school achieves above average standards in English, mathematics and science. The pupils behave very well and they are eager to learn. Attendance is very high. All of the teaching is satisfactory, most is good and some is very good. Learning is good for virtually all pupils. Provision for spiritual, moral and social development is very good. There are very good child protection procedures. The school has a satisfactory partnership with parents and carers. Leadership and management of the school is satisfactory overall. The headteacher is supported well by staff and governors. They know what the strengths of the school are and identify most areas for development clearly. The school has made satisfactory progress since the previous inspection. The school is inclusive in its policies, outlook and practices, and is led and managed in a cost effective way providing good value for money.

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

- Standards in English, mathematics and science are above average for pupils at the age of 7 and 9. Reading is a particular strength.
- Teaching is consistently good throughout Key Stage 1 and Key Stage 2. Sometimes it is very good.
- Pupils have very good attitudes to school, and they behave very well and have very good relationships with each other and the staff.
- Provision for spiritual, moral and social development is a strength of the school.
- Attendance is very high.
- Provision for pupils with special educational needs is very good.

#### **What could be improved**

- Teaching in the Foundation Stage could be improved further, by planning the curriculum more closely to the early learning goals.
- Provision for children in the Foundation Stage could be improved by providing a safe secure outside play area to enhance their physical development.
- Teachers assess pupils' attainment successfully and set realistic targets for future performance, particularly in English, mathematics and science. This good practice could be extended to the non-core subjects in order to raise standards further.
- More accurate assessment in the non-core subjects would provide better information for teachers, so that reporting to parents could be improved.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When the school was last inspected in February 1997, it was found to have many good features. Since that time, the school has worked hard to maintain and improve even more. The school development planning process is much better at identifying priorities and detailing actions to be taken. Schemes of work for English, mathematics and science are now in place and the school has adopted government guidelines in all non-core subjects except for music, which the school intends to implement in September. Co-

ordination of the core subjects is good, and of the non-core it is developing. The key issues have been addressed satisfactorily. Standards in English and design and technology at Key Stage 1 have improved. The quality of teaching and learning has improved. No unsatisfactory teaching was observed and most is good and some is very good. Pupils' attitudes, behaviour and personal development are now very good. Attendance has improved and is very high compared to national averages. The school acknowledges that there is still scope for further improvement.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	B	D	A	A	well above average A above average B average C below average D well below average E
Writing	A	D	B	C	
Mathematics	B	D	A	C	

When children enter the school in the year of their fifth birthday, attainment is generally average. This is confirmed by the baseline assessments undertaken when children start school. The majority of children are likely to achieve the early learning goals by the time they start the National Curriculum in Year 1. They have a satisfactory start to their education in the Foundation Stage. The National Curriculum results of 2000 show standards when compared to all schools are well above average in reading and mathematics, and above average in writing. When compared to similar schools standards are well above average in reading and average in mathematics and writing. This is because in reading many pupils achieve the higher level three, while in writing and mathematics, not so many do. Trends over time show a general decline in standards in 1998 and a marked decline in 1999. Changes in staff have reversed this decline and results in 2000 were very much improved. Observations made during the inspection confirm that pupils achieve well in Key Stage 1, and by the end of this year standards are likely to be above average in reading, writing, mathematics and science. Many pupils in Year 4 are working at levels above those expected for their age in the core subjects of English, mathematics and science. Standards in these subjects are likely to be above average by the time the pupils leave the school. Following their below average test results in 1999 in reading, writing and mathematics this represents very good progress for pupils in the Year 4. Pupils make satisfactory progress and standards meet expectations for pupils aged seven and nine in art and design, design and technology, geography, history, information and communication technology, music and physical education. Pupils' use of literacy and numeracy skills is good in all areas of the curriculum. The school is very good at setting challenging targets that reflect the attainment of all of its pupils. This year all pupils in Key Stage 1 have individual targets in English, mathematics and science. Pupils identified with special educational needs make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to school life and their work. They enjoy the activities provided for them. They try to do their best.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. Behaviour at break time and lunchtime is very good.
Personal development and relationships	Very good. Pupils work and play co-operatively in pairs and groups. They listen carefully to the views of others and are trusted to work together sensibly.
Attendance	Very good. It is a significant strength of the school and contributes to the success of pupils' learning.





## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

*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 and learning in the Foundation Stage is satisfactory overall. Sometimes it is good. The quality of teaching and learning at Key Stage 1 and 2 is consistently good. Sometimes it is very good. Throughout the school, teaching is always at least satisfactory, most is good and some is very good. It was satisfactory in 25 per cent, good in 57 per cent and very good in 18 per cent of lessons. The good teaching is characterised by very good relationships and high expectations of behaviour and learning. Teaching and learning of basic skills, and of literacy and numeracy, are good. In a very effective literacy lesson the very thoughtful planning enabled pupils of all levels of attainment to learn very effectively. Pupils use their literacy and numeracy skills very well in other subjects, for example, when recording rainfall and temperatures in geography. Teaching and learning of information and communication technology, a priority for the school, are developing satisfactorily. Teaching and learning in the Foundation Stage is satisfactory overall. However, the planning is insufficiently linked to the early learning goals. Teachers work hard to meet the needs of all pupils, including those on the school's register of special educational needs and higher attaining pupils. Teachers accurately assess pupils' attainment and set realistic targets for future performance, particularly in English and mathematics. This good practice is not as yet extended to the non-core subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. All subjects are allocated appropriate time and the planned curriculum is broad and balanced. However, the curriculum in the Foundation Stage is not linked closely enough to the early learning goals.
Provision for pupils with special educational needs	Very good. Staff are fully committed to the inclusion of all pupils, all groups have full access to the curriculum and are very well supported in lessons and given work that meets their needs.
Provision for pupils with English as an additional language	Not applicable in this school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for cultural development is satisfactory. Provision for spiritual, moral and social development is very good. This has a significant impact on the very good behaviour, attitudes and relationships of pupils.
How well the school cares for its pupils	Child protection procedures are very good. Staff know the pupils very well and support them effectively. However, an important statutory requirement has not been implemented therefore, this aspect is unsatisfactory. Since the inspection week it has been addressed.

The school has satisfactory links with parents overall. However pupils' annual reports do not give parents sufficient information about their child's achievements in the non core subjects, nor do they report targets for improvement.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall with some good features. The headteacher is caring and promotes very good relationships within the school. He is well supported by key stage co-ordinators who share curriculum responsibilities effectively. All staff work together well. However, there is no strategic overview of implementation of the Foundation Stage in the school development plan, an acknowledged area for improvement.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and know the school well; they are developing their role as critical friends. However some statutory requirements are not in place. There are minor omissions in the governors' annual report to parents and in the school brochure and a more significant statutory requirement, which was not implemented until after the inspection week.
The school's evaluation of its performance	Satisfactory. The senior management team are clear about what the school does well and have improved the school development plan to identify most priorities.
The strategic use of resources	Good use is made of available resources. There are good levels of staffing. The large number of support staff work effectively with teachers. They are deployed well and highly valued. Accommodation is good and resources adequate to meet the needs of the curriculum. The principles of best value are applied well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• That their child enjoys school.</li><li>• Behaviour in the school is good.</li><li>• That their child is making good progress.</li><li>• The school expects their child to work hard and do his/her best.</li><li>• That the teaching is good.</li><li>• That the school is helping their child to become mature and responsible.</li><li>• Most feel comfortable approaching the school with a question or problem.</li></ul>	<ul style="list-style-type: none"><li>• A significant minority do not think that the school is well led and managed.</li><li>• Some feel that the school does not provide interesting range of activities out of school.</li><li>• A few parents do not think that they are well informed about their child's progress.</li><li>• A few do not feel that their child has the right amount of homework.</li></ul>

The inspection team agree with parents' positive views except that behaviour is very good. A significant minority do not think that the school is well led and managed or provide an interesting range of activities outside of lessons. The inspection team does not agree as leadership and management and extra-curricular activities are judged to be satisfactory. A lesser minority of parents do not think that they are kept well informed of their child's progress or that their child receives the right amount of homework. The inspection team agree that reports to parents could be improved and that although homework is set there is no whole school policy that explains clearly to parents what is expected in each year group.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. When children enter the school in the year of their fifth birthday, attainment is generally average. This is confirmed by the baseline assessments undertaken when children start school. The majority of children are likely to achieve the early learning goals by the time they start the National Curriculum in Year 1. They have a satisfactory start to their education in the Foundation Stage. The National Curriculum results of 2000 show standards, when compared to all schools, are well above average in reading and mathematics and above average in writing. When compared to similar schools, standards are well above average in reading but average in mathematics and writing. Observations made during the inspection confirm that standards are likely to be above average in reading, writing, mathematics and science by the end of Key Stage 1. Learning is good in these subjects. Standards meet expectations in art and design, design and technology, geography, history, information and communication technology, music and physical education. Learning is satisfactory in these subjects.
2. These good standards are maintained through Key Stage 2 and standards are likely to be above average in English, mathematics and science by the end of Year 4 when pupils leave the school. Pupils' learning is good. Pupils in Year 4 have made very good progress since 1999 when their results were well below average. This is because of the consistently good and some very good teaching in Key Stage 2. Standards meet expectations in art and design, design and technology, geography, history, information and communication technology, music and physical education. Learning is satisfactory in these subjects.
3. In English, the results of the National Curriculum Statutory Tests of 2000 showed that, pupils age seven achieved standards when compared to all schools that were well above average in reading and above average in writing. Compared with similar schools, reading was well above average and writing was average. This is because not as many pupils achieved the higher level 3 in writing. Trends over time show standards to be above average in both reading and writing, although there was a dip in 1999. Changes in staff have reversed this decline and results in 2000 were very much improved. Observations made during the inspection confirm that standards are likely to be above average again this year for seven year olds. These good standards are maintained through Key Stage 2 and standards are likely to be above average by the end of Year 4 when pupils leave the school at nine years of age. Pupils, whatever their prior attainment, are set clear targets and make good progress. Standards have improved since the previous inspection particularly in reading, which is now a strength of the school.
4. In mathematics the results of the National Curriculum Statutory tests of 2000 showed that, pupils aged seven achieved standards that when compared to all schools were well above average. When compared to similar schools standards were average. This is because although many pupils achieved level 2 in all attainment targets, not as many achieved level 3, particularly in number and algebra. Trends over time show a general decline in 1998 and a marked decline in 1999. Changes in staff have reversed this decline and results in 2000 were very much improved. Observations made during the inspection confirm that standards are likely to be above average again for seven year olds. These good standards are maintained through Key Stage 2 and standards are likely to be above average by the end of Year 4 when pupils leave the school at nine years of age. Pupils whatever their prior attainment, are set clear targets and make good progress. Standards are now similar to those reported at the previous inspection.
5. In science, the results of the National Curriculum teacher assessments of 2000 showed that, pupils aged seven achieved standards that, when compared to all schools, were above average. When compared to similar schools, standards were average. This is because although many pupils

achieved level 2 in all attainment targets, not as many achieved level 3 particularly in Physical Processes. Observations made during the inspection confirm that standards are likely to be above average again for seven year olds. These good standards are maintained through Key Stage 2 and standards are likely to be above average by the end of Year 4 when pupils leave the school at nine years of age. Pupils, whatever their prior attainment, are set clear targets and make good progress. Standards have been maintained since the last inspection. This is due to consistently good science teaching at both Key Stage 1 and 2, where all attainment targets are now covered well.

6. In information and communication technology observations indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected of them nationally for their age. Pupils make satisfactory progress over time. They cover the full range of attainment targets. Standards were reported to be above average in the previous inspection but national expectations are now much higher than they were four years ago.
7. Higher attaining pupils achieve appropriately for their prior attainment as illustrated by the percentage of pupils achieving levels 3 in National Curriculum tests particularly in reading. Many pupils in Year 4 are working at levels above those expected for their ages in English, mathematics and science. Pupils' use of literacy and numeracy skills, in all areas of the curriculum, are good. The school is very good at setting challenging targets that reflect the attainment of all of its pupils. This year, all pupils in Key Stage 1 have individual targets in English, mathematics and science. Pupils identified with special educational needs make good progress. There are no significant differences in performance between boys and girls.

#### **Pupils' attitudes, values and personal development**

8. Pupils have very good attitudes to school life and their work, and enjoy all of the activities provided for them. Pupils behave very well and have very good relationships with each other and their teachers. This area is a considerable strength of the school and supports the positive views of parents.
9. Children in the Foundation Stage have good attitudes to learning. Children are mature, well behaved and concentrate for long periods on their tasks. Praise is given freely but appropriately by staff and this benefits the children, helping them to become confident and caring with each other. They take turns appropriately, help each other, share their equipment well and readily engage in collaborative working when in groups or in pairs. They enjoy contributing to discussion, explaining their learning to visitors and are proud of their achievements. However, independent working is insufficiently well developed and sometimes, when children are kept too long on the carpet, or on a whole class activity, they begin to get restless and lose concentration.
10. In Key Stage 1 and 2, pupils' attitudes are very good and contribute positively to the good progress they make. Pupils are keen to learn, so little time is wasted in gaining their attention at the start of lessons. Pupils listen to their teachers and to each other respectfully and are eager to participate in all learning activities. They are interested in their work and proud of their achievements. Pupils sustain concentration well during whole class teaching and settle to independent work sensibly. These very good attitudes stem from the good teaching pupils receive. Pupils take great care and pride with their work presenting it neatly and carefully.
11. Behaviour is very good and there have been no recent exclusions. In lessons, pupils behave very well which contributes to standards attained in lessons and over time. When moving around the school pupils are sensible and quiet. Behaviour at break times and lunch times is very good. During the inspection, there was no evidence of bullying or any unpleasant behaviour. Pupils look after their school well. Pupils with special educational needs play a full part in the day-to-day life in the school.

12. Relationships in the school are very good. Pupils work and play co-operatively in pairs and groups well. They applaud each other's successes spontaneously. During discussions, pupils listen carefully to the views of others and can be trusted to work sensibly together, for example, when using the computer.
13. Personal development is very good. Through homework, pupils are encouraged to undertake personal research and complete tasks, for example, designing and making their own rooms as part of a design and technology project. Pupils enjoy taking responsibilities around the school including returning registers and operating the overhead projector. Older pupils freely give their time, where they diligently take responsibility for equipment and greatly help to make lunchtimes and playtimes a rewarding experience for all pupils.
14. Pupils with special educational needs have very good attitudes to their work and behave very well. Because relationships are so good across the school and because they are so well supported, these pupils behave very well and are very keen to learn.
15. The attendance at St Mary's School, for the most recent reporting year, is very good and a significant strength of the school. It is well above the national figure for similar schools and has improved upon the already satisfactory attendance of the previous inspection. Unauthorised absences are very slightly above the national average. However, figures have been distorted, within a small school, by a comparatively few pupils. The majority of pupils come to school and into classes on time and lessons start promptly. The school has no unexplained absence trends. Overall, this very good attendance contributes significantly towards the success of the pupils' learning.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching and learning in the Foundation Stage is satisfactory overall. Sometimes it is good. The quality of teaching and learning at Key Stage 1 and 2 is consistently good. Sometimes it is very good. Teaching was satisfactory in 25 per cent of lessons, good in 57 per cent of lessons and very good in 18 per cent of lessons. No unsatisfactory teaching was observed, which is an improvement since the previous inspection, when a small percentage of unsatisfactory teaching was observed. The very good teaching is characterised by very good relationships and high expectations of behaviour and learning.
17. The quality of teaching and learning in the Foundation Stage is always satisfactory and sometimes good. The teachers' planning is broadly based on, but not closely enough linked to, the early learning goals. This means that an appropriate Foundation Stage curriculum is not fully in place. Senior management has already identified the need for a safe, secure, outside play area so that teaching and learning of physical development in the Foundation Stage is improved. Money has been identified for this purpose.
18. At Key Stage 1 and 2, teaching is always satisfactory and most is good and some is very good. This consistently good teaching has a positive impact on pupils' standards. Pupils in Year 4 have made very good progress since 1999 when their results were below average in the National Curriculum tests for reading, writing and mathematics. They are now above average in these subjects. This is because of the good and very good teaching in Years 3 and 4. Teaching and learning of basic skills and of literacy and numeracy are effective. Teachers have good subject knowledge and use the National Literacy Strategy and the National Numeracy strategy well. They ensure that these skills are developed further in other subjects. For example, numeracy skills are developed in geography and art, literacy skills in history and design and technology. Teaching of design and technology, particularly in Key Stage 1, had weaknesses at the previous inspection that are no longer evident. Pupils in Year 2 where the class size is over 30 benefit from having two teachers in their class. This has a very positive impact on pupils' learning. Each

teacher takes the lead responsibility for an area of the curriculum and supports the other. The more experienced teacher is providing a very good role model to the less experienced teacher and pupils' learning is enhanced effectively.

19. Teachers organise and manage their classes very well. Pupils are grouped according to attainment and are clear about what is expected of them. No time is wasted. Support staff are also clear about their responsibilities and work hard to support pupils. Good systems of liaison and positive relationships have a positive impact on pupils' learning. Teaching and learning of information and communication technology, a priority for the school, are developing satisfactorily. The co-ordinator works hard to give support to staff and ensure that all hardware and software is working. The previous inspection noted that schemes of work were not in place for all subjects. This is not now the case except for music. Teachers planning procedures and documentation reflect an effective whole school approach to medium and short term planning.
20. Teachers meet the needs of all pupils appropriately, including those on the school's register of special educational needs and higher attaining pupils and because of this, they are eager to learn and achieve well. The quality of support provided by the special educational needs assistants and classroom assistants, who support pupils in class and work with small groups for literacy and numeracy, is very good. Pupils derive great benefit from this. Occasionally, teaching provides insufficient opportunities for older, higher attaining pupils to become independent learners, for example, conducting their own research in the library. Teachers assess pupils' attainment successfully and set realistic targets for future performance, particularly in English, mathematics and science. However, this good practice is not extended to the non-core subjects, where assessment is informal.

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

21. The quality and range of learning opportunities provided for pupils are satisfactory overall. There has been improvement since the last inspection. All subjects are allocated an appropriate amount of time over the year and the planned curriculum is suitably broad and balanced. The school has adopted a suitable curriculum statement that meets all statutory requirements. A good policy for personal, social and health education has been compiled, which indicates what provision has been made to address these areas in subjects of the national curriculum. Policies to ensure equal opportunities, sex and anti-drug education are established. A policy for multicultural education has been agreed and the curriculum is being adapted to include this aspect in subjects.
22. The role and influence of the curriculum co-ordinators in guiding and monitoring development in their subjects has improved. Some areas, however, have not been fully addressed. Schemes of work have been developed for all subjects, except music. In music, where not all teachers have musical expertise, units from published schemes are used in some classes to underpin planning. National guidelines for music are to be adopted in September. The school follows the National Literacy Strategy and the National Numeracy Strategy and the Wiltshire scheme of work in science effectively. In other subjects, national guidelines have been adopted, and will if necessary, after review be adapted to meet school requirements. The governing body monitors curricular provision closely and meets regularly with co-ordinators. Review of the curriculum remains a main priority in the current school development plan, particularly information and communication technology.
23. The quality and range of opportunities provided for children in the Foundation Stage is satisfactory overall. Work is broadly based on the six areas of learning. However, there is no detailed scheme of work, to underpin this planning and to ensure that all children make good progress towards the early learning goals. Without this guidance, sometimes, work is pitched at a level that is inappropriate to meet the needs of all children.

24. Provision for pupils with special educational needs is very good. Teachers are fully committed to the inclusion of all pupils, all groups have full access to the whole curriculum, and are supported very well in lessons and given work that is carefully adapted to meet their needs. Higher attaining pupils have been identified and similar provision is made to meet their needs. Appropriate Individual Education Plans are prepared for all pupils identified on the schools' Code of Practice.
25. The national literacy and numeracy strategies have been introduced effectively and this has had a positive impact on standards in these subjects and on results in national tests. Reading homework is well established on a daily basis, across the school. Although homework in other subjects is set on a regular basis, there is no overall plan, to help inform parents as to what should be happening and parents are right to be concerned about the variable amount of homework given from class to class.
26. Provision for extra-curricular activities is satisfactory. Pupils enjoy a range of sporting and musical activities that are open to both boys and girls. Some activities have a charge. The school provides for peripatetic music tuition, but currently the uptake is very low. Pupils take part in many out of school visits that relate to the history and geography of the area. Older pupils enjoy a short residential visit before they leave the school.
27. The school has good links with the community, as reported in the previous inspection. These links contribute well towards the success of the pupils' learning. The local church has two priests who visit school and lead mass regularly. One of them frequently works with pupils in Years 3 and 4 on graphic design. Pupils enjoy and appreciate this input. Pupils visit the church for special services, such as the Millennium Celebration. Local shops and small firms are very generous at supplying prizes and other goods towards school events, for example, the Summer Fayre. Pupils raise money for several charities such as: Catholic Aid, Red Nose Day and Comic Relief. Pupils sing carols at a local residential home at Christmas. Harvest Festival produce, which pupils bring to school, is distributed by the church. The local policeman visits school on a regular basis and talks to pupils about Stranger Danger, drugs and pre-cycling proficiency.
28. The school has very good relationships with partner institutions. St Mary's is part of a local pyramid of schools within the area. This is a very successful enterprise, which allows all of the schools to share information about curriculum and other issues of local interest. For example, the schools have worked together on a literacy project, where a local poet was invited to provide input. The schools also work collectively on shared initiatives for pupils with special educational needs. Transfer arrangements are promoted effectively within the pyramid. St Mary's also has very close and caring links with the local, on site nursery. Nursery children visit the school on a regular basis, which ensures effective transfer.
29. The school makes very good overall provision for pupils' spiritual, moral, social and cultural development, which is one of its strengths, as reported in the previous inspection. This has a significant impact on the very good attitudes, behaviour and relationships of pupils.
30. The provision for pupils' spiritual development is very good. It is promoted very effectively through the religious atmosphere and the strong Catholic ethos, which permeates the whole school. High quality, attractive religious education displays offer good opportunities to develop pupils' spiritual awareness. The school has strong links with the church whose priests visit regularly to lead assemblies and give spiritual support to staff and pupils. The school provides good opportunities for pupils to develop a sense of awe and wonder. Such examples seen during inspection include whole school singing in assembly, Key Stage 1 pupils celebrating the growth of sunflower seeds and Key Stage 2 pupils writing prayers and poems as part of their literacy work.
31. Very good provision is made for pupils' moral development. High priority is given to equipping pupils with a clear set of moral values. This high expectation is reinforced by routine class practices, the consistent application of the behaviour policy and explicit moral teaching in lessons



and assemblies. Older pupils develop a sense of citizenship where they take their responsibilities as Wardens seriously, looking after equipment and pupils at playtimes. The school is a very orderly community, where pupils are encouraged to be polite and friendly. Staff provide pupils with good role models and encourage them to behave well, show consideration to others and develop a clear understanding of the difference between right and wrong. The very strong ethos and clear rules for behaviour are well supported by governors and parents.

32. The provision for pupils' social development is very good. It is enhanced very effectively in everyday interactions between pupils and adults. The promotion of values and friendship for others forms an important part of school life. Each year the school raises funds for children's charities such as the hospice and world charities such as CAFOD to support children in the third world. The appropriate range of extra curricular activities, the overnight residential trip to Hook Court and social activities arranged by "The Friends of St Mary's" greatly enhance pupils' social development.
33. Provision for pupils' cultural development is satisfactory. Pupils visit places of interest regularly, including the local museum and the Study Gallery in Poole. Visitors include a poet and theatre group. Pupils have the opportunity to sing in the choir and learn musical instruments including the recorder. Pupils have some opportunity to acquire knowledge and understanding of other cultures, such as, through the African project in Year 2 and writing Caribbean poems as part of literacy in Year 4. However, pupils' awareness of the rich diversity of cultures within the wider community is less well developed, as reported in the previous inspection.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

34. St Mary's School generally looks after its pupils well, in a caring atmosphere, this contributes towards the success of their learning.
35. The school has very good procedures for child protection and has improved upon the existing high standards reported at the previous inspection. Both the school's named person for child protection and the headteacher are very well trained and experienced. They, in turn, have ensured that all staff have been made well aware of their relevant responsibilities. The school has an up to date and detailed, written policy and works very closely with the local authority, child protection team. Any incidents are clearly recorded and all pertinent documentation is held securely. However, a significant statutory requirement has not been implemented, and therefore this aspect is unsatisfactory overall. This has been addressed, since the week of inspection.
36. Educational and personal support and guidance for pupils is good. The school has very well trained first aid staff, and all first aid equipment is readily available and up to date. Although the school does not have a specific medical room, pupils are cared for effectively when they are ill or injured. Appropriate use is made of outside professional help, such as: the hearing and sight impaired services, educational psychologist, school doctor, dentist, nurse and speech therapist. The pupils receive good support both at lunchtimes, playtimes and when entering or leaving school. All of the staff know their pupils well. They monitor personal progress informally.
37. The school has good procedures for monitoring and improving attendance. Parents are very clear of their relevant responsibilities. The school's lateness routine, usually works well, although regular offenders are not always logged by the secretary or indicated in all class registers. Good use is made of the educational welfare officer, as required.
38. Procedures for monitoring and promoting good behaviour are very good. Pupils are aware of both, their own class rules and those of the school and they adhere to them very well. Pupils receive appropriate rewards for good behaviour but these are not overtly sought. Procedures for eliminating oppressive behaviour are good. Pupils understand that the school will not tolerate

bullying. The school encourages its pupils to have the confidence and trust to report any relevant incidents.

39. Procedures for monitoring and supporting pupils' academic progress are satisfactory overall. They are good in the core subjects. Children are assessed on entry to school and information gathered at this time is used to start tracking pupils and to set targets in literacy and mathematical development. These targets are regularly revised in the light of further assessment. Statutory National Curriculum tests and teacher assessments are carried out appropriately when pupils reach the end of Key Stage 1. In addition pupils in Years 3 and 4 undertake optional tests. All pupils in Key Stage 1 and 2 have individual targets set in English and mathematics.
40. In the non-core subjects, assessment procedures are underdeveloped. Individual teachers carry out assessment informally. However this is insufficient to compile effective records in order to report accurately to parents about how well their child is doing, and whether it is good enough and what they need to do to improve further. Marking of pupils work is undertaken thoroughly and positively, however, it does not always show pupils where they can improve their work. All pupils have Target Cards, to which they contribute and which indicate where they need to improve their work. They benefit from many opportunities to celebrate their achievements in school, particularly in assemblies.
41. Very good systems are in place to track the progress of pupils with special educational needs. They are identified well before they enter school, due to the very good links with the private nursery on site. The special needs co-ordinator works closely with the nursery director, to identify any children who may be experiencing difficulties and to draw up individual education plans to support them while they are still in the nursery. She also helps monitor their progress and settle them into school when the time comes. This close monitoring of progress continues through reception and the key stages, through regular assessment. There are good links with many outside agencies in order to support these pupils.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. The school has satisfactory links with parents. A high percentage of parents say that their child likes school; that the behaviour is good; that their child is making good progress and the school expects their child to work hard and achieve of his or her best. They also think that the teaching is good, and the school is helping their child to become a mature and responsible citizen. Parents say they feel comfortable about approaching the school with a question or problem. However, a significant minority do not think that the school is well led and managed or provides an interesting range of activities outside of lessons. The inspection team does not agree as leadership and management and extra-curricular activities are judged to be satisfactory. A lesser minority of parents do not think that they are kept well informed of their child's progress or that their child receives the right amount of homework. The inspection team agree that reports to parents could be improved. At present reports say what pupils have covered, but not how well they achieve, in the non-core subjects, nor do they report on targets set for future improvement. Although homework is set, there is no whole school policy that explains clearly to parents what is expected in each year group.
43. The quality of the information that the school provides for its parents, particularly about pupils' progress is also satisfactory overall. All parents receive a copy of the school prospectus, the annual governors report and their child's annual report. These first two documents, are informative and attractively set out however, they do not fully comply with statutory requirements in that, they have some minor omissions. Pupils' annual reports, say what pupils have covered, but not how well they achieve, in the non-core subjects, nor do they report on targets set for future improvement. This is similar with that reported upon at the previous inspection. Parents are given the opportunity to attend interviews with staff to talk about their child's progress. Parents of pupils on the schools register of special educational needs are invited to review meetings and are

appropriately involved. Parents receive informative newsletters on a regular basis from the school and the Governors. Home/school agreements and the mathematics homework policy have been well received by parents. Parents were effectively involved in the compilation of the school's current behaviour and anti-bullying policies. A Governor is available each week to consult with parents about any queries they may have.

44. The contribution of parents to children's learning at school and home is good. Parents hear their children read regularly. They appreciate the home/school reading diaries and find them an ideal way of communicating with the school. The majority of parents are only too pleased to help with homework. Many parents help regularly with information and communication technology, swimming, and on visits to places of interest. Two parents organise football training with the pupils. Parents effectively support their children with input on various topics and projects. The school is very appreciative of its very energetic "Friends of the School". They have raised considerable funds for the pupils' benefit, through arranging quiz nights, bingo sessions, raffles and the Summer Fayre. The school have used these funds to help pay for playground and car park markings and general school resources, including very versatile playground equipment.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. Leadership and management of the school is satisfactory overall. It has some good features. The headteacher is caring and promotes very good relationships within the school. He wants the best for all pupils and he is ably supported by two key stage co-ordinators, who manage Key Stage 1 and 2 effectively. The school development plan is an effective document for identifying most areas for development. Since the last inspection the school development plan has improved significantly to identify clearly most of the school's priorities. It now contains appropriate detail on costings and success criteria to judge its effectiveness. It reviews and plans development in most areas of school life. However, there is no strategic overview of implementation of the Foundation Stage in the school development plan, an acknowledged area for improvement. The school is good at identifying its many strengths. Monitoring of teaching and learning, by the headteacher, linked to performance management has taken place. However, monitoring of the Foundation Stage and other subjects apart from English and mathematics is still underdeveloped and subject co-ordinators do not have sufficient time to monitor teaching and learning in their subject areas. This is similar to the position at the previous inspection.
46. The governing body fulfils most of its statutory responsibilities satisfactorily. However some statutory requirements are not in place. There are minor omissions in the governors' annual report to parents and in the school brochure and another more significant requirement that has not been implemented. However this has been addressed since the week of inspection. The governing body has appropriate subject and class links within the school. Parents at the meeting felt that governors are now more widely known and very approachable. Performance management is in place and the governors have set targets for the head teacher who in turn negotiates targets with staff.
47. The school has explicit shared Christian aims and values that permeate all of its work. These aims and values are shared by all who work and learn in school. The school is inclusive in its policies and day-to-day working. The headteacher, teaching and non-teaching staff are committed to providing equality of opportunity for all. The staff work together as a team and are committed to improvement and have the capacity to succeed as shown in the very good progress made with the current pupils in Year 4.
48. The overall efficiency of the school is good. Educational priorities, such as the provision of additional classroom assistants, are available through careful financial management. The school has identified the development of a safe secure outside play area for the Foundation Stage and has contingency funds available to implement this development. The governors are knowledgeable and

support the headteacher and staff appropriately. They regularly monitor and evaluate the effectiveness of their initiatives on the standards achieved. They have set up a number of effective sub committees with clear terms of reference to help them discharge their duties. The school has implemented most of the recommendations of the most recent audit of July 2000.

49. The school makes good use of specific grants and additional funds. Money for pupils with special educational needs is spent well. The school secretary uses new technology for financial control and school administrative work appropriately. The "Friends of the School" works hard to provide valuable extra funds to support the school budget. Principles of best value for money are applied well.
50. The governors have given high priority from the budget to provide good staffing ratios of both teachers and classroom assistants since the last inspection. This has a positive impact on all pupils' learning, particularly for those with special educational needs who benefit from generous staff allocations in classrooms. Overall, teachers have appropriate qualifications and range of experience to meet the requirements of the National Curriculum. The professional development of staff has improved since the last inspection and is now more closely linked to the school development plan. The headteacher has produced a useful staff handbook. The school follows the local education authority induction policy for newly qualified teachers and a senior member of staff is responsible for the induction of non-teaching staff.
51. The provision for pupils with special educational needs is well co-ordinated by the special needs co-ordinator, who works very closely with all staff and support assistants. She reports regularly to the governing body who conscientiously monitor provision. Funds designated for the support of pupils with special educational needs have been used well.
52. The large number of support staff work in effective partnership with teachers. They are well deployed and highly valued. Lunchtime assistants make a major contribution to pupils' behaviour at lunchtimes. The school secretary contributes to the smooth running of the school. The school has good accommodation, which it uses well. The main building is very well maintained and allows the curriculum to be taught efficiently. However, the school does not currently possess an outside, safe and secure, play facility for the Foundation Stage children.
53. In view of the below average unit costs, pupils above average standards in Key Stage 1 and 2, the good teaching and pupils very good attitudes and behaviour. St Mary's Catholic First School provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

St Mary's Catholic First School is an effective school. Pupils achieve above average standards at 7 and 9 in the core subjects. A caring Christian ethos permeates the school and is evident in its daily working. Pupils are well behaved and eager to learn.

In order to sustain and improve these standards the headteacher, staff, and governors should;

1. Fully implement the Foundation Stage curriculum by;
  - a planning the curriculum more closely to the early learning goals in each of the six areas of learning. (Paragraph 54, 23, 17.)
  - b ensuring that provision for children in the Foundation Stage is monitored on a regular basis. (Paragraph 45.)
2. Provide a suitable out door play area and equipment for children in the Foundation Stage, a priority already identified and costed by the governors.

(Paragraph 17, 54,59.)

3. Develop a whole school policy for formalising assessment of pupils' achievement in the non core subjects, using the government guidelines linked to the schemes of work being used in school. (Paragraph 20 40.)
4. Use the assessment information, form non core subjects, to inform parents more accurately, in the annual report, about their childs achievements, and what their child needs to do next to improve. (Paragraphs 40, 42, 83, 87, 93, 99, 105, 115.)

Other issues that the school and governors should consider.

Governors to fulfil statutory requirements. (Paragraph 46).

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	33

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	57	25	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	142
Number of full-time pupils known to be eligible for free school meals	0	3

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR– Y4
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	31

#### **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	5
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	3.2
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.6
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***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000/	13	12	25
	1999	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	11	11	12
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	96 (83)	96 (78)	100 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	11	12	11
	Total	24	25	24
Percentage of pupils at NC level 2 or above	School	96 (91)	100 (91)	96 (87)
	National	84 (82)	88 (86)	87 (87)

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

\* 1999 boys and girls data is excluded because the number of boys is below ten, however the totals are included as the year group number is above ten.

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	111
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: Y R – Y 4**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20
Average class size	28

**Education support staff: Y R – Y 4**

Total number of education support staff	7
Total aggregate hours worked per week	117

***Financial information***

Financial year	99/00
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	£
Total income	241807
Total expenditure	223803
Expenditure per pupil	1533
Balance brought forward from previous year	20528
Balance carried forward to next year	47726



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

142

Number of questionnaires returned

83

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	29	12	0	0
My child is making good progress in school.	49	41	7	1	1
Behaviour in the school is good.	43	50	1	1	1
My child gets the right amount of work to do at home.	37	41	14	4	1
The teaching is good.	57	35	6	0	1
I am kept well informed about how my child is getting on.	36	41	17	4	0
I would feel comfortable about approaching the school with questions or a problem.	59	31	6	4	0
The school expects my child to work hard and achieve his or her best.	54	37	6	1	1
The school works closely with parents.	40	44	11	5	0
The school is well led and managed.	31	38	26	1	1
The school is helping my child become mature and responsible.	49	41	2	2	3
The school provides an interesting range of activities outside lessons.	15	42	23	11	6

### **Other issues raised by parents**

The inspection team agree with parents' positive views except that behaviour is very good. A significant minority do not think that the school is well led and managed or provide an interesting range of activities outside of lessons. The inspection team does not agree as leadership and management and extra-curricular activities are judged to be satisfactory. A lesser minority of parents do not think that they are kept well informed of their child's progress or that their child receives the right amount of homework. The inspection team agree that reports to parents could be improved and that although homework is set there is no whole school policy that explains clearly to parents what is expected in each year group.



## **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**

54. Children under the age of five enter school in two groups, part-time in September and full-time in January. The majority of the children have attended the private nursery on the school site, which is partly funded by the Local Education Authority. Links with this nursery and induction into school are very good. When children enter school their attainment is average, similar to that of other children of the same age. This is confirmed by baseline assessments undertaken soon after children start school. Results of these assessments are used effectively to track the progress of individual children. Provision in the Foundation Stage is satisfactory overall. This is similar to the findings of the previous inspection. The class has moved to an outside building where there is an adjacent area that has been earmarked for the development of a safe and secure outdoor play area. The classroom and cloakroom areas are spacious and have the potential to be developed into an exciting, stimulating unit for children. The quality of teaching and learning in the Foundation Stage is always satisfactory and sometimes good. The teachers' planning is broadly based on, but not closely enough linked to, the early learning goals. This means that an appropriate Foundation Stage curriculum is not fully in place. Resources are inadequate in some areas; for example, there are too few books available and limited materials to develop fully a variety of stimulating role-play areas.

#### **Personal, social and emotional development**

55. The quality of teaching and learning in this area is good. Children settle quickly into the well-established routines and most are likely to attain the standards expected by the end of the Foundation Stage. Children are mature, well behaved and concentrate for long periods on their tasks. Staff are positive and friendly and relationships between adults and the children are very good. Praise is given freely but appropriately, helping children to become confident and caring with each other, especially children with special educational needs, who are fully included in all activities. Boys and girls are encouraged to play and work together well on all activities. They take turns well, help each other, share their equipment well and readily engage in collaborative working when in groups or in pairs. They enjoy contributing to discussion, explaining their learning to visitors and are proud of their achievements. They play safely and look after their personal needs appropriately. Children are excited by their learning and are very eager to have a go with practical work. However, independent work is insufficiently developed and sometimes, when children are kept too long on the carpet, or on a whole class activity, they begin to get restless and lose concentration.

#### **Communication, language and literacy**

56. The quality of teaching and learning in this area is good. Most children are likely to attain the standards expected by the end of the Foundation Stage. Some higher attaining children have already achieved the early learning goals in this area. Interesting books and activities are provided in the Literacy Hour and consequently, children listen very well and speak clearly and confidently in discussion. They interact well and communicate their thoughts and ideas successfully, as when they take part in role-play in the vet's clinic. Teaching successfully promotes a love of reading, despite the small number of books available to the children. All children enjoy stories and books and have made a start to reading. Many have a growing bank of familiar words and can talk about stories well. Phonic development is good and higher attaining children are already beginning to build unfamiliar words. Reading at home is well established and parents make a positive contribution to their children's learning. Early writing skills are taught well. Letters are often clearly formed and the majority of children are beginning to use their phonic knowledge to write simple sentences independently.

## **Mathematical development**

57. The quality of teaching and learning in this area is good. Most children are likely to attain the standards expected by the end of the Foundation Stage. Teaching is linked well to the Numeracy Strategy. A good variety of resources support the learning of numbers effectively, by engaging children's interest well. Mental skills are good and children enjoy showing off their knowledge to visitors. All children count well to five and many recognise and count numbers to 20 and beyond. They recognise which numbers come before or after others. Higher attaining children count on and subtract simple numbers, and count objects around the class. They are familiar with colours and shapes and have a growing awareness of size. They identify long and short objects around the classroom effectively. They learn about volume when they fill and empty a variety of containers, using sand, water and rice. Sometimes, time is wasted when too long is taken to explain a practical activity to the whole class, rather than letting children experiment for themselves in groups or pairs.

## **Knowledge and understanding of the world**

58. The quality of teaching and learning in this area is satisfactory. Many but not all children are likely to attain the standards expected by the end of the Foundation Stage. Children are beginning to develop a satisfactory knowledge of the world around them. Visitors to the class are used well to develop an awareness of past and present and this is reinforced when children study photographs of themselves as babies and identify ways in which they have grown and changed. They begin to understand the passage of time as they compile picture graphs of things they do on different days of the week. They are becoming familiar with information and communication technology, they independently set up the listening station and enjoy a story tape. They use the computer well to play a mathematical game or write their names in different fonts. They begin to appreciate their local environment by walking in the school grounds and identify features that attract them. They draw and write about their journey to school appropriately. Children look closely at similarities and differences in materials and they sort them, for example, into those that make them feel hot or cold. They explore the features of living things, growing cress to make sandwiches effectively. They explore features of the natural world as they compile a picture graph of weather conditions over a week.

## **Physical development**

59. The quality of teaching and learning in this area is satisfactory overall. A few children are likely to attain the standards expected by the end of the Foundation Stage. Baseline assessment, however, identifies children as being generally below the standards that are seen across the county. The school has not made suitable provision to compensate for this. Although a site has recently been earmarked for a secure outdoor play area for children who are under five, no large equipment is available, such as climbing and balancing apparatus. Children are insufficiently skilled in body control and co-ordination, as a result of this. Regular physical education lessons are held but teaching is based on objectives more closely matched to Key Stage 1 of the National Curriculum, and do not fully meet the early learning goals. Children learn to handle small tools and construction equipment appropriately, safely and with reasonable control.

## **Creative development**

60. The quality of teaching and learning in this area is satisfactory overall. Many but not all children are likely to attain the standards expected by the end of the Foundation Stage. Children are given a suitable range of activities in drawing, painting and singing and as a result progress is satisfactory. Lessons are suitably planned to ensure that children make some choices about materials colour and medium. They weave intricate patterns with a colourful variety of ribbons, wool and other fabrics and create snowflakes from white pipe cleaners. On the whole, however, activities are very adult guided and children have limited opportunity to explore independently and

create from their own ideas. Finished work, as a result of this, often lacks individuality and creativity. Children enjoy singing and have a good repertoire of songs and rhymes, but musical instruments are not freely available to them to allow them to create and experiment with their own sounds.

## ENGLISH

61. The results of the National Curriculum Statutory Tests of 2000 showed that, pupils age seven achieved standards when compared to all schools that were well above average in reading and above average in writing. Compared with similar schools, reading was well above average and writing was average. This is because not as many pupils achieved the higher level 3 in writing as in reading. Trends over time show standards to be above average in both reading and writing, although there was a dip in 1999. Changes in staff have reversed this decline and results in 2000 were very much improved. Observations made during the inspection confirm that standards are likely to be above average again this year for seven year olds. These good standards are maintained through Key Stage 2 and standards are likely to be above average by the end of Year 4 when pupils leave the school at nine years of age. Pupils, whatever their prior attainment, are set clear targets and make good progress. Standards have improved in Key Stage 1 since the previous inspection particularly in reading, which is now a strength of the school.
62. At both Key Stages speaking and listening skills are good. This is because of the good teaching and the well-planned and interesting opportunities provided in lessons. Use of challenging questions in many lessons and the very good relationships that prevail ensure that pupils are encouraged to contribute to discussion. Pupils in Year 2 listened well and discussed a story successfully then predicted the outcome accurately. They initiated conversation confidently, and were keen and eager to respond to questions. Working in groups and pairs is very well established, even in the younger classes, and pupils use these opportunities to listen attentively and to share a point of view, for example, when pupils in Year 1 discussed books they had read in a library session. Pupils in Year 3 described well the opportunities they have to read fiction and non-fiction expressing preferences and describing favourite authors effectively. Pupils in Year 4 confidently discussed aspects of poetry they have read and they expressed their own feelings and responses to the poetry well.
63. At both Key Stages reading is good. Pupils are competent and enthusiastic readers. Reading at home is very well established and the school appreciates the contribution of parents to their children's learning. Reading records are meticulously kept, show improvement over time, and are a good link with parents. They do not, however, indicate where pupils need to improve their work. The good teaching, friendly and positive manner of the special needs assistant, who works with pupils from every class, has had a very good impact on learning and standards of these pupils. At Key Stage 1 the teaching of phonics is good and younger pupils have a range of strategies to tackle new words. Many new books have recently been purchased, especially for guided reading they are effective in maintaining pupils interest. Pupils enjoy them and many read with fluency and good expression, responding well to humour in their stories. Many older pupils identify why they choose the books of certain authors and the reasons they liked particular characters. Pupils are encouraged to use their reading well, in a range of subjects, to look up information needed for their work. For example, pupils in Year 3 have good recall of information they found recently to support their work on the Vikings. However personal research using the library is underdeveloped at present.
64. At both Key Stages writing is satisfactory overall. Some is good. The school is disappointed that strategies introduced so far have not been successful in raising writing standards further and this area remains a priority for the school. Some strategies are proving to be very effective. An example of this is the "Good News" white board, where pupils in Year 2 enthusiastically record items of news special to them, to share with the class. Many pupils attain a joined fluent style by the time they reach Key Stage 2. Basic skills are taught well and pupils use them appropriately in their writing. For example, a pupil in Year 2 used alphabetical order to 4 places in order to look up an unfamiliar word in her dictionary. Pupils in Year 4 responded very well to humorous poetry and wrote their own interesting poems in a Caribbean dialect effectively. Spelling is satisfactory overall at both key stages sometimes it is good. The quality and amount of pupils' writing, both in English books and across the curriculum, varies and, although it is good in some instances, this is

still an area for further development. The writing of pupils with special educational needs is sometimes poorly presented. Very little evidence was seen during the inspection to show that information and communication technology is used regularly in every class to develop pupils writing.

65. The quality of teaching and learning is good. Teachers have a good knowledge of the Literacy Strategy, they plan well and learning objectives are properly shared with pupils. This has had a very good impact on pupils' learning. Good teaching has been successful in raising standards in reading. Leadership and management of the subject are effective. Pupil's progress is carefully tracked from baseline assessment through the school. Those pupils identified as needing extra help, benefit from the extra funds the governing body has made available for support assistants in the Literacy Hour. The co-ordinator has developed an effective curriculum map and monitors teachers medium and short term planning effectively. Appropriate monitoring of teaching and learning in both key stages has taken place. Moderation exercises have been undertaken, and shared writing assessments are done regularly. Appropriate targets are set for individuals and groups at the beginning of each year and are revised through the year ensuring that pupils are challenged to do their best. Although the library is used regularly for the borrowing of books, its role in developing pupil's personal research skills is underdeveloped.

## **MATHEMATICS**

66. In mathematics the results of the National Curriculum Statutory Tests in 2000 showed that the percentage of pupils achieving level 2 at the age of 7 was well above average in comparison to all schools. The number of pupils achieving the higher Level 3 was above the national average. When compared to similar schools the percentage achieving level 2 was well above average and the percentage achieving level 3 was average. The school performed particularly well in the Year 2000 mathematics tests. These good standards are maintained through Key Stage 2 and standards are likely to be above average by the end of Year 4 when pupils leave the school at nine years of age. Good standards have been maintained since the previous inspection.
67. At Key Stage 1, the majority of younger pupils order numbers 1 to 10 and many order 1 to 100 accurately. Pupils are learning to recognise tens and units up to 20 well. Classroom assistants effectively support lower attaining pupils. These pupils achieve the targets set for them. Older pupils count on and back in 2's, 3's, 4's, 5's and 10's to at least 30 effectively. They build well on this work and learn how to describe and extend number sequences. Higher attaining pupils devise their own sequences well. Average attaining pupils continue the sequence and consolidate their learning. Lower attaining pupils work out with support the pattern of each sequence.
68. At Key Stage 2 pupils extend their number work well and use their knowledge of times tables to work out multiples of 5 and above. They understand that 4 times 5 equals 20 and that by adding 80 it will make 100. Most pupils recognise regular and irregular 2 dimensional shapes such as triangle, circle and rectangle and they are learning new shapes such as heptagon. Higher attaining pupils identify regular and irregular polygons. Older pupils extend this knowledge by developing the correct mathematical language, for example face, edge and vertices and they learn effectively how to classify a shape into the correct group. This is also good use of pupils' literacy skills. Lower attaining pupils are supported well by classroom assistants.
69. Pupils, throughout the school, have very good attitudes to mathematics. This has a positive impact on their learning and enables them to make good progress. They behave very well and enjoy the challenges set for them. Pupils are well motivated and they sustain concentration and persevere well enjoying the challenges. They work well in pairs or groups discussing their work. Pupils work hard and try to do their best. Pupils are confident and happy to "have a go" and then self correct if necessary.

70. The quality of teaching and learning is consistently good. Teachers follow the National Numeracy Strategy effectively. They plan their lessons well. Teachers organise pupils into appropriate attainment groups and match work to individual needs well. Classroom assistants in all classes make a positive impact on pupils' learning. Teachers are calm and confident; their very good expositions mean that pupils know what is expected from them and no time is wasted in lessons. Pupils' response is good and effective learning takes place. Teachers are clear about the needs of each pupil and ensure that all are appropriately involved in the lessons. Appropriate targets are set for individuals and groups at the beginning of each year and are revised through the year ensuring that pupils are challenged to do their best.
71. Leadership and management of the subject by the co-ordinator are very good. She has monitored the teaching of mathematics in all classes except reception. This is an improvement since the previous inspection. She has carried out scrutiny of work from samples of pupils and led staff meetings on agreement trials effectively. Analysis of statutory testing and optional tests in Years 3 and 4 inform development in the subject well. In the school development plan the co-ordinator effectively identifies a review of assessment procedures and a focus on attainment target 1 in classrooms. Assessment procedures have already identified clear targets for individuals and groups of pupils. All pupils are included in meaningful classroom learning.
72. Good links are made with other subjects, such as art and geography. In Year 3, pupils' study of the weather using maximum and minimum temperatures includes some good mathematical recording of bar charts, line graphs and pie charts. Information and communication technology was used effectively to record some of the results. In art, the shapes of Mondrian are studied and pupils paint pictures in that style, identifying appropriately which shapes they use. Mathematics makes a positive contribution to pupils' social development in the way that pupils work together to arrive at a solution to the challenging problems set for them.

## SCIENCE

73. The results of the National Curriculum teacher assessments of 2000 showed that pupils aged seven achieved standards, when compared to all schools, which were above average. When compared to similar schools, standards were average. This is because although many pupils achieved level 2 in all attainment targets, not as many achieved level 3, particularly in Physical Processes. Observations made during the inspection confirm that standards are likely to be above average again for seven year olds. These good standards are maintained through Key Stage 2 and standards are likely to be above average by the end of Year 4 when pupils leave the school at nine years of age. Pupils, whatever their prior attainment, are set clear targets and make good progress. Standards have been maintained since the last inspection. This is due to consistently good science teaching at both Key Stage 1 and 2, where all attainment targets are now covered well.
74. At Key Stage 1, pupils explore and recognise the differences and similarities of materials effectively. They carry out suitable experiments to find out how materials change by heating and cooling. Most pupils know that forces such as pushes and pulls move objects and begin to understand the cause and effect well. Higher attaining pupils explain accurately how friction slows an object down. Pupils know that friction is determined by the effect of surfaces on materials. Pupils are aware of the differences between living and non-living things and the importance of regular exercise on keeping healthy.
75. At Key Stage 2, pupils develop their understanding and knowledge of the human body further. They group foods appropriately and appreciate the importance of a balanced diet. Higher attaining pupils name the parts of the body in the digestive system accurately and use appropriate scientific vocabulary to describe the function of different groups of food. They record their results using a pie chart on the computer accurately. Classroom assistants give lower attaining pupils



appropriate support. This helps them to make good progress. Most pupils know that some changes are reversible, while others are not. They learn well how the amount of water in a container can change sound. They begin to appreciate the importance of a fair test by making their own parachutes to see the effects of gravity on the speed of descent.

76. Pupils, including those with special educational needs, have good attitudes to their learning. They treat equipment and apparatus with respect. They show enthusiasm when designing experiments, enjoy practical work and delight in their discoveries. They are conscious of safety factors. They sustain concentration, share resources and co-operate well with each other. Pupils take a pride in their written work and higher attaining pupils use accurate vocabulary and show good subject knowledge when talking about their activities confidently. Pupils behave very well, work hard and clearly enjoy science lessons.
77. The quality of teaching and learning is good. This has been maintained since the previous inspection. All pupils, including those with special educational needs, make good progress in their learning as a direct result of good teaching. Lessons are planned well with teachers making good use of practical activities. Teachers have good subject knowledge and provide clear instructions and helpful demonstrations of practical work. The best lessons provide high levels of challenge for all pupils. When this is linked to very good class management, high expectations of work and behaviour and the consistent use of subject specific language, learning is at its best. For example, in an effective lesson on the digestive system, Year 4 pupils understood the need for a healthy diet and they were clear about what a healthy diet is.
78. Leadership and management of the subject are effective. The co-ordinator has established strong links with neighbourhood schools through the local pyramid. This offers good support to teachers for lesson planning. Currently, the school follows a two-year cycle of work where, pupils' knowledge and understanding is assessed at the end of each unit. Target setting is established well in Key Stage 1. However, the co-ordinator has no opportunity to monitor teaching and learning across the school. She has identified the need for more resources to extend the learning of older pupils in the school and used the potential of information and communication technology more effectively to support pupils' learning. Useful cross-curricular links have been established in many subjects including literacy, numeracy and design and technology. Science makes a positive contribution to pupils' social development in working together and coming to agreed decisions.

## **ART AND DESIGN**

79. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected of them nationally for their age. Pupils make satisfactory progress over time. They cover the full range of attainment targets. The previous report said that standards were above average. However, requirements have changed since that time.
80. At Key Stage 1, pupils used the techniques of paper weaving to illustrate Elmer the elephant effectively. There were good links with literacy when they spoke confidently about Quentin Blake, the book illustrator. With the assistance of a parent, pupils have painted an attractive underwater mural in their cloakroom area. Older pupils have experimented with paper folding to produce some interesting paper sculptures. They used their drawing skills in science to illustrate the skeleton, with some carefully drawn chalk drawings. Pupils have looked at patterns in nature and recorded them effectively in a large class book.
81. At Key Stage 2, pupils have used colour and form to produce evocative stormy weather paintings. Good links with mathematics have been made, by working in the style of Mondrian using different shapes and colours. Pupils in Year 4 have studied the work of some of the impressionist artists

such as Monet, Renoir, and Van Gogh well. They have worked in the impressionist style and linked their paintings to poems that evoke the feelings transmitted in the paintings effectively.

82. Pupils have positive attitudes. They talk enthusiastically about their work. Pupils are proud of their work and enjoy discussing what they have achieved. Pupils' work displayed in the school reinforces their positive attitudes and adds to their self-esteem.
83. Although no lessons were observed the quality of teaching and learning is judged to be satisfactory. Teachers have adopted the government guidelines and use relevant units to plan their work effectively. The aim in 2000/01 schools' development is to review this current years work and make any adaptations that are necessary. Leadership and management of the subject are satisfactory. The co-ordinator observes work around the school but does not have the opportunity to monitor teaching and learning. At present assessment procedures are informal. Skills of literacy, for example, poetry linked to emotive paintings in Key Stage 2 and numeracy in shape work are developed well through art. Pupils' work in this subject has a positive effect on their spiritual, social, and cultural development.

## **DESIGN AND TECHNOLOGY**

84. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected of them nationally for their age. Pupils make satisfactory progress over time. They cover the full range of attainment targets. In the previous inspection standards were reported to be in line with national averages overall but below at Key Stage 1. There has been an improvement in standards at Key Stage 1.
85. At Key Stage 1, pupils successfully designed and made a model of a room using a shoe box. They used various materials and techniques effectively, including cutting, joining, sticking and painting. They developed their skills further at school and at home designing and making working three-dimensional winding mechanisms. Pupils used wood, card, string, pegs and other materials efficiently to join and assemble. Higher attaining pupils produced a detailed drawing to show how the pulley works. At Key Stage 2, pupils designed and made effective models from recycled materials that light up, using a switch mechanism. This work supports their learning in science well.
86. Pupils have positive attitudes towards design and technology. They are proud of their work discussing enthusiastically what they have done, and many are keen to practise their skills at home. Pupils' work displayed in the classrooms reinforces their positive attitudes and builds self-esteem.
87. Although no lessons were observed, the quality of teaching and learning is judged to be satisfactory overall. Teachers have adopted the government guidelines and use relevant units to plan their work effectively. Leadership and management of the subject are satisfactory. The recently appointed co-ordinator has identified the need for a clearly defined logical approach to developing pupils' skills, knowledge and understanding. The 1999/00 school development plan reviewed resources and identified training needs effectively. The current target is to review the government guidelines and adapt them if necessary after a years work. The co-ordinator has no opportunity to monitor teaching and learning. At present, assessment procedures are informal. There are good links with literacy, for example, pupils in Year 3 followed instructional writing effectively to make lego models.

## **GEOGRAPHY**

88. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected of them nationally for their age. Pupils make satisfactory progress over time. They cover the full range of attainment targets. The previous report said that standards were above average. However, requirements have changed since that time.
89. At Key Stage 1, younger pupils find out “Where in the world is Barney”. Pictures and postcards from all over the world, tell their own story to pupils, about different places well. Pupils have accurately recorded their “Journey to School” pictorially and discussed the different modes of travel appropriately. They have carefully looked at the wider world and recorded in a large class book, countries, counties and towns of the United Kingdom accurately. They have studied maps of Dorchester and the surrounding area with interest. Pupils have used a key to explain the symbols on the maps well. Pupils in Year 2 learnt effectively about Africa, its art, customs, habitat, and climate. They use e-mail appropriately to communicate with a school in Africa.
90. At Key Stage 2, pupils have studied settlements appropriately and discovered why they arose in certain places, for example, towns, villages and harbours. Pupils have studied Kenya effectively and are now learning about weather around the world. Pupils develop the correct language to explain and understand rainfall. Pupils know how to measure rainfall and why some areas have more rain than others. Most understand the rain cycle and they explained how clouds are formed and what the advantages and disadvantages of heavy rainfall are. In Year 4, pupils gave appropriate suggestions for improving the environment of “Peopletown”, with particular reference to Dorchester and its links with tourism. Many pupils have a good knowledge of the main features of a river. They know the difference between a young and mature river. Higher attaining pupils explained the terms erosion and deposition well. Pupils learnt and began to understand how a meander forms. Pupils use a CD ROM effectively to gather more information.
91. Pupils have good attitudes. They are well behaved and keen to learn. Pupils sustain interest and concentration and co-operate well when working in groups or pairs. Pupils enjoy using their information and communication technology skills to develop their learning. These positive attitudes, make a significant impact on pupil’s learning and helps them to achieve appropriately.
92. The quality of teaching and learning is good. Teachers are well organised and manage their pupils in a positive manner. High expectations of behaviour and learning ensure that all pupils are interested and doing their best. Teachers have good subject knowledge and confidence to ask searching questions which challenges pupils’ thinking.
93. Leadership and management of the subject are satisfactory. The school has adopted the government guidelines and intend to adapt them if necessary after review of this years work. Assessment procedures are informal. The co-ordinator monitors teaching and learning through planning documents and from informal discussion with pupils and staff. Displays of work are observed, however, the co-ordinator does not at present have the opportunity to monitor teaching and learning in any of the classes. This is the same situation as the previous report.
94. Geography makes a positive contribution to pupils’ moral, social and cultural development by showing pupils how different communities live and the different rules that they abide by.

## **HISTORY**

95. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected of them nationally by 7 and 9. The previous report said that standards were above average. However, requirements have changed since that time. Pupils make satisfactory progress. Some of the work linked to local visits is of a good standard, for example the work in Year 3 about the Roman Town House in Dorchester.

96. At Key Stage 1, pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events in order and by recognising that their lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and some of the main events and people they have studied. For example, pupils in Year 2 were clear about the life and work of Florence Nightingale and the events of the Great Fire of London. Good links were made with literacy and art to illustrate and sequence the story of the Great Fire.
97. At Key Stage 2, pupils continue to develop an understanding of chronology by realising that the past can be divided into different periods of time, and that there are similarities and differences between these periods. For example, pupils' study of Romans, Anglo-Saxons and Vikings in Year 3 and the Ancient Greeks in Year 4. Pupils begin to understand that all evidence should be considered from different points of view. They are beginning to give reasons for and results of, events and changes.
98. Although no lessons were observed the quality of teaching and learning is judged to be satisfactory. Teachers have good knowledge of the local area, which is rich in historic interest, and used well to provide pupils with first hand knowledge. Visits include New Barn, a Celtic round house; Poole museum for Victorian life; Hook Court, an overnight stay linked to work on the Greeks, and the Roman Town House in Dorchester. As a result of the interesting visits, pupils have positive attitudes to history and enjoy talking about what they have learnt. History makes a positive contribution to pupils' social and cultural development.
99. Leadership and management of the subject are satisfactory. The school has adopted government guidelines and intends to review its work at the end of this year and adapt the guidelines if necessary. The co-ordinator has an overall school plan which ensures coverage and good links are established with the middle schools within the pyramid so that cross key stage continuity is ensured. Assessment procedures are informal at present. The co-ordinator has no opportunity to monitor teaching and learning in classes at present. This is similar to the situation at the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

100. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected of them nationally for their age. Pupils make satisfactory progress over time. Standards were reported to be above average in the previous inspection but national expectations are now much higher than they were four years ago.
101. At Key Stage 1, pupils are introduced to computers and are encouraged to explore information and communication technology through structured and free activities. They learn to use the keyboard and mouse confidently and develop satisfactory word processing skills. By the end of Key Stage 1, the majority of pupils use a graphics program effectively to create their own gingerbread man and patterns for an African project. Higher attaining pupils record their findings of favourite holiday places by producing a simple block graph with adult help. Pupils are introduced to a programmed toy and begin to learn how to make their own 'Elmer Roamer' move chosen distances.
102. At Key Stage 2, pupils extend their learning, using a unit robot on the white board. Older pupils in Year 4 successfully extend their word processing skills using the Pendown Program. Many pupils change print size, font, and colour effectively. Pupils research information from CD ROMS as part of their work on the Anglo Saxons in history and work on rivers in geography. They make good use of e-mail by communicating with the local Owermoigne First School and further afield with schools in South Africa and Canada.

103. Pupils have good attitudes to their learning. They listen attentively and respond well to teachers' instructions. They talk enthusiastically about their present and past work, explaining clearly what they can and cannot do. Many have computers at home and share their knowledge and understanding with classmates who respond positively to their advice and support. Pupils work well together when sharing machines and can be trusted to behave sensibly when working independently on various tasks.
104. The quality of teaching and learning is satisfactory and has been maintained since the previous inspection. Teachers have good subject knowledge and plan activities well, which has a positive impact on pupils' learning, including those with special educational needs. However insufficient time is allocated to the discrete teaching of information and communication technology in many classes, which has an adverse effect on pupils' learning.
105. Leadership and management of the subject are satisfactory. The co-ordinator is very knowledgeable and offers good support to staff to improve the provision of information and communication technology throughout the school. Although resources have improved some computers are unreliable which severely restricts pupils' learning. The co-ordinator has arranged for further training to increase teachers' confidence and skills. Teachers will undertake this training in the near future. The co-ordinator has no opportunity to monitor teaching and learning or to support teachers in their classroom practice. Assessment procedures are informal at present. She has identified the need for more resources and to develop assessment opportunities throughout the school to target individual pupils' learning. The co-ordinator has established positive links with local pyramid schools and works hard as a technician repairing and maintaining machines. During the inspection there were limited examples of pupils' word processing skills across the range of subjects that indicates that insufficient opportunities are given for pupils to use computers on a regular basis.

## MUSIC

106. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards overall that are expected of them nationally for their age. Pupils make satisfactory progress over time. The previous report said that standards were above average. However, requirements have changed since that time. Singing is good throughout the school and it is a strength at Key Stage 2.
107. At Key Stage 1, the practice of composition is well established. Older pupils collaborate purposefully in their groups to create simple 4 bar compositions, which they play on tuned instruments. They follow simple notation and have good understanding of the elements of rhythm and beat. They use chime bars appropriately to create descending and ascending patterns and have a good understanding of pitch. They choose and order their sounds carefully and comment effectively on how they could have improved their work. They enjoy performance and listen attentively while other groups play their compositions. They name a wide range of musical instruments and talk in simple terms about music they have listened to, most recently African and Caribbean music. They enjoy singing a wide range of familiar songs and hymns.
108. At Key Stage 2, younger pupils show suitable understanding of speed, change and ostinato. They follow musical patterns well, singing high and low notes effectively. They change speed appropriately, and create high and low sounds. Pupils respond well to rhythm in song by using voice and body actions of clapping and tapping appropriately. Singing, often in 2 or 3 parts, is very tuneful, has a gentle, sensitive tone, and is enhanced by very good pitch and breathing control. Talented singers are developed well through participation in the choir. Many pupils in Key Stage 2 are members, both boys and girls, and they lead the school at special services, such as a Millennium Mass held at the local church. Pupils in Year 3 and 4 also benefit from taking part in a

joint annual workshop for all schools in the local Pyramid Association. Pupils' attitudes are very good. Behaviour in lessons is very good. Pupils sustain interest and concentration very well.

109. The quality of teaching and learning is satisfactory overall. In the best lessons it is purposeful, interesting, and well matched to the programmes of study of the National Curriculum. Teachers are working hard to improve their musical expertise and are willing to have a go, although they do not all have musical expertise. They use published schemes to support their teaching and choose materials that are interesting and which motivate pupils well. Singing is taught well by the experienced co-ordinator. At Key Stage 2, the tone and quality of pupils' voices is very spiritual, particularly when, in assembly, pupils sing hymns in English and Latin.
110. Leadership and management of the subject are good. The co-ordinator has enabled other, non-specialist teachers to plan and lead their own music lessons. There is no scheme of work, which carries throughout the school, but units from published schemes are used to support teachers' planning. Government guidelines are to be introduced in September. Assessment procedures are informal at present. The co-ordinator has no opportunity to monitor teaching and learning at present. Visiting musicians, such as the Band of the Royal Hussars, enhance learning, and music making in the community has a high priority. There are recorder clubs for pupils at both key stages and they are well supported. There are some multi-cultural instruments, but this area is underdeveloped. Computer software has been purchased to support pupils with composition but this area remains underdeveloped.

## PHYSICAL EDUCATION

111. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected of them nationally for their age. Pupils make sound progress over time. The previous report said that standards were above average. However, requirements have changed since that time. In the summer months, when weather conditions permit, pupils have the opportunity to use the unheated school learner swimming pool. As a result all pupils increase their water confidence and many learn to swim.
112. At Key Stage 1, pupils know the importance of warm up at the beginning of lessons and the contribution of physical activities to a healthy life style. Pupils develop satisfactory basic movements of travel on the floor and small apparatus, transferring weight to different parts of the body. Most pupils show a good awareness of space, exploring different levels and speeds and begin to combine a simple sequence of movements effectively. Older pupils show a very good awareness of space moving around the hall very well exploring different levels and speeds.
113. At Key Stage 2, pupils continue to develop a sequence of movements well. They combine different levels and speed of movement effectively. Their response to music is good, and they work together well to perform a dance. Many have good opportunities to extend their skills by attending extra curricular activities in gymnastics and football. Most pupils have good attitudes and participate enthusiastically and enjoy their physical education lessons. They respond quickly to their teachers' instructions to refine and develop movements and skills. They work together effectively, behave well and encourage each other.
114. The quality of observed teaching and learning is good. The quality of teaching and learning over time is satisfactory. Teachers manage their pupils well and make good use of resources to support pupils' learning. The extensive field, playground and swimming pool help greatly to promote the subject. The very high and heavy gymnastic equipment in the hall is unsuitable for Key Stage 1 pupils, as reported in the previous inspection.
115. Leadership and management of the subject are satisfactory. The school has adopted the government guidelines and intend to adapt them if necessary after review of this years work. Assessment procedures are informal and monitoring of teaching and learning is underdeveloped. This is the same situation as the previous report.