

INSPECTION REPORT

BERE REGIS FIRST SCHOOL

Bere Regis, Wareham

LEA area: Dorset

Unique reference number: 113658

Headteacher: Mr S.M. Battishill

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 12 – 15 March 2001

Inspection number: 197398

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	Rye Hill Bere Regis Wareham Dorset
Postcode:	BH20 7LP
Telephone number:	01929 471334
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Debbie Scott
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	Science Physical education Music Foundation stage	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9756	Ken Parsons	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21148	Heather Moorhead	Team inspector	Mathematics History Geography Religious education Equal opportunities Pupils with special educational needs	How well does the school care for its pupils?
23080	Robert Isaac	Team inspector	English Design and technology Information and communication technology Art and design	How good are the curricular and other opportunities?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bere Regis First School is a community school for boys and girls aged between four and nine, and is smaller than other first schools with 91 pupils on roll. There are broadly equal numbers of boys and girls. All the pupils are white, and there are no pupils for whom English is an additional language. One per cent of pupils receive free school meals, which is well below the national average. Overall, pupils' attainment on entry to the school is broadly average. There are 22 pupils on the school's register of special educational needs (24 per cent), which is broadly in line with the national average and this includes four pupils on stages 3 to 5 of the register. One pupil has a statement of special educational needs.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Across the school, pupils attain at least satisfactory standards in most subjects and good standards in English, mathematics and science, owing to the sound and often good teaching. There are inconsistencies in behaviour management and weaknesses in aspects of leadership and management. Despite his best efforts, the headteacher carries an unrealistic teaching load to manage all of his many responsibilities effectively. The school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and science are good by the end of Year 4 and pupils achieve well because they are taught well, particularly in Key Stage 2.
- Pupils' attendance is good and this has a positive impact upon pupils' learning.
- The school's provision for spiritual, social and cultural development is good and as a result, most pupils show good attitudes to their work and work well together.
- The school takes good care of its pupils, and, as a result, pupils feel safe and secure.
- Governors, parents and the community contribute well to school life, which positively enhances pupils' learning.
- There is effective provision for pupils with special educational needs, and these pupils make good progress.

What could be improved

- The behaviour of some pupils in lessons and around the school.
- The balance of time given to each subject.
- The use of assessment to plan what to teach next.
- The time for the headteacher to carry out his leadership and management responsibilities, particularly the evaluation of the monitoring of pupils' academic performance and teaching, as well as effective management of pupils' behaviour.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in September 1997. It has responded well to the issues that were noted, including improving the common purpose and raising standards of attainment. The management of the curriculum has improved overall and full account has been taken of the National Curriculum Programmes of Study, the Early Learning Goals as well as other national initiatives, including the National Literacy and National Numeracy Strategies. Overall, monitoring of subjects by co-ordinators is now effective. Assessment strategies have improved overall, although are not always used sufficiently to help teachers to plan for what pupils need to do next. Staff have worked hard to improve the learning environment for pupils, including improving standards of displays of pupils' work and thereby raising expectations. Teaching and support staff are now effectively deployed. Standards have improved since the previous inspection, particularly in mathematics, science and physical education. There is a strong determination by staff and governors to raise standards further and a good partnership exists between all members of the school community. The school is well placed to make further improvements.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
Reading	C	C	B	C
Writing	C	D	C	C
Mathematics	D	E	B	B

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

This information shows that pupils' performance in the national tests in 2000 at the end of Key Stage 1 was above the national average in reading and mathematics, and in line with the average in writing. When compared with schools having a similar percentage of pupils eligible for free school meals, standards are above average in mathematics and in line with national averages in reading and writing. Trends over time indicate that in Key Stage 1 since 1998, there has been an overall rise in standards in reading and writing, with a significant rise in standards in mathematics since the previous inspection in 1997. Standards have risen because of a number of reasons, including the planned structure of the National Literacy and Numeracy Strategies, together with more focused monitoring of the quality of teaching and learning. All are having a positive impact upon raising standards.

Inspection findings indicate that children's attainment is broadly in line with expectations at the age of five. Standards in all aspects of English of the oldest pupils in Key Stage 1 are in line with expectations. Standards attained by the oldest pupils in Key Stage 2 are above expectations. Pupils make good progress as they go through the school, and especially in Key Stage 2. In mathematics, pupils in Year 2 attain standards expected for their age, while pupils in Year 4 attain standards above those expected for their age in numeracy and all areas of mathematics. Standards achieved in science by the oldest pupils in both key stages are above expectations. Standards achieved by the oldest pupils in both key stages are in line with expectations in information and communication technology, religious education, art and design, design and technology, geography, history and music, and above expectations in physical education. Teachers have made good progress in improving standards overall since the previous inspection. All pupils, including those with special educational needs, make good achievements in relation to their prior learning.

The headteacher, staff and governors are well aware of the school's strengths and weaknesses and set appropriate targets for year groups and individual pupils. During the inspection, there were no significant variations observed in the performance of girls and boys.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory; pupils like coming to school, most are eager to learn and work hard.

Behaviour, in and out of classrooms	Satisfactory overall; although most pupils behave well, the attention-seeking behaviour of a small number of pupils sometimes hinders progress for the majority.
Personal development and relationships	Satisfactory overall; as pupils get older they take on a range of responsibilities around the school. Some pupils show a lack of consideration towards the feelings of others.
Attendance	Good

The pupil management policy is often applied inconsistently across the school and, as a result, the behaviour of some pupils is inappropriate and this has a negative impact upon their learning and that of others.

TEACHING AND LEARNING

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

There is a significant proportion of good or very good teaching that is having a positive impact on standards and the rate of pupils' progress. All lessons observed were at least satisfactory with 39 per cent of all lessons that were good, and 10 per cent very good. There were no unsatisfactory lessons observed. The quality of teaching has improved since the previous inspection.

The quality of teaching in English and mathematics, including reading, writing and numeracy, is good. Good and very good teaching in a good number of lessons is characterised by high expectations of pupils' work and behaviour, well-planned activities that are closely matched to the needs of all pupils and a brisk pace. As a result, pupils learn well and make good progress. In the best lessons, teachers have particularly good knowledge of the subjects they are teaching, and resources are very well prepared and used. The good and very good teaching support pupils' learning effectively throughout the school, and particularly in Key Stage 2, where they make good progress overall. Less successful lessons were usually as a result of weaknesses in the behaviour management of a small minority of pupils, particularly in the Foundation Stage and Key Stage 1, and this has a negative impact upon pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; the curriculum is broad and balanced. There is satisfactory provision for the Foundation Stage and good strategies for literacy and numeracy. Some aspects of subjects are underdeveloped.
Provision for pupils with special educational needs	Good; pupils are identified appropriately, have specific targets and work is well matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; the school is effective in raising pupils' awareness of life in other cultures. Provision for pupils' spiritual and social development is good. Provision for pupils' moral development is satisfactory; expectations of pupils' behaviour are sometimes not high enough.

How well the school cares for its pupils	Well; the school provides caring support for pupils and knows them well.
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The curriculum is enriched by a very good range of extra-curricular activities, good use of the locality and visits, as well as through contributions of members of the local community. This contributes to the interest pupils have in their work. The school works well in partnership with parents and keeps them well informed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall; the deputy headteacher, staff and governors effectively support the headteacher. There is insufficient time allowed for the headteacher to fulfil his role effectively.
How well the governors fulfil their responsibilities	Good; the governors take an increasingly active and effective part in the management of the school.
The school's evaluation of its performance	Satisfactory; the school monitors standards and teaching and analyses its test results.
The strategic use of resources	Satisfactory overall; the school's priorities are effectively supported by good financial planning. Despite weaknesses in aspects of the accommodation, the school makes good use of facilities available.

The good relationships between staff, governors and parents promote a shared sense of direction. The principles of best value are applied satisfactorily to all spending decisions. There are sufficient learning resources overall to support the curriculum and staffing levels are good. The school makes the best use of the accommodation available. However, the hall and library facilities are barely satisfactory to meet the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • They can approach the school with any questions or problems. • The school is well led and managed. • The children are well taught. They are expected to work hard and make good progress. • The school provides an interesting range of activities outside lessons. 	No significant concerns were expressed by parents.

The inspection team supports most of the positive views that parents have of the school. However, there are weaknesses in aspects of leadership and management, including insufficient opportunities for the headteacher to monitor the quality of teaching and learning throughout the school, and the behaviour management of a small number of pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessment and inspection evidence shows that attainment on entry is broadly average. Children make satisfactory progress and broaden and consolidate their knowledge in all areas of learning and their attainment is broadly in line with expectations for children of this age. Children demonstrate good communication skills, although aspects of their personal and social and listening skills are less well developed.
2. In the National Curriculum tests in 2000 at the end of Key Stage 1, pupils' performance was above the national average in reading and mathematics, and in line with the average in writing. Teachers' assessment for science shows standards to be above average. The percentage of pupils achieving at the higher levels (level 3) was above the national average in writing and mathematics and broadly in line in reading. When compared with schools having a similar percentage of pupils eligible for free school meals, standards are above average in mathematics and in line with national averages in reading and writing.
3. Trends over time indicate that in Key Stage 1 since 1998, there has been an overall rise in standards in reading and writing, with a considerable rise in standards in mathematics since the previous inspection in 1997. Standards have risen because of a number of reasons, including the planned structure of the National Literacy and Numeracy Strategies, together with more focused monitoring of the quality of teaching and learning. All are having a positive impact upon raising standards.
4. Inspection findings indicate that standards attained by the oldest pupils in Key Stage 1 in all aspects of English are in line with expectations. Standards achieved by the oldest pupils in Key Stage 2 are above expectations. Pupils make good progress as they go through the school, and especially in Key Stage 2. Teachers have been successful in improving standards since the previous inspection. Most pupils enter Key Stage 1 with sound language skills and they learn quickly to read and write because they receive appropriate support.
5. In all year groups, pupils speak well. Through work in all subjects, pupils broaden their spoken vocabulary and in Year 4 pupils use a good range of words to talk about their work. In Key Stage 2, standards in speaking are above expectations. Many pupils adapt their speech to suit formal and informal occasions; for example, in understanding the differences between playground talk and classroom discussions.
6. Most pupils listen satisfactorily. Most pupils concentrate in lessons and respond appropriately to the questions or instructions they are given, but a small minority of pupils is sometimes inattentive and behaves inappropriately. When this occurs, it usually has a negative impact upon the learning of other pupils.
7. Standards in reading of the oldest pupils in Key Stage 1 are in line with expectations, and above expectations for the oldest pupils in Key Stage 2. Teachers place a good emphasis upon reading and give pupils the opportunity to read to themselves, to the teacher and other adults. This helps most to achieve well. Standards in writing are in line with national expectations in Key Stage 1 and above the level expected for their age by the end of Year 4. Pupils' writing skills show good, steady improvement as they move through the school.
8. In mathematics, standards achieved by the oldest pupils in Key Stage 1 are in line with expectations. Standards attained by the oldest pupils in Key Stage 2 are above those expected for their age in the subject. Pupils achieve soundly in Key Stage 1, and achieve well in Key Stage 2. The National Numeracy Strategy is fully in place and this structure has been effective in supporting overall improvement since the previous inspection, and

particularly in Year 4. Pupils with special educational needs are supported well and make good progress.

9. Standards achieved in science by the oldest pupils in Key Stages 1 and 2 are above expectations. This judgement is an improvement upon the findings of the school's previous inspection, where standards in both key stages were in line with expectations. Optional tests carried out by teachers at the end of Year 4 indicate that these standards are maintained and developed. Pupils in both key stages achieve well and have a particularly good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties; for example, they compare and correctly group a set of materials according to their properties. Pupils know the characteristics of living things, and understand that plants require light and water for growth.
10. In most aspects of information and communication technology pupils achieve expected standards for their age in both key stages. Currently pupils are achieving soundly and the school is using recently installed equipment more in order to raise standards further.
11. Standards achieved by oldest pupils in both key stages are in line with expectations in religious education, art and design, design and technology, geography, history and music, and above expectations in physical education.
12. Throughout the school, pupils with special educational needs are achieving standards commensurate with targets set in their individual education plans, and they are making good progress. The school tracks pupils' progress effectively and sets realistic targets for these pupils. Higher attaining pupils are also set challenging targets and make good progress.
13. The headteacher, staff and governors are well aware of the school's strengths and weaknesses and set appropriate targets for year groups and individual pupils. The school has been successful in raising standards, particularly in literacy and numeracy. During the inspection, there were no significant variations observed in the performance between girls and boys.

Pupils' attitudes, values and personal development

14. Pupils have a sound attitude to their education. They are willing and happy to come to school in the morning, with the youngest children saying goodbye to their parents without fuss. Most go to their classrooms without wasting time and are ready to start work when the school day commences, although a few tend to linger in the cloakrooms. In the majority of lessons, most pupils are prepared to learn and are attentive and conscientious. They respond to instructions and get on with their work without excessive teacher intervention. There is, however, a minority of pupils who are prepared to push the boundaries of authority and do not always work to their full ability. In a number of lessons, pupils displayed an immature attitude to their work. In a Year 3 and 4 mathematics lesson, some pupils working on sequences of numbers spent too long overextending simple sequences that they found easy, rather than moving onto the more challenging examples further down their worksheet. However, overall most pupils do display a good interest and involvement in their schoolwork and extra-curricular activities. All pupils, including those with special educational needs, have full access to these activities.
15. Most pupils settle promptly to written work and respond more positively where teaching is good, but they lose interest easily and work less effectively, particularly when lessons are less stimulating. Sometimes the immature attitudes of a small number of pupils have a negative impact upon the quality of their learning and that of others. In a Year 3/4 science lesson, a minority of pupils were fussy and unsettled and this reduced the effectiveness of learning for the majority. Several pupils were seeking attention from the teacher and were unable to get on with their tasks without direction. In one well-conducted assembly, pupils' singing of a well-known hymn lacked commitment or enthusiasm. There is a lack of rigour in

the consistent whole-school implementation of the school's existing aims to develop pupils' attitudes, self-reliance and maturity.

16. The majority of pupils behave in a satisfactory manner. The school is generally orderly and unthreatening. Parents believe that there is no issue with behaviour in the school, with pupils having self-confidence and not needing overt discipline. Much of the time this is true, but at times this self-confidence can take inappropriate forms; for example, during lunchtime a group of pupils working together in a classroom were happy to talk about and explain their drawings, but thirty seconds later were giggling and making insults down the corridor to the back of a visitor. In lessons, teachers maintain an orderly environment. In some lessons, pupils' behaviour is good, but not consistently so; for example, in a Year 2/3 class pupils were well behaved and keen throughout an information and communication technology lesson. However, the same class in a physical education lesson was not particularly well behaved, with some inappropriate behaviour and pupils were slow to respond when the teacher called for silence. During another lesson, a small number of reception class children became quickly off-task and shouted out comments, and when lining up, there was sometimes pushing and treading on toes. Overall however, teachers do not spend excessive time in lessons maintaining order and use the available time productively to further pupils' learning.
17. Lunchtime behaviour reflects this same mix of generally acceptable behaviour with the odd jarring incident. Pupils in the dining hall eat their food sensibly with a buzz of conversation. Behaviour in the playground is satisfactory, with good behaviour from many, with some incidents of robust behaviour from a few. Pupils appreciate the picnic tables and other facilities provided for them, but despite such refuges, the playground does tend to be dominated by a number of games taking place. Bullying was not raised as an issue by pupils or parents and none was seen during the inspection; it is a rare occurrence in the school. There have been no exclusions of pupils in recent years.
18. Pupils' personal development and relationships are sound. The school encourages them to take responsibility, particularly in Year 4 when they are all appointed as prefects. Older children are actively encouraged to look after younger ones, for example, reading together. At times, pupils are capable of carrying out tasks without needing adults to give them direction. Their personal confidence is well developed. Pupils' capacity to reflect upon their own feelings and discuss their experiences is satisfactory for their age; for example, in a Year 2/3 religious education lesson they were confident in expressing their feelings about issues of rites of passage and the marriage customs of different cultures. However, at the same time, some of the pupils were restless and not fully attentive. Some pupils are able to assess their own work sensibly and to say what they need to do to improve.
19. Relationships within the school are mostly satisfactory. Pupils are usually respectful to teachers and other adults, although there were occasions observed when pupils defiantly continued their inappropriate behaviour before complying to their teacher's request. Pupils' ability to work well collaboratively in pairs or small groups when called upon to do so is unduly variable. In a Year 3/4 science lesson, pupils were reluctant to share ideas between groups or to question each other about fair testing. However, the same class collaborated effectively during a geography lesson. Pupils show respect for the school's property, use equipment sensibly and are trusted by teachers to use resources and facilities with minimum levels of supervision. They often play well together, with boys and girls often working together, although some squabbling between the sexes was observed between Year 4 pupils.
20. Pupils' attendance is good, being above the national average and there are few unauthorised absences. Pupils are punctual arriving at school and do not delay the start of the school day. No particular groups of pupils show unsatisfactory attendance.
21. Pupils' overall satisfactory attitudes and behaviour have been maintained since the previous inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is satisfactory overall, with some good features. As a result, pupils learn satisfactorily and achieve well in English, mathematics and science. In the lessons observed, the quality of teaching was good or better in 49 per cent, of which 10 per cent were very good. There were no unsatisfactory lessons observed. Since the time of the previous inspection, the amount of good teaching has increased, while unsatisfactory teaching has been reduced from 12 per cent to none. This is due to a number of factors, including changes of staff and more focused teaching and the sharing of good practice arising from the successful introduction of the literacy and numeracy strategies, with associated staff training. The greater involvement of co-ordinators in monitoring teaching and the outcomes of pupils' work, particularly in literacy and numeracy, together with the developing use of target setting has helped to raise teachers' expectations of what pupils can achieve. This is reflected in the improvement in pupils' learning and overall standards in both key stages.
23. In the lessons observed, the quality of teaching was satisfactory in the Foundation Stage and Key Stage 1, and good in Key Stage 2. The quality of teaching for children in the Foundation Stage was satisfactory overall, with some good features. The class teacher is newly appointed to this age range and has satisfactory knowledge and understanding of the needs of children in the early years, and has effectively established a curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy sessions. However, opportunities provided for children to take responsibility for their own learning are more limited. Planning is good overall, and includes appropriate references to the Early Learning Goals for children of this age, together with the National Literacy and Numeracy Strategies. However, expectations of children's behaviour are not high enough and the quality of learning for these children is often reduced by the unsatisfactory behaviour of a small minority.
24. The quality of teaching observed in Key Stage 1 is good in science, physical education, geography and history and, as a result, pupils learn well in these subjects. Teaching is satisfactory in English, mathematics, information and communication technology, religious education, art and design and design and technology. The quality of teaching in Key Stage 2 is good in English, mathematics, science, physical education, geography and history and, because of this, pupils learn well in these subjects. Teaching is satisfactory in information and communication technology, religious education, art and design and design and technology. There was insufficient evidence to make a judgement about the quality of teaching and learning in music in both key stages.
25. Teachers have good subject knowledge, and particularly in English, mathematics and science. Literacy and numeracy are well taught and teachers are particularly good in using their knowledge of pupils when planning lessons to ensure that they all have the correct degree of challenge, and this is effective in the mixed age classes. This ensures that pupils' learning is effectively developed and higher attaining pupils are appropriately challenged.
26. Teaching of basic skills is satisfactory in the Foundation Stage and Key Stage 1 and good in Key Stage 2. The National Literacy Strategy teaching objectives have been adopted as part of the school's planning; lessons have an appropriate balance between the various elements. Reading and writing in literacy lessons build effectively on skills developed in speaking and listening. Good examples were seen of teachers reinforcing phonic and spelling skills in other subjects, as in a science lesson for pupils in Year 4, when they were learning about friction.
27. Numeracy is also taught well overall. Most sessions have an effective mental warm-up and an appropriate review at the end, and this particularly effective in Key Stage 2. Pupils apply their understanding of number when in history they made a Viking time line, and they use their knowledge of negative numbers well in geography when learning about weather around the world.

28. Lessons are planned in detail, with clear learning objectives, although sometimes these are not made clear to pupils. Planning relates to medium and longer-term plans, so that pupils' skills, knowledge and understanding can build effectively. Much work is planned on a two-year cycle due to mixed age classes and this helps to ensure that work is not repeated. All staff work closely together planning lessons, this ensures good continuity through the school. Support staff are usually fully briefed about lesson plans, and this enables them to participate seamlessly in most elements of lessons providing strong support for pupils' learning.
29. Usually, teachers have appropriate expectations of pupils' performance. The pace of lessons is mostly satisfactory, and is good in Key Stage 2. In the best lessons teachers listen carefully to pupils' answers, giving praise and successfully adapting activities to follow themes that develop as the lesson progresses. This makes lessons more interesting for pupils; the enthusiasm of most pupils is a significant element in their quality of learning.
30. Teachers are well aware of the individual needs of their pupils. They plan lessons with this in mind, grouping pupils effectively in the light of their understanding. The help that groups of pupils receive from teaching assistants and teachers is generally well adapted to their needs to enable all pupils to learn. However, teachers' strategies in the management of pupils are not always effective. Sometimes teachers have insufficiently high expectations of pupils' behaviour and this has a negative impact upon the quality of learning for the majority. In lessons observed across the school, the challenging and self-centred behaviour of a small minority of pupils affected the quality of learning for the majority. Teachers are a calm presence in the school; they rarely raise their voices and exercise their authority in a courteous fashion. There is mutual respect between most pupils and teachers. The quality and use of on-going assessment is mostly good and this has a positive impact upon pupils' learning. Teachers' assessment of pupils' needs is effective and they seek to engage all pupils in lessons by perceptive questioning.
31. The use of information and communication technology in lessons is satisfactory. As well as recently purchased additional computers for group use, all classrooms have computers for pupils to use. Information and communication technology is beginning to be used as a tool to develop pupils' learning. Skills in this subject are being developed and satisfactorily incorporated into many lessons; for example, in one physical education lessons a digital camera was used to record sequences of movement.
32. Review sessions at the end of lessons are satisfactory and they are used as opportunities for informal assessment. In the best teaching, pupils are reminded of what they have learned, are praised when they provide evidence of what they know. Teachers usually modify subsequent lesson planning as a result of this type of assessment. The marking of written work is satisfactory overall. Teachers know pupils very well, know their capabilities and work hard to maximise them.
33. Pupils and parents participate well in the home-school reading arrangements. Homework expectations are communicated effectively to parents, and homework is regularly set in a number of subjects. It is well used in teaching children in the Foundation Stage. The majority of parents feel that pupils get the correct amount of homework and inspection findings confirm this.
34. Targets set on pupils' individual education plans are specific and consistent; they set realistic goals. Work set has the appropriate degree of challenge; this is because class teachers know the pupils very well and have been actively involved in helping to develop their individual educational plans. Within classes, pupils with special educational needs work well together with other pupils. Higher attaining pupils are also well catered for with work of the appropriate degree of challenge.

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

35. The curriculum for children in the Foundation Stage is satisfactory overall. Detailed long-term plans are in place that include all the areas of learning that should be taught to children before they enter Year 1 and are appropriately focused upon the Early Learning Goals for children of this age. Lesson planning is detailed and children have access to a wide range of suitable activities and learning experiences. Teachers and teaching assistants have a good knowledge of the children in their care, and the curriculum is effectively tailored to meet their differing needs.
36. The quality and range of learning opportunities in Key Stages 1 and 2 are good overall. All statutory requirements are met. In the last few years, teachers have concentrated resources and staff effort on establishing a high-quality curriculum in English and mathematics. In this, the school has been successful. The national strategies for literacy and numeracy have been well established and this makes a significant contribution to the quality of pupils' learning. The result of this concentration on English and mathematics is that, although the curriculum is appropriately broad, some aspects of subjects; for example, designing in design and technology and three-dimensional work in art are not yet fully developed.
37. In seeking to raise standards in English and mathematics, the school rightly allocated a significant proportion of the school day to the teaching of these subjects. These standards are now established and the curriculum is consequently somewhat unbalanced. The school is currently meeting the demands of the National Curriculum. All the subjects of the National Curriculum, including religious education are taught, but significantly less than the national average time is given to some subjects such as art and design, information and communication technology, and design and technology. In addition, opportunities to systematically extend and consolidate English and mathematics skills through other subjects have not yet been fully identified. There is not enough opportunity, for example, for pupils to develop writing skills through their study of history or geography.
38. The provision for extra-curricular activities is very good. The range of extra-curricular activities is broad. Not only do teachers give up some of their own time to support activities, but members of the local community also come into school to provide opportunities that enrich the curriculum for pupils. There are good links between the work in lessons and the extra-curricular activities. Clubs for music, drama, French, Spanish, gymnastics, pets and football are well attended and they enable pupils to enhance their skills well.
39. Teachers make good efforts to ensure that all pupils have full access to the curriculum. They take positive action to ensure that all pupils are fully included in all activities. The school has a good awareness of the social and cultural diversity of the pupils' backgrounds and all pupils are valued and given equal opportunities to learn. Through their planning, teachers make good provision for pupils of differing abilities.
40. The school makes good provision for pupils with special educational needs and they make good progress relative to their prior attainments. Provision complies fully with the special educational needs Code of Practice. Pupils with special educational needs study the full range of National Curriculum subjects and the work is matched carefully to meet their individual needs and abilities. Teachers include these pupils fully in school life and the good levels of support ensure that these pupils are able to study all the subjects taught. In language sessions, for example, teachers often introduce concepts in the literacy sessions in a practical and visual way, and this makes learning easier.
41. The school's partnership with other schools in the area is good. The contribution of the community to pupils' learning is good. The school has enjoyed visits from a local potter, puppeteers, and drama specialists; some in connection with its National Poetry Day celebrations. It has close contacts with the nearby Church and two initial teacher-training institutions. The school makes good use of the local environment, for example, pupils have visited Purbeck Sports Centre, Studland beach, Osmington Bay activity centre, and outdoor education centres at Cranborne, Carey and Leeson House.

42. The school provides soundly for pupils' personal, social and health education. The school policy provides a satisfactory structure to develop these aspects of the curriculum. It is effectively applied and this makes a sound contribution to the ethos of the school. Whilst the school does not teach pupils directly about sex education, the Life Education Centre mobile classroom visits annually.
43. The provision for spiritual development is good. The school provides for spiritual development in assemblies by giving time for reflection, making them a special occasion and using themes, which lend themselves to awe and wonder. The assemblies seen during the inspection were happy occasions with a feeling of community. The current theme of trust and obedience was explored through discussion of people who are trusted to help, as well as stories which explained when skills are shared and people work together and have trust in one another the end result is much better. Pupils were given opportunities to reflect upon putting trust in beliefs at the end of an Old Testament story.
44. Provision for pupils' moral development is satisfactory. Most pupils learn the difference between right and wrong from the earliest age through becoming familiar with the school rules and the reasons for having them, although a minority of pupils do not respond well. Responsibility and respect for others is encouraged. Moral development is supported through the values and role models provided by staff and the relationships they promote. A clear message is given to pupils about what is fair and the standard of behaviour that is expected through "golden rules" and the class reward systems. However, staff sometimes have insufficiently high expectations of pupils' behaviour.
45. The school provides good opportunities for pupils' social development. Pupils are given the opportunity to take on increasing responsibilities as they progress through the school, with older pupils acting as prefects. Pupils throughout the school have opportunities to take part in a variety of after-school activities. Social development is also promoted strongly through consideration of environmental issues; for example, all pupils have been involved in discussion and drawing plans for the new garden development. When learning about life in India, pupils in Year 4 showed their concern by writing letters to the headteacher suggesting fund raising activities to support the victims of the earthquake which was the focus of national news at the time. Pupils are given good opportunities in lessons to discuss a range of issues together and work co-operatively and collaboratively.
46. The school offers good provision overall for pupils' cultural development. Christian traditions and beliefs are strongly promoted in assemblies and through celebrating Christian festivals. Pupils have a good awareness of local culture through taking part in local events and making visits to places of interest in the locality. Cultural development is also promoted through learning about the traditions and lifestyles of people from a variety of countries. Visitors to school provide good opportunities for pupils to begin to understand and appreciate through music and dance the richness and diversity of culture, and as a result enrich their own experience.
47. Since the previous inspection, the school's provision for pupils' spiritual, moral and social development has been maintained. Provision for pupils' cultural development has improved and awareness has been raised and opportunities provided for pupils to appreciate the multicultural society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. This is a caring school where the staff are committed to the support of all their pupils to help them do as well as they can. Teachers, throughout the school are sensitive to pupils' needs. New pupils are introduced to the school gradually and most settle well. Good links exist in the local cluster of schools, including the middle school to which the pupils transfer. These ensure pupils have a smooth transition to the next stage of their education.

49. The procedures for child protection and pupils' welfare are good. Staff know pupils well, pastoral care is good and pupils feel safe and secure. The staff are aware of their responsibilities under local child protection guidelines. The school has good monitoring and recording procedures in place. The headteacher is the designated child protection co-ordinator and there are good links with the appropriate welfare agencies. There is a good knowledge of procedures and issues of concern are regularly discussed with staff.
50. The monitoring of health and safety procedures is effectively carried out. The arrangements for reporting accidents, illnesses and medicines are good and sufficient staff have current first aid qualifications. The school is clean, and hazardous substances are correctly handled. Governors ensure that appropriate risk assessments are carried out regularly.
51. The school has satisfactory procedures for promoting good behaviour and for eliminating bullying. There are good procedures for promoting regular attendance, and satisfactory health and safety procedures. The procedures to support personal development and behaviour are not consistently applied throughout the school. During the inspection a number of incidents were observed where pupils showed lack of consideration and sometimes verbal aggression towards one another, which even when dealt with by teachers, resulted in limited overall improvement. Lack of success in dealing with these attitudes and behaviour contributes significantly to a lack of pupils' maturity and personal development.
52. The school's procedures for monitoring and assessing pupils' academic progress are satisfactory overall, which is an improvement since the previous inspection. A new planning format has recently been introduced for the Foundation Stage curriculum, which supports focused planning and provides detailed lesson objectives. Although the assessment procedures are not fully in place or consistently used, they are a focus of the school development plan. Non-statutory tests are used in Years 1, 3 and 4 and the school now carefully tracks progress in English and mathematics in each year group. Although targets are set for pupils' achievements at the end of Key Stage 1, and the end of Year 4, this data is not used sufficiently to help teachers to plan for what pupils need to do next. Although the school has a marking policy, it is not used regularly to identify the context of the work or support pupils to know what they need to do to move forward in their learning. Pupils are encouraged to refer to their targets when completing written work. Detailed analysis of National Curriculum test results and regular monitoring of the effectiveness of the literacy and numeracy strategies is undertaken. There is little formal monitoring of pupils' personal development, although teachers know the pupils well as individuals and are able to provide support when needed.
53. The school has good procedures to monitor attendance. Attendance registers are completed correctly and monitored. In particular, the system whereby the school secretary routinely telephones the parents of any absent child for whom no explanation has been received is effective in keeping track of absences. The school involves the Educational Welfare Officer if there are specific problems with pupils' attendance.
54. The school has effective procedures to identify pupils with special educational needs and carefully monitors their progress through regular reviews. The school makes good provision for pupils with special educational needs. Procedures for identifying pupils with special educational needs are undertaken promptly. Action plans and individual education plans are well designed with precise and well-focused targets, which help teachers in planning specific work for the pupils, and is a good improvement since the previous inspection. Reviews of these plans and annual reviews of statements of special educational needs are appropriately undertaken. All pupils have full access to the curriculum. The provision outlined on statements of special educational needs is fully implemented. Appropriate liaison exists with the necessary external agencies. Effective procedures are operating to identify and place pupils on the special educational needs register, and the school fully complies with the Code of Practice. Support is well organised to meet the range of needs and teaching assistants provide effective support to ensure good progress. The prompt and intensive support provided

has proved effective and enabled some pupils to be moved to a lower stage or removed from the special needs register altogether.

55. The quality of care the school provides has been maintained since the previous inspection and this has a positive impact upon standards achieved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. A significant proportion of parents took the opportunity to express their views about the school either at the parents' meeting or through the parents' questionnaire. The majority of parents are pleased with the quality and effectiveness of the education the school provides for their children. They believe that their children like school, make good progress, are helped to become mature and behave well at school. They think the school is well led and that teaching is good, with staff having high expectations of the pupils. Parents feel that the school keeps them well informed and that it works well with them. Overall, parents' views of the school are good.
57. The school provides a good range of information for parents. Curriculum details are provided to parents at the start of each term, whilst homework is given on set days so that parents know when to expect it. There are good opportunities for parents to come into school and see teachers informally. The written reports on pupils' progress are mostly good. Most provide some information on how children are actually progressing as well as listing curriculum coverage, although some lack reference to National Curriculum levels of attainment. Some reports include useful targets. The comments from both the class teacher and the headteacher provide helpful comments on pupils' personal development. Parents are informed of school events through regular newsletters. The prospectus and governors' annual reports are both well-written documents.
58. Most parents have signed the home-school agreement, and most parents support their children well by helping with homework, particularly by hearing them read on a regular basis. Parents of pupils with special educational needs are appropriately involved in the reviews of their progress. Parents feel that they can contact the school with any problems or suggestions and that they will be listened to. A large number of parents help in school. There is an active school association, which organises social and fund-raising events. Parents help the school in practical ways, recent examples being making new wooden gates and dismantling the old swimming pool.
59. The good quality of the partnership with parents has been maintained since the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The overall leadership and management of the school is satisfactory. There has been a good response to the key issues identified in the previous report. This, together with the successful introduction of the literacy and numeracy strategies and the increasing use of performance data, an improvement in the quality of teaching has contributed to satisfactory improvement in standards, and particularly in English, mathematics and science. The quality of leadership and management has improved overall since the previous inspection.
61. The headteacher continues to facilitate consultative leadership. As a result, the management of the school is based upon a supportive team approach that pervades all areas of school life. To some extent, this is a necessity as the headteacher receives only one-day release from his own class commitment each week, on a regular basis, to concentrate upon wider leadership and management issues. However, there is a sense of direction in the work of the school, successfully focused upon raising standards, while maintaining care and support for pupils. This has been brought about by a number of factors, including changes in teaching staff, and further improvements in the informed and active involvement of the governing body.

It is underpinned by good relationships encouraged by the headteacher that contribute to the commitment and willingness of all to on-going improvement.

62. A team approach is well developed, and all staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted effectively, and pupils with special educational needs are well supported. With the exception of the newly qualified teacher, all teaching staff have responsibilities for co-ordinating areas of the curriculum. Within the time constraints, this is carried out successfully.
63. The headteacher is effectively supported by the deputy headteacher, who is also the school's special educational needs co-ordinator, and who provides good leadership and management of this provision. She has a very clear picture of all the needs within the school and how they are being met. She is well supported by governors and other teachers within the school. There are good links with pre-school providers and the secondary school to ensure early identification of needs and continuity of provision. The school complies with the Code of Practice and fulfils its statutory requirements.
64. The newly established governing body is making a good contribution to the life of the school. A range of its responsibilities is delegated to committees that effectively support the work of the school. Governors are becoming more involved in the monitoring of the work of the school, and several governors visit the school regularly and generously give of their own time and expertise. The governors fulfil their statutory responsibilities well.
65. Most pupils, parents, staff and governors support the school's aims. They promote the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. Many of these aims are effectively incorporated into all aspects of the school. However, aspects of the pupil management policy are inconsistently carried out and are having a negative impact upon the quality of teaching and learning and subsequent standards.
66. The school improvement plan clearly identifies the areas for future development over a two-year period. The planning process is good, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.
67. Within time constraints, there is satisfactory monitoring of teaching and the curriculum by the headteacher and this is proving to be satisfactory in raising standards, particularly in English, mathematics and science. However, this is not on a regular planned basis, with an evaluation of the quality of teaching and learning and its impact upon standards achieved by pupils. The management of pupils' behaviour is inconsistent throughout the school and lacks strength and determination in its application. The co-ordinators for English and mathematics have worked hard and successfully to ensure the effective use of the national strategies by supporting staff training and monitoring some teaching. In this way, they make a significant contribution to raising standards.
68. The school and governing body have set up effective structures to ensure that the pupils with special educational needs are appropriately and effectively supported. The governing body is well informed about any changes in the provision, and ensures that the required information is included in the governors' report to parents.
69. Financial planning is good, and linked closely to the school's educational priorities. Special grants, such as allocations for professional development are used well. The governors are prudent in their budgeting, and the strategic planning of the school is good.
70. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Sufficient financial information is made available to all governors. The governors make good use of resources and link spending decisions to educational priorities. There are

effective procedures to review and evaluate the effects of financial decisions and governors are satisfactorily aware of best value principles.

71. The school is well staffed and there is an appropriate balance of experience and expertise. There have been substantial changes in teaching and support staff since the previous inspection, with two teachers newly appointed to the school. All have been well assimilated into the life and work of the school. Most support staff have received appropriate training and they are carefully briefed on the content of most lessons.

72. The school's accommodation has been improved since the previous inspection. It provides satisfactory provision for the teaching of the curriculum. Three of the four classrooms provide large and airy space for the number of pupils, whilst the fourth is satisfactory. The school hall remains too small for the safe and full teaching of the National Curriculum, as it was at the time of the previous inspection, with the ceiling exceptionally low for the use of climbing apparatus, and at the time of the inspection it smelt of heating oil. The library is inadequate, being a small and cramped end of a corridor, but, given the circumstances, the school is making the best use of this space. There are two useful areas available for information and communication technology or small group work. The school has the advantage of a large playground and a grass playing field for outdoor games when the weather permits.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education further for the pupils, the headteacher, staff and governors should focus upon the following key issues:

- (1) Ensure that the management of pupils' behaviour is consistently applied and effective throughout the school; (paragraphs 1, 6, 14, 15, 16, 18, 19, 23, 30, 44, 51, 65, 67, 74, 76, 77, 78, 82, 87, 98, 108, 113, 123, 127, 136, 137, 144, 150)
- (2) Review the balance of time given to each subject of the curriculum; (paragraphs 36, 37, 94, 111, 112, 114, 116, 119, 120)
- (3) Ensure that assessment of pupils' work is used effectively to inform the next stage of their learning and what to teach next; (paragraphs 28, 32, 57, 91, 97, 99, 100, 124, 128, 151)
- (4) Within resource limitations, increase the time for the headteacher to carry out his leadership and management responsibilities, particularly the evaluation of the monitoring of pupils' academic performance and teaching, as well as effective and consistent management of pupils' behaviour. (paragraphs 61, 67)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Continue to raise standards in design and technology, particularly in extending pupils' designing skills; (paragraphs 118, 119, 120)
- Provide further opportunities for children in the Foundation Stage to take responsibility for their own learning, and extend opportunities for role-play by ensuring that there are an appropriate range of dressing-up clothes and resources for children's use; (paragraphs 23, 77, 80, 81)
- Extend opportunities for pupils to develop their literacy and numeracy skills in other subjects, and consider ways to improve the school library resources to help develop all pupils' research skills; (paragraphs 37, 72, 88, 92)
- Ensure the school's marking policy is consistently implemented; (paragraphs 92, 99)
- Review the effectiveness of the school hall to meet curriculum requirements, particularly for physical education lessons, and the impact of the smell of heating oil on pupils and staff using this area. (paragraphs 72, 145)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	39	45	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	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	91
Number of full-time pupils known to be eligible for free school meals	1
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	22
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	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.4%
National comparative data	5.2%

Unauthorised absence

	%
School data	0.1%
National comparative data	0.5%

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	9	9	10
	Total	19	18	20
Percentage of pupils at NC level 2 or above	School	90 (75)	86 (80)	95 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	8	9	9
	Total	18	19	20
Percentage of pupils at NC level 2 or above	School	86 (85)	90 (90)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	21.7:1
Average class size	22.75

Education support staff: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	51

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	189063
Total expenditure	188599
Expenditure per pupil	1965
Balance brought forward from previous year	2800
Balance carried forward to next year	3264

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	42	0	0	0
My child is making good progress in school.	49	49	0	0	2
Behaviour in the school is good.	38	60	0	0	2
My child gets the right amount of work to do at home.	29	58	11	2	0
The teaching is good.	56	40	2	0	2
I am kept well informed about how my child is getting on.	29	60	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	53	44	2	0	0
The school works closely with parents.	51	42	0	2	4
The school is well led and managed.	53	36	2	2	7
The school is helping my child become mature and responsible.	51	47	2	0	0
The school provides an interesting range of activities outside lessons.	67	27	7	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Children enter the reception class on a part-time basis in the September before their fifth birthday and are in school full-time after the Easter holidays. Most children starting in the reception class have attended the adjacent pre-school. There are well considered links between the pre-school and the school and these are effective in preparing children for the reception class. These links include regular use of the school hall by pre-school children, visits by the reception class teacher to the pre-school, visits by pre-school children to the reception class, together with home visits. These provide a good introduction for children and their parents to familiarise themselves with the life and work of the school.
74. The range of attainment measured by baseline assessment shows that the attainment of the present cohort of children on entry is broadly average. Children make satisfactory progress and broaden and consolidate their knowledge in all areas of learning. At the age of five, children's attainment is broadly in line with expected levels. Children demonstrate good communication skills, although aspects of their personal and social and listening skills are less well developed.
75. Children in the foundation stage of learning work in the same class as Year 1 pupils. Planning is good and overall provision for children in the foundation stage is satisfactory. Standards overall have been maintained since the previous inspection.

Personal, social and emotional development

76. Children achieve broadly what is expected for their age, and they make satisfactory progress through opportunities to work and co-operate with others. They are responsive, interested in what they are doing, and concentrate and persevere in their learning. They are happy to contribute their own ideas during discussion; for example, when sharing a book together. The caring attitudes of adults make a good contribution to the development of children's personal and social skills. However, children's listening skills are less well developed. A few children are attention-seeking, do not listen well and have little understanding of the impact of their behaviour upon others. As a result, the quality of learning is often not as effective as it could be.

Communication, language and literacy

77. Children are confident in their use of a growing vocabulary and range of expression and achieve above what is expected for children of this age. Progress in language and literacy is mostly satisfactory, and good when activities are well matched to children's learning. Children are happy to share books with adults, and enjoy talking about the stories and pictures, and some recognise familiar words. The quality of teaching is satisfactory in this area of learning, but children became restless and inattentive during some of the literacy sessions observed and this has a negative impact upon their learning. There are satisfactory opportunities for role-play; and these are sometimes good when an adult intervenes and extends children's ideas. However, overall, opportunities for role-play are under-developed; for example, there is a lack of dressing-up clothes and resources for children to use, and this restricts creative language development.

Mathematical development

78. Attainment in mathematics is in line with expectations, and children make satisfactory progress in colour, shape and number recognition. Children experience a range of number and singing games, and appropriate computer programs reinforce activities and their learning. Numeracy skills are developing satisfactorily. Children are beginning to identify and create

patterns and compare, sort and count objects, and count up to ten. The quality of teaching in this area is satisfactory. However, children became restless and inattentive during parts of the lessons observed and because of this some children do not achieve well.

Knowledge and understanding of the world

79. Children achieve appropriate expectations for their age, and they make satisfactory progress. The activities provided help children to develop an understanding of the world around them. Children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play, although opportunities for this are limited. Children develop the skills of cutting, joining and building using a satisfactory range of materials. They have good access to a range of construction materials. There are satisfactory opportunities for children to use information technology to support literacy and numeracy. The quality of teaching is satisfactory; lessons are planned well, make appropriate use of resources to stimulate children's enthusiasm, and adults use good questioning skills to develop children's knowledge and understanding.

Physical development

80. Children's physical development is in line with expectations for their age, and they make satisfactory progress. They handle scissors, glue, paintbrushes and crayons appropriately, although the range and variety of equipment is sometimes too restricted; for example, in the availability of varying thickness of pencils and paintbrushes. Teachers extend children's physical development by giving them good access to the main playground. There are appropriate opportunities for children to have physical education lessons in the school hall. They enjoy physical activities, and are becoming confident in the use of space. The quality of teaching is satisfactory, and the teacher ensures that children have regular access to physical activities.

Creative development

81. Children's creative development is in line with expectations for their age and they make satisfactory progress overall. Children show enthusiasm for art and represent what they see and feel in a range of media. They show a growing appreciation of the effects of different textures, colours, shapes and patterns. The teaching in this area of learning is satisfactory, but is sometimes too heavily teacher-directed; for example, by restricting the availability of a wide range of materials and equipment.
82. Overall, the quality of teaching for the under-fives is satisfactory. The class teacher has a satisfactory knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy lessons. However, some of the lessons observed, particularly in literacy and numeracy, were too long and children became restless and inattentive. The class teacher is newly appointed to the reception class and has made good progress upon improving the quality of the overall provision.
83. Planning is good, and includes appropriate references to the Early Learning Goals for children of this age and the National Curriculum. There is a satisfactory range of resources available, although regular access to a secure outside area to extend children's learning is limited at present. However, staff have recognised this as a weakness and there are plans to improve this provision. Children have occasional opportunities to use large wheeled toys from the adjacent pre-school. Staff are working hard to improve the overall quality of provision in the foundation stage. There is equality of learning opportunities for boys and girls.

ENGLISH

84. In the National Curriculum tests in 2000 at the end of Key Stage 1, pupils' performance was above the national average in reading, and in line with the average in writing. The percentage of pupils achieving at the higher level (level 3) was above the national average in writing and broadly in line in reading. When compared with schools having a similar percentage of pupils eligible for free school meals, standards are in line with national averages in reading and writing. The overall trend since 1998 is one of improvement. National tests indicate that girls are outperforming boys in reading and writing.
85. Inspection findings indicate that standards in English in Key Stage 1 are appropriate for children of this age. Standards achieved by the oldest pupils in Year 4 are above expectations and they make good progress as they go through the school. Most pupils enter Key Stage 1 with sound language skills. They learn quickly to read and write because they receive appropriate support, but indications are that girls are achieving better than boys. Most pupils, including those with special educational needs, make good progress in relation to their prior learning.
86. In all year groups, pupils speak well. They are confident with their teachers and are happy to give opinions; for example, in explaining about the tomb of the D'Urberville family in Bere Regis Church. Through work in all subjects, pupils broaden their spoken vocabulary and in Year 4 are capable of using a good range of words to talk about their work. In Key Stage 2, standards in speaking are above average. Many pupils adapt their speech to suit formal and informal occasions; for example, in understanding the differences between playground talk and classroom discussions and most speak clearly. Through effective teaching, pupils learn to show awareness of the needs of the text and their audience, and they read with expressive voices. Pupils develop confidence and skill in performance through their participation in well-run school assemblies and drama activities held in history lessons.
87. Most pupils listen satisfactorily. The majority concentrates in lessons and responds appropriately to the questions or instructions they are given, but a small minority is sometimes inattentive and behaves inappropriately. When this occurs, it has a negative impact upon their progress and that of other pupils.
88. Standards in reading are in line with expectations in both key stages. Teachers place a good emphasis upon reading, and give pupils the opportunity to read to themselves, to the teacher and other adults, as a result, most pupils achieve well. Events such as the National Poetry Day and the Millennium celebration enable pupils to improve their standards and celebrate their achievements. Many pupils read and understand both fiction and non-fiction books. In Key Stage 1, pupils use a range of strategies in order to read unfamiliar words. They use phonic skills as well as contextual and picture clues effectively to assist them to read simple texts independently. However, a few pupils remain hesitant readers. These pupils lack a good awareness of phonics with some unsure how to read new words. In Key Stage 2, pupils improve their skill in reading and an increasing number in each year group read independently both for pleasure and to obtain information. Pupils, as they move through the key stage, predict how a book may unfold with increasing sophistication. Many can discuss and compare texts and authors, and describe characters. Those with special educational needs are learning to use appropriate strategies such as phonic or contextual clues and, as a result, they make good progress. Pupils have average research skills; for example, they use an index to locate and use information for their topic work. Pupils in Key Stage 2 use good techniques when searching for information in non-fiction books. They have a good understanding of the main features of reference books such as glossary, contents, and index. Pupils only have a sound understanding of the classification of books in libraries or of how to search for particular books because the school library is under-stocked and poorly situated. Currently the number of books in the library restricts the extent to which pupils can use their skills to research in other subjects. Teachers boost the home-school partnership by the links they make with parents to help children read. These links are productive in assisting the pupils to attain higher standards.

89. Standards in writing are in line with expectations in Key Stage 1 and above the level expected for their age in Key Stage 2. Pupils' writing skills show good, steady improvement as they move through the school. Scrutiny of work throughout the school shows pupils gain competence in sentence construction and punctuation. They learn to write in a variety of formats, including instructions, reports, stories, personal writing and poetry. In Year 2, the majority of pupils write at some length and their writing shows understanding of the basic elements required by different types of writing. Most pupils write in sentences that start with a capital letter and end with a full stop. Standards in spelling are sound with pupils using their phonic skills and their knowledge of common words effectively in their word log books to write clearly.
90. Throughout the school, pupils have satisfactory standards in handwriting and a majority achieves a joined, regular style of cursive writing in Year 4. In Key Stage 2, some pupils learn to draft and redraft their writing using a pen or a computer. Throughout the key stage, most pupils have a good written vocabulary. They learn the importance of using adjectives, adverbs, metaphors and similes to give their writing interest and colour where applicable. They develop a good understanding of the conventions of different styles of writing. They show a growing understanding of the formal conventions of grammar, and some are confident to discard these when it is appropriate so to do. In Year 4, pupils incorporate much of this into their work and standards are good.
91. Overall, the teaching of English is sound in Key Stage 1, and good in Key Stage 2. The effective way in which the school has implemented the National Literacy Strategy plays an important role in raising standards in reading and writing. Teachers know how to teach literacy consistently from year-to-year and have received good guidance from the subject co-ordinator. Lessons usually start crisply. Pupils usually listen carefully, respond accurately, and gain basic skills steadily. Teachers plan lessons thoroughly and usually tell pupils clearly what they are going to learn. Consequently, pupils usually know what is expected of them and develop a fair understanding of the way they are learning. In Key Stage 1, teachers do not always make learning objectives clear and then the point of learning is less obvious. Teachers check learning and develop pupils' thinking with good probing questions. They encourage pupils to think deeply and to consolidate what they have learned.
92. Teachers use a good range of strategies to teach English including drama. Classroom activities are purposeful and this encourages pupils to concentrate and do well. Teachers usually have high expectations of pupils and encourage pupils to have high expectations of themselves. Lessons develop at a good pace and in most, pupils complete a good amount of work. Teachers assess pupils' work regularly and have a good knowledge of how well they are doing. They then provide pupils with work matched carefully to their needs and abilities, for example, when they work in groups composed according to ability. Teachers encourage pupils to evaluate their written and spoken work and that of their peers in plenary sessions. This good strategy helps teachers to know how to help pupils to improve further. Teachers mark pupils' work regularly and this is often useful in helping pupils identify how they can improve. There is, however, inconsistency in its quality from year-to-year. Relationships are mostly good and, as a result, pupils feel secure, are unafraid to ask questions, and learn quickly from their mistakes. When teaching is occasionally very good or better, the teacher's confident and knowledgeable approach, coupled with a detailed understanding of what pupils can do, helps pupils to learn rapidly. On occasions however, lessons lack challenge and the best use is not made of the available time. Teachers are beginning to use information and communication technology to support learning in English using word processing to assist with editing and presentation, and educational games to help with the raising of reading standards. Although pupils are given the opportunity to read and write during their work in other subjects, the short amount of time allocated to these subjects restricts the extent and quality of this work.
93. The school provides effective support for pupils with special educational needs through well thought out work that meets the pupils' current needs. Pupils who are attaining standards that

are just below expectations are supported through additional literacy groups and they make good progress in these groups, because the work is clearly focused on areas in need of improvement.

94. The subject is led well by an able coordinator who plans, monitors, evaluates and guides work in the subject effectively. The school has placed a strong emphasis upon the teaching of English and it is taught for a substantial amount of time every day, and this has had a positive impact upon raising standards.

MATHEMATICS

95. Pupils in Year 2 attain standards expected for their age, while pupils in Year 4 attain standards above those expected for their age in numeracy and all areas of mathematics. The 2000 National Curriculum tests indicate standards above the national average and also above average when compared with similar schools. The trends over the last three years have been variable, which is not unusual in a school with small numbers of pupils in each year group. However, the trend over time is one of improvement. There are no marked differences in the performance of girls and boys. Pupils make satisfactory achievement Key Stage 1, and good achievement during Key Stage 2. The National Numeracy Strategy is fully in place and this structure has been effective in supporting overall improvement since the previous inspection, particularly in Year 4. Pupils with special educational needs are supported well and make good progress.
96. In Key Stage 1, the majority of pupils identify number patterns, recall number facts and add and subtract small numbers mentally. They understand place value of hundreds, tens, and units and recognise confidently the value of most two-digit numbers to 100. They can double and halve numbers. Pupils are confident in naming two-dimensional shapes and learn about their properties using the terms “faces”, “edges” and “corners”. Pupils recognise coins and add items in shopping problems and work out the correct change from values of £1, and £5. They choose their own strategies and methods to find the answer and explain with growing confidence what they did to arrive at their answer.
97. In Year 4 the majority of pupils are secure in their understanding and recall of number bonds and tables. They know how to explain the relationship and value of digits of place value to 1000. Pupils investigate consecutive numbers and count in constant steps forward and back in units of 2, 5, 10 and use negative numbers. Higher attaining pupils work on fractions and decimals sequences. They have a good understanding of a wide range of mathematical concepts such as different kinds of angles in a triangle and reflective symmetry. Problem solving presents a challenge for some pupils who need more support to understand the issue and direction to identify the appropriate strategy to use. Pupils with special educational needs make good progress as a result of skilled support. Mathematics is used incidentally across the curriculum; for example, time lines are used in history and negative numbers in geography when learning about the weather. Opportunities to use mathematics for practical investigations are used in most classes. However, information and communication technology are not always sufficiently identified in planning.
98. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Overall, the impact of teaching on pupils’ learning is affected in all lessons as too much time taken up with the management of inappropriate behaviour. Pupils are given opportunities to share resources and co-operate together with activities, but they find this very difficult and are reluctant to listen to the ideas of others or work collaboratively. When teaching is good, teachers share the key objectives and the precise mathematical vocabulary with the pupils and revisit these consistently during the lesson. The structure of good lessons provides pupils with challenge and encourages them to work at a good pace. Teachers show enthusiasm in the oral and mental sessions and, as a result, pupils learn quickly and are developing mental agility. Pupils are motivated by good questioning and activities, which match the different abilities within the class. Good review sessions were observed at the end of some lessons that encourage pupils to recap and explain their work, and so share and refine their understanding,

as well as making the link towards the next objective. Where teaching is less successful, teachers do not make explanations clear enough, work is not always matched to the ability of the pupils and consequently pupils become frustrated by the challenge.

99. There is evidence of over-direction in some lessons, which results in pupils having limited opportunity to develop independence in selecting the appropriate strategy to use. In all lessons, sound use is made of resources. Pupils apply their understanding of number when in history they made a Viking time line, and they use their knowledge of negative numbers in geography when learning about weather around in the world. Information and communication technology is not yet used across curriculum subjects to develop pupils' mathematical knowledge, skills and understanding. Marking does not consistently provide meaningful comments to take pupils on to the next stage of learning. Good use is made of teaching assistants who work mostly with small groups of lower attaining pupils to support and reinforce the objectives of the lesson, and class teachers give pupils good guidance.
100. The subject co-ordinator has reviewed the introduction of the National Numeracy Strategy and gives good support to staff through systematic observations of teaching and learning. Teachers are beginning to record the pupils' strengths and are identifying difficulties in order to help pupils to improve. However, this is not yet undertaken regularly across the school. Assessment is used to set challenging targets and the school plans to use these more consistently during lessons. The school uses non-statutory test materials and the results are beginning to be used to track pupils' progress throughout the year and from year-to-year.
101. The school has made good improvement since the previous inspection. The mathematics curriculum has been reviewed and the role of the subject leader strengthened. Standards are rising.

SCIENCE

102. Standards achieved in science by the oldest pupils in Key Stages 1 and 2 at the time of the inspection are above expectations. This judgement is an improvement upon the findings of the school's previous inspection, where standards in both key stages were in line with expectations.
103. In the 2000 end of Key Stage 1 National Curriculum assessments made by teachers, standards in science were above the national average at level 2 and above, and well above the national average at level 3 and above. In comparison with the performance of pupils in similar schools, standards were above average. Optional tests carried out by teachers at the end of Year 4 indicate that these standards are maintained and developed.
104. Pupils in both key stages achieve well and have a particularly good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties; for example, they compare and correctly group a set of materials according to their properties. Pupils know the characteristics of living things, and understand that plants require light and water for growth.
105. Pupils' learning is good in Key Stage 1 and they make good progress. Pupils learn about plants and animals and describe and record the growth; they consider life cycles and environmental issues. Pupils are aware of food needed for good health and growth and know that "food gives us energy". They make predictions based on prior knowledge; for example, in one good Year 1/2 lesson, pupils successfully predicted what would happen when air was released from a balloon and why it happened. By the end of the lesson, most pupils recognised that air is a force. Pupils in this key stage are beginning to understand the meaning of a fair test.
106. Pupils' learning is good in Key Stage 2 and they make good progress. Pupils are given a wide range of opportunities to extend their knowledge and skills as they move through the key stage. In one good Year 3/4 lesson, pupils were asked to test the friction created by various

surfaces. Most pupils carried out the investigation effectively, and used accurate measuring skills to check distance travelled by a toy car. Several pupils were observed checking the validity of the fair test with each other. The lesson was particularly successful because of effective intervention and development of ideas by the class teacher and student. Pupils are becoming confident in explaining their experiments and relate their knowledge to everyday things. There is no discernible difference in the progress of boys and girls observed through the school.

107. Pupils with special educational needs receive appropriate support and achieve satisfactory standards, relative to their previous attainment. Good opportunities exist for the development of the knowledge and understanding of higher attaining pupils in science lessons, as teachers plan for the necessary extension activities and are alert to pupils' individual needs.
108. Pupils' attitudes to science are unduly variable. Although most pupils behave satisfactorily, others are sometimes unsettled and attention-seeking. However, they value each other's contributions to discussions and collaborate satisfactorily in group work; for example, during a Year 3/4 investigation about friction.
109. The quality of teaching is good overall in both key stages. Teachers are knowledgeable and confident when teaching the subject. Teachers' planning for lessons is good. The scheme of work is appropriate. Lessons usually begin with questions and a review of previous work, and the work planned builds effectively on this prior knowledge. In the best lessons, clear explanations and instructions are given to pupils. Teachers place an appropriate emphasis upon using the correct scientific terms and encourage pupils to give the same attention to detail in their explanations. Where teaching is most effective, teachers have high expectations of both work and behaviour.
110. Literacy and numeracy skills are used appropriately in science, and pupils are encouraged to write up their experiments in a scientific way using appropriate technical vocabulary, using charts and tables. Information and communication technology is also used appropriately, and identified in planning. The subject is effectively co-ordinated and monitored. Standards have improved since the previous inspection.

ART AND DESIGN

111. Only one lesson was observed during the inspection. Evaluation of standards is based upon the evidence of scrutiny of previous work, and discussions with the subject co-ordinator, other teachers and pupils. Standards of the oldest pupils in both key stages are in line with expectations. Pupils, including higher attaining pupils, in both key stages achieve soundly. Some pupils with special educational needs make good progress and achieve highly.
112. In Key Stage 1, pupils investigate and use a variety of materials to communicate their ideas and meanings. They use pencils, paints and other media to produce pictures and designs of a satisfactory standard. Their paintings of plants such as cacti show they use colours to produce pictures that have a feel for art and some show close precision in the detail. Pupils also use the work of others to influence their own work. In Key Stage 2, pupils make well-designed and attractive collages. Year 4 pupils use paint well with a strong sense of colour and a growing skill with perspective. Pupils study the work of famous artists, such as Van Gogh, Millais, Rousseau and Picasso, and produce paintings, which attempt to include light and shade, and warmth and depth. Pupils have a sound knowledge of artwork from different cultures, such as from Africa. Pupils have more opportunities for painting and drawing than with textiles, collages or larger three-dimensional work.
113. Although little direct teaching was observed, the standard of teaching overall is satisfactory in both key stages. Teachers use a variety of ways to teach pupils, including showing them the work of artists of high quality such as that by talented local secondary students studying the subject. Teachers use this work well to demonstrate how to represent light, shade and perspective. The school has made good use of external specialists to help pupils with their

ceramic work creating pottery creatures and tiles depicting aspects of life in Bere Regis. This added dimension enables pupils to learn well. Teachers have high expectations of the pupils and use critical evaluation of work as it progresses to help raise standards. Most pupils are well motivated and most enjoy art and design. They like to draw and paint and most concentrate well on their work. This enables them to take advantage of the evaluations given by the teachers. However, the behaviour of a few pupils interrupts the concentration of others.

114. Art and design is led soundly. The subject co-ordinator is suitably experienced and a talented classroom practitioner. She has attended useful meetings with colleagues from other schools in the local cluster and provided some guidance for other teachers. There has been little monitoring of the quality of teaching and learning in the subject.

DESIGN AND TECHNOLOGY

115. Only one design and technology lesson was taught and observed during the inspection. Evaluation of standards is also based upon the evidence of scrutiny of previous work, and discussions with the subject co-ordinator, other teachers and pupils. The attainment of the oldest pupils in each key stage is in line with expectations.
116. Since the school has focused upon raising standards in literacy and numeracy in the last two years, this subject has not been a priority. Therefore although the quality of learning is satisfactory, some pupils do not achieve as well as they could. This is due to the relative lack of time devoted to the subject. Most pupils, including those with special educational needs, make satisfactory progress with the development of making skills. Some higher attaining pupils are not sufficiently challenged and they do not achieve enough.
117. In Key Stage 1, pupils make structures using tools and combine components in a variety of ways. In Year 1, pupils make structures using pulley wheels, levers, pivots and split-pins. In the lesson seen, they were making winding mechanisms of sound quality. With adult help, they cut card and assemble mechanisms. Other pupils find out about levers by using construction materials.
118. Throughout the school, pupils' design skills lag behind their making skills; for example, in Years 3 and 4, pupils have designed model rooms with working burglar alarms. Pupils showed little understanding for the reason for their designs, thinking that it was merely an opportunity to draw a picture without any further refinement. Most pupils are very enthusiastic about their work but there are few opportunities for pupils to use a wider range of materials, such as plastic or wood, rather than just card and paper.
119. The quality of teaching is satisfactory throughout the school. Planning is good, and is based upon national guidelines. In the lesson seen, the teacher managed the pupils well. Pupils respond well and show good levels of concentration that help them work hard. Pupils enjoy the making element of the subject and most have positive attitudes. The limited number of time available for each unit of work, however, prevents pupils from finishing their products or developing their skills. Many pupils express enthusiasm for the subject.
120. Leadership in design and technology is satisfactorily co-ordinated. Owing to the strong emphasis upon the development of the English and mathematics curriculum, there has not yet been the opportunity to concentrate on design and technology. Standards have been broadly maintained since the previous inspection. The amount of time devoted to teaching the subject is short, and this has had an adverse effect on improving standards. The resources for learning are adequate.

GEOGRAPHY

121. Standards of the oldest pupils in both key stages are in line with expectations. At the time of the previous inspection, standards were found to be in line at the end of Key Stage 1 and good at the end of Year 4. However, since the previous inspection the curriculum for geography has been the subject of a national review and the school is currently implementing the revised curriculum.
122. The oldest pupils in Key Stage 1 have a good knowledge of local places and describe the area from which they come and the routes they take to school. Pupils use maps to locate places and make suggestions about improvements to the local village environment. They make comparisons between places; for example, pupils in Year 2 use photographs to observe routines and lifestyles of the people who live in Tocauro, Mexico and then complete a list showing the differences to their own daily routine. Pupils in Year 4 have studied weather around the world and they know that different places may contain similar and different characteristics. They begin to apply questioning skills and offer explanations and judgements from their observations using a range of sources. The whole school has been involved in designing a new garden and drawing plans that show clearly which features they consider important to improve the overall effect of the school environment.
123. Overall, teaching is good in both key stages. The clear and detailed teaching provides pupils with an enthusiastic basis from which to develop their own geographical skills, as well as the good use, which is made of visits within the local environment. Opportunities are given to research from a variety of sources, such as photographs, books and CD ROMs; for example, when pupils in Years 3 and 4 are finding out about the effect that climate and landscape have upon employment in Chembakolli village in India. Pupils were also exploring these effects more closely when an earthquake occurred in India while they were studying the country and this aspect of geography. Teachers' expectations and challenging questioning ensure pupils are aware they need to locate evidence and present clear explanations to justify their judgements. Despite focused teaching, some pupils lack concentration and are unwilling to share resources and collaborate.
124. The school has reviewed its planning strategies in the light of recent national guidance. Information and communication technology is used to locate further information using CD ROMs and the Internet. Strategies for assessment and recording pupils' attainment are not yet systematically and consistently applied to inform planning for the pupils' future learning. The subject leader has not yet had the opportunity to monitor the quality of teaching and learning. There are currently sufficient resources to fully support teaching and learning in geography. The subject leader has a clear idea of the subject's developmental needs to ensure systematic improvement.

HISTORY

125. Standards of the oldest pupils in both key stages are in line with expectations. There has been an improvement in the standards at the end of Key Stage 1, which were judged to be below national expectation at the time of the previous inspection. Standards in Key Stage 2 have been maintained. The school is now implementing the recently revised curriculum for history.
126. Key Stage 1 pupils are well aware of the differences between past and present, and sequence events and objects to show understanding of the passage of time. They know about and show a satisfactory understanding of events and people from the past and explain why they are important; for example, Florence Nightingale, Mary Seole and Grace Darling. Year 4 pupils have a good understanding of the life and times of the people of ancient Greece and the Viking culture. They have a good knowledge of the Vikings as traders, as well as warriors. They appreciate the differences in lifestyle between Vikings from different social levels and

show a satisfactory understanding of how these people eventually settled in the lands they originally invaded and developed a more civilised life style.

127. Teaching is good in both key stages. Drama is used very effectively to bring to life an event in time and enable pupils to experience the feelings of the people concerned and reflect upon the actions taken. Year 2 pupils interacted very well together and with the teacher when experiencing the shipwreck and when considering the consequences of Grace Darling's decision to attempt to rescue the shipwrecked passengers. Teachers have good subject knowledge and high expectations that are made clear to pupils and this ensures historical events are clearly explained and questioning challenges pupils in their research and in the explanations they give. Pupils in Years 3 and 4 use a variety of sources well, including books, photographs, artefacts, videos, CD ROMs and the Internet, to develop note-taking skills. They are also expected to report back with justifiable explanations based on the evidence they have used. Many pupils find it difficult to settle to tasks, share resources and remain focused throughout lessons despite enthusiastic and well-directed teaching. They show limited respect for the views and opinions of their peers and orally challenge them with some obvious aggression.
128. The school's provision for history is successfully enriched by visits to museums and contributions from visitors to the school who share their experiences and memories; for example, the drama specialist who re-enacted with pupils Odysseus' journey. Information and communication technology is also used satisfactorily in the subject, through the use of CD ROMs and the Internet to find out additional information. There are assessment procedures in place but these are not yet systematically used across the school to inform planning for pupils' future learning. There are sufficient resources to support teaching and learning in history. The subject leader has not yet had opportunities to monitor the quality of teaching and learning, but is aware of what needs to be done within the subject to ensure consistent improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Only one information and communication technology lesson was observed during the inspection although computers were used in other lessons. Evaluation of standards is based upon the evidence of scrutiny of previous work, and discussions with the subject co-ordinator, other teachers and pupils. Standards of the oldest pupils in both key stages are in line with expectations. Currently, pupils are achieving soundly and as the school makes further use of recently installed equipment, standards are set to rise.
130. In Key Stage 1, pupils gain skills and knowledge satisfactorily in using computers to present their work. Pupils in Year 2 use the keyboard well to write their work, to present it in simple forms; for example, to write items in a list. They know how to change the size and style of writing, save their work for future use and how to print it out. They produce pictures using an art package. In Key Stage 2, pupils further develop their skills; for example, pupils in Year 4 edit work using the 'cut and paste' facility and to check spellings with a spell checker. Older pupils use devices such as borders and 'clip art' to enhance the appearance of their work. These pupils have not yet had sufficient experience in using the computer to present work to enable them to be aware of the intended audience or how multimedia applications can have an impact on presentation.
131. Pupils throughout the school are gaining appropriate skills and experience in using computers to research information. Pupils in Year 2 have used the Internet to conduct research on Ancient Egypt. Pupils throughout the school find their way about the school's Internet facilities and can frame questions, select information and use facilities such as the 'browser' appropriately. They are less sure of how to combine the information they have found from different sources. Some aspects of the control element of the subject have been insufficiently developed. The school has not yet sought to utilise the resources pupils can use at home to a sufficient degree or to provide more support for those pupils who are less advantaged. However, the school plans to address this aspect in the near future. Similarly, in Key Stage 1,

pupils have had limited experience of using the computer to present information in the form of graphs. In Key Stage 2, pupils have had limited experience of using computers regularly, but most are now making sound progress. Lower attaining pupils are supported soundly and their attainments are in line with their levels of ability. Higher attaining pupils are appropriately extended in lessons.

132. The quality of teaching and learning in information and communication technology is satisfactory. Teachers make satisfactory use of the nationally produced scheme of work to guide their teaching, but have not yet adapted the scheme enough to the needs of the mixed-age classes. Teachers have introduced good assessment procedures, but have only just started to amend planning in the light of such assessment. The school has recently installed up-to-date computers to enable group teaching. The ratio of good-quality computers to pupils is favourable. In most classes, teachers timetable information and communication technology sessions when they have other adult assistance. Teachers give pupils good opportunities to explore new programs and skills, and pupils develop more confidence as they use the computers.
133. Teachers have helped pupils to use computers in some other subjects. Pupils are given opportunities to write in English lessons, to research in history and geography and to use their work on graphs to support their work in mathematics. Year 2 and Year 3 pupils use a digital camera to record their work in physical education lessons. Pupils are given appropriate opportunities to use other forms of information and communication technology including tape recorders and calculators in other subjects. In a mathematics lesson observed during the inspection a visiting specialist teacher helped higher attaining pupils to develop their understanding of number sequences, and pupils used a calculator to write and execute simple programs to sequence numbers.
134. The subject is led soundly. The subject co-ordinator is rightly seeking to increase the use of computers across the curriculum. Staff are guided on how to use computers effectively. Monitoring of standards and teaching have been satisfactory and the school has conducted an audit of its provision. This has helped establish a clear educational direction for the subject. The lack of teacher confidence in some aspects of the subject has been identified, and the school is undergoing a programme of government sponsored teacher education.

MUSIC

135. Only a small number of lessons were observed during the inspection and were insufficient to make a judgement about the overall quality of teaching in both key stages. Standards achieved by the oldest pupils in both key stages at the time of the inspection are in line with expectations. Standards have been maintained since the previous inspection.
136. In a good lesson observed in Year 1, pupils listened to a taped song and successfully clapped out a beat in time and identified that the rhythm was two times, twice and then double. Pupils successfully applied newly learned mathematical vocabulary to this part of the lesson. However, pupils do not always listen well and some are unaware of the impact of their actions upon the learning of others. However, the teacher's own enthusiasm, and determination made this lesson an overall success.
137. In a Year 3/4 lesson, the teacher asked pupils to listen to the music of a Japanese composer. Pupils listened carefully and made a good contribution to the overall discussion. Pupils were then asked to compose their own music as a group, in a similar style and using their own notation to record. The unsettled behaviour and indifference of a small minority of pupils disturbed the flow of some of the lesson. However, determined and skilful intervention by the class teacher ensured the overall success of this lesson.
138. Timetables and planning indicate that provision is satisfactory in both key stages. Teachers' expertise and the school scheme of work are enhanced by a newly purchased commercial

scheme. Pupils have good opportunities to listen to a satisfactory variety of recorded music at the beginning and end of assemblies.

139. Good opportunities are provided for developing pupils' understanding of cultures other than their own through music; for example, during Indian dance. Pupils have regular opportunities to sing songs and hymns during assemblies, although pupils' singing often lacks enthusiasm and quality of pitch. There is a good range of musical instruments available for pupils to use. All pupils are offered the opportunity to play the recorder in Key Stage 2, and pupils sometimes play recorders during assemblies and school events. The subject is satisfactorily co-ordinated and monitored.

PHYSICAL EDUCATION

140. Standards of attainment of the oldest pupils in both key stages are above what might be expected for pupils of this age. During the week of the inspection the lessons were focusing on dance, movement and gymnastics. The curriculum enables pupils to experience a good range of activities, with the exception of swimming. Until very recently swimming was also a regular feature of the curriculum, but ceased when the school pool reached the end of its serviceable life. Overall, standards have improved since the previous inspection.
141. In all lessons observed pupils changed into appropriate clothing and the teachers provided good role models by being changed for the activity. In lessons observed, pupils warmed up properly at the start of the session and cooled down at the end. They are aware of the need for these activities. They also have good knowledge of the safety requirements when using mats and apparatus and are aware of the constraints of the school hall. Pupils are encouraged to be aware of what happens to their bodies during exercise; for example, in a Year 2/3 lesson pupils were made aware that rigorous activity increased their heart rate.
142. In all classes seen, pupils are developing their movement and balancing skills well. They move in a variety of ways, perform balances and start to put their moves into a sequence. Pupils refine these moves, practise and improve and gain greater control and poise in their sequences. Pupils are encouraged to look at the performance of others, and constructively criticise and help their classmates improve their movements. In one good Year 2/3 lesson, a digital camera was used to record some sequences of movement. The lesson was particularly successful because of the class teacher's clear explanations and encouraging, incisive comments.
143. In one successful Year 3/4 lesson, pupils took part in Indian dance. An advisory teacher supporting the local cluster of schools led this lesson. Pupils listened well and responded appropriately to the music with smoothness and suppleness. The lesson was particularly successful in its emphasis upon pupils' cultural development.
144. The quality of teaching is good overall in both key stages. Clear instructions are given, high expectations are set and pupils constantly challenged. By skilful interruption of pupils and suggestions for self-correction, the teachers enable pupils to produce good quality work. Most pupils enjoy their physical education lessons. However, the behaviour of a minority of pupils is sometimes thoughtless and self-centred. Some pupils do not listen well and seem unaware that their attention-seeking behaviour has a negative impact upon other pupils' learning and overall standards achieved by pupils.
145. The school possesses a satisfactory range of resources and these are used well. A good range of extra-curricular sporting activities takes place that successfully enhances the provision of the subject and includes football, gymnastics and dance. The subject is well co-ordinated and managed. The quality of pupils' work in the subject is hindered by the barely satisfactory nature of the school hall. The low ceiling, narrow shape, and protruding heaters restrict the range of activities for pupils.

RELIGIOUS EDUCATION

146. Standards achieved by the oldest pupils in both key stages are in line with the expectations of the locally agreed syllabus. Standards have been maintained since previous inspection.
147. In Key Stage 1 pupils show a satisfactory awareness of some of the Old and New Testament Bible stories. They know about the main events in the life of Jesus, the importance of prayer and of following the rules of consideration. They are beginning to understand what it means to belong to a community. They are aware of the people and places that are special to them and recognise the special objects within the local church, from the visit they made recently and from the photographs taken of the visit. They are not always certain, however, why these objects are special.
148. Year 4 pupils are aware of the significance of bread and wine, the chalice and paten in the communion service. Pupils begin to understand the spiritual importance of baptism and are aware of its social significance. They are aware of the differences and similarities between Christianity and Islam and the important beliefs and festivals of Hinduism. When Year 3 pupils discussed rites of passage, the birth of a baby, christenings, they also reflected upon the Muslim custom of parents choosing marriage partners. They are confident in expressing their feelings about these practices. Pupils are developing understanding and sensitivity towards the beliefs of others. Pupils have had opportunities to appreciate that dance is important to both Muslim and Hindu people.
149. Pupils have a developing sense of responsibility about the environment and are aware that choices that human beings make may have some impact upon the environment. They have exercised their choices in the plans and suggestions for the new school garden. Pupils in Year 4 are particularly aware of the needs of less fortunate people, and raised funds for earthquake victims in India, in addition to the charities the school already regularly supports.
150. The quality of teaching in the small number of lessons seen was satisfactory. When teaching is most effective, teachers display good subject knowledge and draw upon their knowledge of the local church to illustrate their lessons. This results in pupils seeing the relevance of the studies and being ready to talk about their own experiences. Resources, including photographs, are used effectively. When teaching is less effective, higher attaining pupils are not sufficiently challenged to undertake their own enquiries and are too reliant upon prescribed worksheets. Pupils are interested in the subject and many take particular care with the presentation of their work. There are a small number of pupils, however, who are inattentive and distract the other pupils during direct teaching and when working independently and this results in the teaching being less effective overall upon pupils' learning.
151. Arrangements for assessing what pupils know and understand are in place, although they are not yet used sufficiently to inform planning for pupils' future learning. The school has identified further resources and artefacts to support the teaching of a wider range of faiths. Although the subject leader has limited opportunities to work alongside staff and observe the effectiveness of the scheme of work in practice, there is a clear awareness of what needs to be done to ensure systematic improvement.