

INSPECTION REPORT

ST MARY'S CATHOLIC (VA) PRIMARY SCHOOL MARNHULL

Marnhull, Sturminster Newton

LEA area: Dorset

Unique reference number: 113825

Headteacher: Mrs M Nicholson

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 9th – 12th October 2000

Inspection number: 225127

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Old Mill Lane
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Appropriate authority: The governing body

Name of chair of governors: Mrs S Lyster

Date of previous inspection: 1st July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
B Matusiak-Varley 19938	Registered inspector	English Art Music	Equal opportunities English as an additional language The characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
M Morrissey OBE 9769	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
J Morris 13754	Team inspector	Under-fives Science Design and technology Geography	Teaching and learning
N Wales 22059	Team inspector	Special educational needs Mathematics Information and communication technology History Physical education	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Primary School is a small village primary school with 121 pupils on roll. Pupil numbers have fallen since the previous inspection. This is largely due to families moving out of the area and the period of instability that the school went through prior to the appointment of a permanent headteacher last year. All pupils are of white United Kingdom heritage. Approximately 20 per cent of pupils are eligible for free school meals, this is broadly average. Uptake of free school meals has increased by 12 per cent since the previous inspection. Twenty-one per cent of pupils are on the special educational needs register, which is close to the national average. Two pupils have statements of special educational need. The school has had a significant degree of turbulence in its population over two years. About 65 per cent of the pupils come from outside the school's catchment area. The school's analysis of attainment on entry indicates that pupils joining the school other than at the normal times are generally lower attainers. Attainment on entry is varied, but this year it is below that expected nationally. The school's intake of above average and average attaining pupils has declined since the previous inspection as evidenced by analysis of baseline assessments and pupils' records. Children who are in the Foundation Stage of learning are taught as a single class. The other pupils are taught in four mixed age classes by four full-time equivalent teachers.

HOW GOOD THE SCHOOL IS

This is an improving school which has established a clear educational direction with the appointment of the new headteacher. All of the staff are very hard working and are committed to raising standards. The headteacher is ably supported by a knowledgeable governing body who understands the school's strengths and recognise the areas for improvement. This results in good leadership and management. Inspection findings show that standards are in line with national averages in English, mathematics and science by the time that pupils leave school, but are below those expected of pupils nationally in information and communication technology. Pupils are well prepared for secondary school because the school provides a sound quality of education. The quality of teaching is satisfactory overall and a high proportion of the teaching is good. The school generally meets all the needs of its pupils but there are occasions when the higher-attaining pupils are not sufficiently challenged. Pupils have good attitudes to learning. The school provides satisfactory value for money.

What the school does well

- At the end of both key stages pupils achieve well in speaking, reading and use of number.
- The good provision for pupils in the Foundation Stage of learning and for those pupils with special educational needs results in these groups of pupils making good progress and achieving as well as they can.
- The pupils have good attitudes to their work and the relationships throughout the school are good.
- The quality of teaching in the Foundation Stage is good and contributes to the good gains these young children make in their learning. In Key Stage 1 and Key Stage 2 a strength in teaching is the consistent way in which teachers manage pupils' behaviour. This is because all staff work well as a team and are keen to improve their practice.
- The leadership and management of the headteacher and governing body is good and this results in the school being an orderly community with a strong commitment to raising standards.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall. This results in good relationships and personal development.
- Provision for extra-curricular activities is very good.

What could be improved

- Pupils who are of above average ability are not always achieving as well as they can in English, mathematics and science.
- In both key stages standards in handwriting, spelling and listening could be higher.
- At present standards in information and communication technology are not as good as they could be at the end of both key stages.
- There is room for improvement in both curriculum planning and the use of assessments to inform pupils' learning. The present schemes of work do not clearly identify what skills and knowledge pupils should acquire at the end of each year and this results in teachers not always matching tasks to the needs of higher attaining pupils.

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 last inspected in 1 July 1996. Since that time it has made good progress. Since the appointment of a permanent headteacher the school has gained a clear educational direction. Standards are in line in all subjects of the National Curriculum at the end of both key stages, apart from information and communication technology where standards are below those expected. Standards in speaking, reading and the use of number are high. The quality of teaching has improved significantly with no unsatisfactory teaching seen during the inspection. The school has long and medium-term planning now in place and recognises that further work needs to be done in developing the curriculum in ensuring that it is fully compliant with curriculum 2000 and that it identifies expectations for each year group both in subject knowledge and skills acquisition. Time allocations have been addressed. Sound progress has been made in matching work to different abilities, but further improvement is still necessary to consistently provide for more challenging work for the higher-attaining pupils. The school has made good progress in evaluating national data relating to the strengths and weaknesses in what pupils know, understand and can do. Governors and staff are more involved in the work of the school and the recent school development plan has clear responsibilities defined for the governing body. All statutory requirements are met. Provision for spiritual, moral, social and cultural development has improved since the last inspection and is now judged as very good. Under the present leadership of the headteacher, key staff and governors the school is well placed to improve further.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

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

Key

well above average above A

average B

average C

below average D

well below average E

The table takes into account the number of pupils who achieve at the different National Curriculum levels. It compares the school's results with all schools in the country and with similar schools which are defined as those with similar percentages of pupils qualifying for free school meals. It shows for example, that in the 1999 National Curriculum tests the attainment of eleven-year-olds in English and science is in line with national averages in comparison with all schools, but well below in comparison with similar schools. In mathematics pupils' attainment is above national averages in comparison with all schools and in line in comparison with similar schools. The 2000 results show that standards are improving with more pupils attaining levels, which are Level 4 and above, than in previous years. Statistics must be treated with caution because the number of pupils taking the tests is small. By the end of Key Stage 1 in 1999, pupils' attainment in reading is well above average in comparison with all schools and above average in comparison with similar schools. In writing, standards are below average in comparison with all schools and well below in comparison with similar schools. In mathematics standards are in line with all schools, but below average in comparison with similar schools.

In the National Curriculum tests of 2000, the majority of pupils attained average standards, but relatively few attained the higher levels. Inspection findings show that by the time that pupils leave school, standards are high enough in speaking and reading and the use of number but, overall standards are in line in English, mathematics and science. However, there are occasions when the above average attaining pupils could be achieving higher standards in writing and spelling, investigations and problem solving. Standards in information and communication technology are below national average in both key stages and pupils achievement is not as good as it could be. In all other subjects, standards are in line with national expectations. Children who are in the Foundation Stage of learning attain the early learning goals in all areas of learning and make good gains in learning. The school caters well for pupils with special educational needs and they make good progress because work is suitably matched to

their needs. Trends over time suggest that the school's average National Curriculum point score was broadly in line with the national trend. The school sets suitably challenging targets for its pupils and is well placed to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy school and speak positively about their work.
Behaviour, in and out of classrooms	Satisfactory. Although most pupils are friendly and well mannered there is a minority in each class that sometimes find it difficult to listen carefully when the teachers are addressing the whole class.
Personal development and relationships	Personal development and relationships at the school are good. Pupils execute their duties well and are reliable especially when entrusted with tasks to be carried out.
Attendance	Satisfactory. Pupils like coming to school and lessons start promptly.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, and a significant proportion of good teaching was seen during the week of inspection. No unsatisfactory teaching was seen during the week of inspection, but within the satisfactory teaching, weaknesses were identified in the quality of marking, use of assessments to inform planning and inconsistencies of teachers' expectations of higher-attaining pupils. Seven per cent of teaching seen was very good, forty-eight per cent was good and forty-five per cent was satisfactory. The teaching of pupils in the Foundation Stage of learning is never less than good, and this results in the good gains that these young children make in their learning. The school has successfully introduced the National Literacy and Numeracy Strategies. Teachers teach basic skills effectively but do not always ensure that pupils reflect what they have learnt in lessons in their written work. Very good teaching was seen in literacy in Year 6, science and numeracy in Year 1. In these lessons the rates of short-term progress were good. The quality of teaching is much better than at the time of the previous inspection and contributes to the sound gains that pupils make in their learning in relation to their prior attainment. The quality of learning is good for pupils who are in the Foundation Stage and for those who have special educational needs. It is sound for all other pupils and examples of good learning were seen where the quality of teaching was good or better. There has been good improvement in the quality of teaching since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum but subject specific skills are not always clearly identified. The curriculum for the Foundation Stage of learning is good. Strategies for teaching literacy and numeracy are effectively implemented.
Provision for pupils with special educational needs	Good. These children are successfully integrated and make good progress in relation to the targets outlined on their individual education plans because clear direction is given as to what they need to do in order to improve their work.
Provision for pupils' personal, including	Very good. The school has good procedures to encourage better behaviour and to raise the pupils' self-esteem. The provision for pupils' spiritual, moral and social

spiritual, moral, social and cultural development	development is very good and provision for cultural development is good.
How well the school cares for its pupils	Good. Arrangements for child protection are good. Procedures for monitoring pupils' academic progress are satisfactory overall, but they could be improved. Information gained from assessment is not sufficiently well used to inform planning.

The school has good links with parents and the local community. The headteacher has improved the quality of information provided for the parents and newsletters are informative. The school is seeking ways of further involving parents in classrooms.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership given by the headteacher is effective and a clear educational direction is provided for the school. The headteacher and the senior staff are working together to further raise standards based upon a sensible school development plan that identifies appropriate areas for improvement.
How well the governors fulfil their responsibilities	Good. The chair of governors provides strong leadership, the governors work well in partnership with the local educational authority and diocese and fulfil all of their statutory responsibilities.
The school's evaluation of its performance	The headteacher, staff and governing body have a good awareness of the strengths and weaknesses of the school based upon a thorough analysis of the pupils' performance. Regular checks are kept on how well teachers deliver lessons.
The strategic use of resources	The headteacher and governing body make effective use of the school's limited budget. Expenditure is planned carefully to match the priorities of the school development plan and evaluation in terms of its impact on pupils' learning is starting to take place. Principles of best value are well applied.

Although the school has been through a period of significant change to its staff this has been managed effectively. Resources are barely satisfactory and need upgrading in English, history, and information and communication technology and in the areas of learning in the Foundation Stage. Accommodation is satisfactory overall, but the outdoor play area for the youngest children needs improvement and the classrooms which house the oldest pupils are somewhat cramped when pupils undertake group work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children make good progress. The school is well led and managed. The staff are available to see parents. Teaching is good. The school promotes good attitudes and values. 	<ul style="list-style-type: none"> Behaviour is not good in the playground. Not all parents feel well informed and several parents remarked that parental links with the school could be better. There are insufficient extracurricular activities. Homework is not set regularly.

Inspectors agree with the parents' positive views and that behaviour could be improved. Inspectors found that the staff provide very effective role models for the pupils and that behaviour strategies are in place to improve behaviour. Inspectors agree that further involvement of parents in the school would be beneficial to pupils' progress and the school has already identified this as an area to be addressed. However, inspectors disagree with the lack of information for parents as newsletters seen contain detailed information. This small school offers a very good range of extracurricular activities and staff give up their time freely to help pupils develop socially. Homework is set regularly and the recent purchase of new homework books will ensure further consistency.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the previous inspection the school's intake of pupils has altered considerably. The school underwent a period of instability and a significant number of parents left the area due to work opportunities but several took their children away from the school. The school serves pupils from neighbouring villages and being a Catholic School it is popular with parents who live further afield. Attainment on entry is very varied and fluctuates from year to year. On the previous inspection attainment on entry was above that expected of young children in all schools. This year a different picture emerges. A large proportion of children have not had formal pre-school experiences and baseline assessment indicates that they are attaining levels just below those expected of children in all areas of learning, especially in communication language and literacy and mathematical development. They have underdeveloped social skills and it takes them quite some time to settle into school routines. By the time that they complete the Foundation Stage of learning they attain the early learning goals in all areas of learning and generally make good progress because of the good teaching and exciting curriculum.
2. The number of pupils taking the national tests over the past four years has been quite small, which means that statistical analysis of individual years must be treated with caution. The spread of ability of pupils in Year 2 and Year 6 classes have fluctuated from year to year. The 1998 and 2000 cohorts of pupils in both key stages who took the tests generally attained higher results in English, mathematics and science than in 1999. In 1999 by the end of Key Stage 1 standards in reading were well above national averages in comparison with all schools and above average in comparison with similar schools. In writing, they were not high enough and were below averages in comparison with similar school. In mathematics, standards were in line in comparison with all schools and in comparison with similar schools standards were below average.
3. In Key Stage 2 in 1999 English standards in comparison with all schools were in line with national averages. In mathematics, standards were above and in science they were in line with national averages. In comparison with similar schools, pupils attained standards that were well below average in English and science, and in mathematics they attained standards that were in line with national averages.
4. Taking four years altogether, trends over time in Key Stage 1 show that the performance of pupils in reading, writing and numeracy was well above the national average. In Key Stage 2 the performance of pupils in English and science was close to the national average, and in mathematics it was above the national average. There are very few differences in attainment by gender, but in Key Stage 2 girls performed better than boys in writing in the national tests. However, inspection findings show that both boys and girls are attaining similar standards. Although at the time of the inspection national statistics have not been available, the analysis of pupils' results of national tests in 2000, shows an improvement in Key Stage 1 with more pupils attaining average levels. Whilst the majority of pupils are attaining standards which are average in reading, writing and mathematics there is nevertheless a lack of pupils who are attaining the higher levels. This could be due to the fact that data from assessments is not efficiently well used to inform teachers' planning and the higher level skills are not identified in the schemes of work. This in turn affects teachers' planning because on a number of occasions there was insufficient challenge set for the higher-attaining pupils.
5. In Key Stage 2, the cohort of pupils who took the tests in 2000 consisted of average to above average attainers. 25 per cent of pupils achieved Level 5 in English and 24 per cent achieved Level 5 in science and mathematics. This is an improving picture and is largely due to the improvements in the quality of teaching.

6. The pupils who are currently in Year 2 and Year 6 show a very wide range of ability and differs from the group of pupils of last year. The pupils' ability is generally lower than average with more pupils having special educational needs in both year groups.
7. Inspection findings show that in both key stages the standards of pupils' work are average overall in English, mathematics, science, art and design, history, geography music, design and technology and physical education. Standards are high in speaking, reading and the use of numbers. The majority of pupils make sound progress, but there are inconsistencies in the progress made by higher-attaining pupils and there are occasions when the pupils could do better in story writing in English, problem-solving in mathematics and applying first hand experiences of scientific skills, such as hypothesis deduction and cause effect in science. This is largely due to underdeveloped assessment procedures, lack of clearly defined expectations of what these pupils should achieve in curriculum planning for mixed age classes, and teachers' expectations on some occasions being too low.
8. Overall, pupils' achievements are improving because teachers have embraced the National Literacy and Numeracy Strategies in a positive fashion. Based upon this year's cohort of pupils in Year 2 and Year 6, pupils achieve as well as they can in relation to their prior attainment. Teachers have made effective use of guidance, additional training and overall have made sensible modifications to their curriculum plans to ensure appropriate coverage for mixed age classes. The most marked effect is pupils' attainment in English, in speaking and reading in both key stages, which is above national averages. Pupils can express themselves clearly and accurately and at the end of Key Stage 2 can talk and act as characters other than themselves.
9. The use of guided group reading means that many pupils are starting to recognise that by varying their tone of voice and expression they can make reading aloud more enjoyable for others to listen to. This was seen in Year 3 where pupils were reading an Asian play. At the end of both key stages standards in writing are average, but spelling is unsatisfactory and standards of presentation are very variable. This is because there is a lack of implementation of a rigorous handwriting and spelling policy and teachers do not always mark the pupils' work effectively. The best examples of neat writing and presentation were seen in Year 6.
10. In mathematics, standards are in line with national averages by the end of both key stages, but pupils use of number is above average. Pupils are gaining confidence in their recall of number facts, so that by the age of eleven it is becoming second nature to attempt to manipulate numbers mentally. Pupils' work in problem solving demonstrates that they can apply the correct methods to gain answers but do not always explore the possibilities of working out problems using a variety of methods.
11. Pupils' standards of attainment in science are broadly average at the end of both key stages. At Key Stage 1 the pupils have covered the basic science curriculum but the gains that they make in developing scientific skills such as hypothesising, presenting data in a range of ways and comparing results are inconsistent. This is because the present schemes of work is not fully adapted to meet the needs of all pupils because there is insufficient emphasis placed on skills development. The analysis of pupils' work at the end of Key Stage 2 reveals that Year 6 pupils are developing increasing maturity of scientific thought when recording their findings. Pupils are able to predict outcomes accurately and understand the concept of 'fair testing'. Pupils with special educational needs make good progress in all core subjects because of the early identification of their needs and of the good leadership of special educational needs co-ordinator. Average and below average attaining pupils make sound gains in relation to their prior attainment but, there are occasions when the higher-attaining pupils could achieve more, both in the volume of written work and, in their understanding and application of scientific skills, especially when explaining cause and effect.

12. Whilst there has been considerable improvement in the school's provision for teaching information and communication technology, standards at the end of both key stages are just below national averages because the impact of the new computer suite and the recent good co-ordination of the subject have not had time to fully impact on pupils' standards of attainment. Staff are just starting their training on the various uses and application of the new systems. Pupils with special education needs make unsatisfactory progress in information and communication technology due to a lack of resources and software that are best suited to their needs. Pupils' achievements are not high enough in both key stages.
13. In both key stages in design and technology there are inconsistencies in the rates of pupils' progress in the design element and aspects of control technology, but overall, standards are in line and pupils are achieving as well as they can in relation to their prior attainment.
14. Pupils' attainment in all the other subjects of the National Curriculum is in line with the expected levels at the end of both key stages. In order to raise the rates of progress further clearer guidance is needed in curriculum planning as to what expectations are of pupils in relation to age and ability and how subject specific skills are going to underpin the tasks that pupils undertake. The school has recognised that the use of assessments to inform planning will lead to still faster progress and even higher standards.
15. Pupils with special educational needs often make good progress in all foundation subjects because their targets on individual education plans are clear and are used in the tasks set for them. Those with a statement of special educational needs benefit from the help they receive from support staff both in class and in withdrawal groups. All pupils participate in a full range of activities in which they are appropriately monitored and guided. In classes the satisfactory and sometimes good quality of teaching, together with the usually well managed support of classroom assistants, often enables the pupils to achieve well. There are a few occasions when the time of the support staff is not efficiently used and teachers should be aware of this when they are planning lessons. Teachers plan for the needs of pupils in specific lessons but there are occasions when there is inadequate differentiation of work and on these occasions the higher attaining pupils are not appropriately challenged. There are times when the behaviour of some of the pupils with a special educational need causes problems in the class, but the school is aware of this and is working hard to modify this behaviour through policies it has adopted and the good behaviour management by the staff is having a positive effect on all pupils' achievements.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to learning are good and their behaviour is satisfactory. Children make a happy and confident start to school when they enter the reception class because there are rigorous classroom routines and children feel safe and secure. They are developing good attitudes to learning. They are keen to learn and particularly enjoy smelling cut fruit, taking turns sensibly and showing increasing independence. The majority listens attentively, settle quickly to work and concentrate well.
17. Attitudes to learning are good. When pupils are given opportunities to be responsible for their own work in lessons and they respond well. A good example of this was seen in Year 6 when pupils were reading a Midsummer's Night Dream and making an excellent effort to demonstrate the relationships between the characters. There were good examples observed during the inspection of pupils sharing their work with the class. Pupils are interested and have enquiring minds, for example in Year 2 in information and communication technology when learning typing skills and printing graphics with text and in history in Year 2 when examining artefacts from the Victorian and Edwardian era pupils ask relevant questions, such as 'What will happen if I press this key?' 'Why did poor children have to work so hard in Victorian times?' In lessons pupils discuss their work and accept constructive criticism as well as praise. Parents at the pre-inspection meeting were very pleased with the attitudes and values the school promotes. However, there are occasions during the plenary sessions when

pupils do not give their undivided attention to learning from other pupils. This is a matter that the school is at present addressing through its behaviour management strategies.

18. Behaviour in lessons is satisfactory. Around school and in the playground behaviour is satisfactory, however there are a number of pupils who display boisterous attitudes. The school is aware of this and has, with the help of parents and pupils, recently purchased playground games and equipment. When these are used there is a noticeable difference in the behaviour and attitudes and pupils play well together in a pleasant atmosphere. No issues of bullying or oppressive behaviour were observed and pupils and parents are confident any issues will be dealt with swiftly and sensitively within a no blame policy. There has been one fixed term exclusion last year.
19. Pupils respond well to the opportunities they are given for personal development. All pupils are keen to take responsibilities and carry out their tasks sensibly, especially in Year 6 where pupils display a good degree of sophistication and commitment. They are involved in daily routines, for example, in all classes there are monitors or helpers. Even reception children have designated daily jobs and they are also register monitors. As pupils move up the school further opportunities to take responsibilities are offered and by Year 5 and 6 pupils are useful members of the school community. Year 6 pupils work hard to care for the younger pupils especially at break and lunchtimes. They obviously enjoy their jobs and show a real sense of maturity and responsibility. Two pupils from each year group belong to the Citizens' group. This acts as a school council. Pupils have been given a budget to purchase equipment for wet playtimes and have spent it very sensibly. This has had a positive effect on pupils' development of responsibility and accountability for jobs that they have undertaking.
20. Pupils' personal development is good. Relationships in the school are good. Teachers and pupils relate well to one another and the friendly relaxed atmosphere in classes encourages pupils to relate well with their teachers. Pupils from all year-groups are beginning to understand the feelings of others and the effects of their action on others; they are learning to share, take turns but they do not always listen respectfully to one another. For example, in several plenary sessions in both key stages, pupils did not listen attentively to what groups of pupils had to say about the difficulties they encountered in their learning. A very good example of pupils' listening was seen in a reception science lesson. Pupils had to work together to compile a graph comparing their hair and eye colour and hand and foot size. This was a real test of relationships between pupils and pupils and pupils and their teacher because every child wanted to go first. All responded to the work sensibly. They worked well in pairs, were sensitive of others feelings and confidently shared their findings with the class.
21. Attendance levels are in line with the national average. Parents confirm that their children enjoy school and are keen to attend and the majority arrives punctually.
22. Since the previous inspection the good attitudes of pupils have been maintained. However the standard of very good behaviour has not been sustained, this is because the school has had a number of pupils admitted with behavioural problems. In the last year measures have been put in place to make improvements and overall behaviour is improving and is now judged as satisfactory.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is satisfactory overall and is much better than at the time of the previous inspection. It contributes positively to the overall sound gains that pupils make over time in their learning and to their subsequent achievement in relation to their previous starting points. Seven per cent of teaching is very good, 48 per cent is good and 45 per cent is satisfactory. The teaching of children in the Foundation Stage of learning is never less than good and this is a contributory factor to the good gains that children make in their learning. In the examples of good teaching seen; literacy in Years 2 and 3, Year 4 mathematics, Year 6 music, Year 3 art and Year 2 music, teachers shared their learning objectives with pupils and

constantly checked their understanding. Although a significant number of the pupils lack self-esteem, have a short concentration span and experience a range of difficulties in learning, the teachers are strongly committed to helping all the pupils realise that with hard work and perseverance they can achieve more. Teachers use praise frequently to encourage pupils when they have listened carefully and responded appropriately to an instruction or achieved a personal target. A further strength is the consistent approach that teachers have in managing classroom behaviour. This approach is supported by the school's system of rewards for good work and behaviour. As a result most of the pupils do their best, although for a few with behaviour problems this remains difficult. In the three very good lessons seen, literacy in Year 6, science and numeracy in Year 1, teachers set high expectations and used a range of methods to motivate their pupils. For example, in literacy the use of drama engaged pupils' emotions as they talked about how Helena must have felt when Perictrius did not return her affections. They eagerly talked about 'chat up lines' that are used today and compared them with those used in Tudor Britain. Methods such as 'hot seating', 'role reversals' and 'thought tracking' demonstrated the teachers very secure knowledge of the use of drama as a learning medium.

24. Teachers are enthusiastic and so the pupils work hard and are keen to improve. In all classes, teachers have good relationships with their pupils and encourage them to learn. In Year 4 in literacy the teacher explained the language used to describe emotions and effectively developed pupils' skills of empathy. When teaching is good pupils make good gains in their learning. Teachers are yet to make connections between transferring what they have taught in literacy and numeracy to other areas of the curriculum, especially in an attempt to improve the quality and range of pupils' writing. This has been recognised by the headteacher as a need for future training. Teachers generally have secure subject knowledge but their knowledge of information and communication technology is a weakness. The teachers are not always fully secure in their knowledge of what is required in terms of the content of the higher levels of all subjects of the National Curriculum. Consequently, they sometimes set their expectations that are too low especially in relation to higher-attaining pupils.
25. Although the quality of teaching has improved significantly since the previous inspection, there are nevertheless weaknesses in the satisfactory teaching observed. These are related to teachers not always having sufficiently high expectations of their pupils. This was seen in Key Stage 1 in science when the tasks set did not fully match pupils' prior attainment and pupils did not have sufficient opportunity to practise scientific skills of observation, classification and hypothesis. Whilst they made progress in consolidating their knowledge of the different stages of growing up, they did not fully extend their knowledge beyond what they already knew. This is largely due to the facts that, at present, assessments are not fully used to inform planning.
26. Whilst teachers' planning is satisfactory overall, it is variable and does not always identify the subject specific skills that pupils are to be taught; this results in pupils covering knowledge content of subjects rather than subject specific skills. This was seen in science in Year 2, when pupils did not have sufficient opportunity to practise skills of comparison, contrast, and hypothesis when learning about how babies grow. The teachers' planning focuses on what the pupils will cover in the lessons rather than how the work is planned so that pupils apply their knowledge and understanding to new situations. Opportunities for developing links between literacy and numeracy and other subjects is not sufficiently well developed.
27. A further weakness in teaching is that there are inconsistencies in marking. The best examples of marking were seen in Year 6 and Year 3. In the scrutiny of pupils' work, spelling mistakes were often not marked and were not used as teaching points. Pupils were not clearly shown how to improve the quality of their work and comments such as 'well done' are written on work that is clearly not the pupils' best. At other times teachers just tick pupils' work without making a comment as to the quality of both content and presentation.
28. There are instances when teachers spend too long giving explanations and insufficient time is spent on pupils' working on activities, this results in pupils' fidgeting, losing concentration and

distracting one another. This was seen in Year 5 and Year 6 in science. Sometimes when pupils finish their work faster than expected, they are not given extension activities which are sufficiently challenging, for example in the older class in Key Stage 1, pupils on occasions colour their worksheets instead of being given tasks, which enable them to practise the skills that they have learnt. Examples of this were seen in literacy and science.

29. The sound or better teaching contributes positively to the satisfactory gains that pupils make in their learning. Pupils are generally keen to learn because they know that they are supported by their teachers. The teaching of pupils with special educational needs is good because work is matched to their needs. The teaching of pupils in the Foundation Stage is never less than good and is a contributory factor to their good achievements in all areas of learning. There is an even balance between learning through discovery and undertaking more formal work. This has a positive effect on pupils' attitudes to learning. The teacher knows her pupils very well and sets high expectations. Pupils are encouraged to stay on task, find things out for themselves, share equipment and finish what they have started. This sets up good learning habits for the future. The learning of pupils with special educational needs and those children in the Foundation Stage is good because tasks set enable these pupils to succeed. The pupils all have individual education plans containing suitable targets and these targets are taken into account in the planning of lessons. Both special educational needs support staff are well qualified having received specific training for their role and one has been trained to give additional literacy support. This training has a beneficial effect on the progress that pupils make, but this expertise could be further used across the school to develop pupils' skills of literacy.
30. Since the previous inspection the quality of teaching has improved significantly. This is because all teachers are very open to suggestions about improving their teaching and take advice from the local education authority and the diocesan inspectorate. Recommendations from monitoring visits have been implemented and teachers are keen to improve their practice and evaluate the effect that methods used have on the rates of pupils' learning.

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

31. The school has addressed most of the weaknesses identified in the previous inspection. The curriculum is now broad and balanced with appropriate time allocated to subjects. Timetables are reliable and lessons start and finish on time. Short term planning has improved and clear learning objectives are identified in lesson plans. Pupils with special education needs have full access to the curriculum. The school has adopted schemes of work for most subjects to guide the teachers' planning and which help to ensure that pupils' learning is continuous and progressive. The headteacher has rightly identified that further work needs to be done in order to make schemes of work fully compliant with the recommendations of Curriculum 2000. With the exception of information and communication technology, the school meets statutory requirements.
32. Good provision is made for children in the Foundation Stage. There is a suitable balance between activities directed by the teachers and opportunities for children to choose for themselves. The Foundation Stage curriculum is vibrant and exciting and covers the expectations of the early learning goals and leads naturally into the work at Key Stage 1. In spite of providing a broad and balanced curriculum there are nevertheless areas for improvement.
33. Currently there is no scheme of work for physical education and adopted schemes of work for other subjects have not yet been modified to ensure that they meet the requirements of the revised National Curriculum or the needs of the school. The school's planning does not adequately cover all aspects of information, communication and control technology. Opportunities for pupils to develop independence, particularly in science investigations are limited.

34. The curriculum meets the needs of lower and average attaining pupils better than the higher-attaining pupils because on occasions these pupils are under challenged, the higher levels of the National Curriculum orders are not fully reflected in the schemes of work.
35. Good provision is made for pupils with special educational needs. The school meets statutory requirements. Provision is monitored by the co-ordinator for special educational needs, and learning support assistants make a positive impact on the progress they make. The school follows a policy of equal opportunities and inclusion. Assessment data is analysed to determine the respective performance of boys and girls and resources are used carefully to reflect a gender balance especially in the choice of texts for the teaching of literacy.
36. Overall, the provision for special education needs is good and enhances the pupil's access to the broader curriculum. There is a strong commitment to providing for the needs of these pupils, as demonstrated by the school making provision for one pupil from its own budget rather than from specific special needs grants. On occasions pupils are withdrawn for individual help in a designated room but the majority of the support is within classes. Good links are maintained with the schools to which the pupils' transfer and their special needs discussed prior to arrival.
37. The school provides a good programme for personal and health education linked to science. The school participates in a local initiative organised by Dorset Charitable Trust, which reinforces the dangers of misusing medicines and other substances. Sex education is provided for older pupils. Currently provision is under review to ensure it meets the latest curriculum requirements.
38. The school offers a very good range of extracurricular activities and this is one of the strengths of the school. A variety of sporting activities are offered for pupils from Year 2 and these include netball, rugby, swimming, athletics, cricket and basketball. The school takes part in local athletics and hockey tournaments and the village 'Fun Run' with a high degree of success. Other clubs offered include recorders, book/drama club, and a Japanese club.
39. The strategies for teaching literacy and numeracy skills are well established and make a valuable contribution towards the raising of standards. Pupils from all abilities benefit from this provision, but as yet, there is no whole-school policy for ensuring that opportunities for developing literacy, numeracy and information and communication technology are identified in all subjects.
40. The school enriches the curriculum by drawing on the potential of both local and more distant communities. Senior citizens from the village come into school and support reading while students from local colleges, and secondary schools, as well as a language school come in for work experience. Other visitors such as Japanese and Asian musicians, enhance pupils' musical and cultural awareness. The school values and contributes to good relationships with a neighbouring primary school by sharing swimming and long-jump facilities. There are constructive links with the feeder secondary school, which work to the benefit of pupils by making the move much easier for Year 6 pupils.
41. Provision for pupils' spiritual, moral, social and cultural development is very good and this is a substantial improvement since the last inspection. Provision is very good for spiritual, moral and social development while cultural provision is good with some very good features. Opportunities are planned for pupils to reflect on their feelings in religious education, art, music and other lessons where they are encouraged to express their opinion about particular works of Shakespeare, the effects of language on the listener and how inspiration is needed to create works of art. In science pupils experience a sense of awe and wonder at the natural formation and splendour of Ayres Rock, while pupils in Reception study the world through their senses and are reminded that they are a gift from God. Through well-planned acts of collective worship in assembly and in lessons pupils are provided with opportunities to reflect and further develop a sense of awe and wonder.

42. The school makes very good provision for pupils' moral development. Themes of right and wrong, self-control and self-discipline are apparent in the daily life of the school. These are reinforced by the good examples set by staff and older pupils. The concept of Citizenship and the need for rules in society and school are well understood. Pupils have a well-established sense of honesty and fairness. Teachers respect the opinions of their pupils and praise them in their work and actions. There is a strong commitment to maintaining a high standard of behaviour and this has a positive effect on all aspects of school life.
43. Social development is very good. Many opportunities are planned for pupils to work in social contexts, usually as paired or group work in lessons and the well attended wide range of after school activities. Relationships in the school are good and pupils play well together in the playground. At lunchtime behaviour is satisfactory and the importance of good manners is stressed. Pupils are encouraged to take on responsibilities around the school. All pupils in Year 6 have a special area of responsibility and the School Council is developing this further. Residential visits for Year 6 pupils introduce them to another side of social living. However, the strongest influences on social development are the caring Christian and community values such as tolerance, understanding and respect for others that permeate the life of the school.
44. Provision for cultural development is good with some very good features. Pupils have opportunities to learn about their own and other cultures through literacy, history, geography, art, dance and religious education. The continuing presence of Japanese students in the school is a particular strength as pupils learn origami and become familiar with Japanese festivals and ways of life, while visiting musicians from other cultures enhance pupils knowledge, understanding and enjoyment of African and Indian music. Visits are made regularly to museums and other places of interest associated with a particular area of study. The development of pupils' understanding of Britain as an ethnically and culturally diverse society is developed by the school's participation in a multicultural arts week and visitors who discuss and inform pupils of Indian culture and beliefs. The recent art week that the school participated in contributed positively to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school provides good care and support for its pupils' welfare and safety. Since the last inspection appropriate policies for improving behaviour have been put in place and these provide a safe and secure learning environment. Procedures for monitoring the policy and for ensuring that oppressive behaviour is eliminated are good. They are well known to pupils and parents who receive information in the school prospectus to support the work carried out by teachers in the school. The systems and strategies are beginning to be effective in improving pupils' behaviour, particularly in the playground where there was considerable concern from parents last year about the inconsistent application of the school behaviour strategies. This is now being addressed and the policy is beginning to take effect. The school is also aware of the need to ensure learning support assistants are trained in behaviour management. There has been a good improvement in marking and storing registers and in the monitoring of attendance and punctuality.
46. Child protection arrangements are good and local guidelines are followed. The designated person has undertaken relevant training for child protection. The school receives good support from outside agencies including social services.
47. Procedures to ensure health and safety are good overall. In lessons such as science and physical education pupils work safely and understand the implications of not following instructions; this develops a safe attitude to practical work and contributes well to their personal development in taking responsibility for themselves. The governors monitor all aspects of health and safety effectively. Risk assessment is up to date.

48. Procedures for monitoring attendance are good and are adhered to; this is an improvement since the last inspection. Registers are correctly completed both morning and afternoon and returned to the school office. There is informal daily monitoring each day by class teachers and formal weekly monitoring by the school secretary and headteacher. If necessary the school works with the education welfare officer.
49. The school successfully promotes health education through a developing programme for emotional and physical relationships; the policy, which links to science and religious education, is at present under review. The programme includes sex education supplemented by work with the school nurse. Pupils are taught about the dangers of substance misuse and learn about healthy life styles, the importance of looking after themselves and the effects of exercising their body.
50. The induction programme in reception is good. There are effective procedures and policies, which support and inform both pupils and parents. The dedication of staff ensures all pupils are given all the support, care and kindness they need to feel secure in the school. Close liaison with the local secondary school supports a smooth transition to the next stage of education.
51. The system for supporting pupils' pastoral needs is good and works effectively. All pupils identify at least one person they can confide in: most often this is the class teacher. Parents appreciate this and feel the level of support they receive is good and has a positive impact on their children's attainment and progress. Their judgement was confirmed during the inspection. The school provides effective advice for pupils. Formal procedures for monitoring the personal development of pupils and their academic progress are being developed. Individual targets are set in English and mathematics; these are clearly understood by pupils and are instrumental in providing personal support and academic guidance. Reporting to parents, verbally each term and written annually, allows for a sharing of each child's progress and joint support of targets. Systems for monitoring pupils' academic progress, whilst satisfactory overall, are less well developed. The headteacher has made an effective start in evaluating data from national test results and is comparing test results with those of similar schools. An effective start has been made at tracking pupils, identifying underachievement and taking appropriate action. However, assessments are not always linked to National Curriculum level descriptors and as skills and knowledge are not sufficiently well defined this contributes to tasks, on occasion, not being sufficiently matched to pupils' needs, especially those pupils who are the higher attainers.
52. The school has a positive approach to furthering the development of pupils with special needs. At the present time records indicate that many of the new entrants, particularly during Key Stage 2, come with a special need from other schools. The school ensures that these pupils' needs are appropriately met. The provision for care, welfare and health and safety is good and effective strategies have been established to identify and support these pupils. The special educational needs 'Code of Practice' is well implemented through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school's partnership with parents is good and this makes a good contribution to the quality of education and the progress pupils make especially in reading. The majority of parents feel that the school works closely with them and almost all of the parents responding to the parents' questionnaire felt happy to approach the school with a question or problem.
54. The last inspection reported the partnership with parents and the contribution parents made to pupils' learning as a strength. The partnership has continued to be good; however there are presently no parent helpers in school; one reason for this is the large catchment area with over 60 per cent of pupils coming into school by bus. This also means there is a lack of daily contact between parents and teachers although, through homework diaries, teachers and parents do have a regular good quality dialogue that supports pupils' academic and pastoral needs.

55. Parents are encouraged to support children's learning at home. As a result of this, the pupils attain high standards in reading. They are generally pleased with the quality of education provided and the standards achieved by their children. The majority feels informed on all aspects of the school's life and their children's education. The quality and quantity of information provided for parents is good; parents are well informed of pupils' progress and targets for improvement. There are a small number of parents who would like to have more information from the school but acknowledge that teachers and the head were always available to speak to parents. Through a range of methods including the school prospectus, school policies, newsletters, termly timetables and meetings with teachers there is clear communication between home and school. Pupils' annual reports have improved since the last inspection and give good information on pupils' attainment targets. Parents are well informed of school events by regular newsletters. They appreciate the meetings to keep them involved in school life and particularly the opportunity to join class assemblies. Parents at the pre-inspection meeting felt they were able to approach the school with any queries or problems and were equally confident they will be promptly heard. Home school agreements are in place.
56. Parents are supportive of the school. They help on school visits and trips and are planning to start an after school football club. Homework is well supported by parents: this includes reading with children, spellings and, for older pupils, help with research. There is an active parents' and teachers' association that raises considerable funds for the school to support pupils' learning. Their support in other areas is greatly appreciated by the school especially for events and refreshments after school productions. The partnership between parents and the school enhances the provision for learning and the relationships between staff, pupils, parents and the community.
57. The school provides good opportunities for parents of pupils with a special educational need to maintain links with the school and to follow their children's attainment and progress. They are involved in the drawing up of statements and individual education plans are shared each term with parents and discussions take place as to future targets. In this way parents are encouraged to help their children at home. There are two opportunities during the year for parents to attend evenings when they can discuss their children's progress with teachers. Good links are maintained with support agencies and specialist services provided by the local education authority.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school are good. The major problem facing the school at the time of the last inspection was the high percentage of unsatisfactory teaching and weaknesses in the curriculum. Parents were unhappy and taking their children to be educated elsewhere so that numbers dwindled. The governing body took decisive action, recognising the crucial importance of their school to the local community. The appointment of the new headteacher has been an important catalyst for change.
59. Since her arrival the new headteacher has set about the business of taking the school forward and regaining the confidence of the parents. She is ably supported by her senior staff and governing body. Central to all that the school does is the belief that the school lies at its heart of its community and that all pupils no matter what their background should be helped to achieve the highest standards possible.
60. The headteacher has analysed the school's performance rigorously. Using this information she has set about identifying the strengths and weaknesses in their performance and helping staff to effectively improve their teaching strategies. There are regular checks on the quality of standards in teaching and learning through the headteacher's observations in classrooms. Although she has only been in post for one and a half years, the positive impact of the headteacher's strong leadership is benefiting the quality of teaching and the standards of

achievement and behaviour of the pupils. The headteacher has received strong backing from the governors who are critical friends of the school, and who have made considerable improvement in their involvement with the school since the last inspection. They are actively involved in monitoring the school development plan and are very clear in their priorities of spending the budget. Careful consideration is always given to the ways that expenditure will benefit the education of pupils and help raise standards. They fulfil all statutory requirements, and the governors have made a good start in ensuring that the principles of best value judgements are applied to the purchase of other goods and supplies by requiring quotations and comparing the quality of each.

61. The school uses its grants specified for nominated purposes wisely. The funds provided to support pupils with special educational needs are used appropriately and effectively. The management of special educational needs is good. The special educational needs co-ordinator has a good oversight of the management of her area of responsibility and this leads to pupils making good progress in relation to their individual education plans. The recent introduction of tracking pupils' attainment results in these pupils being identified early.
62. The school has set realistic targets for its pupils for the year 2001 in English and mathematics which it is well placed to achieve.
63. Although, at present, the staff handbook is being reviewed, the informal arrangements for staff induction are sound. All staff work well as a team and support each other; sharing individual expertise.
64. School administration is effective. The school secretary executes her duties well and ensures that administrative systems run smoothly and do not distract teachers from their duties.
65. The school has worked very hard to bring down an authorised deficit of 2.2 per cent of its income and with very prudent financial planning this has been reduced to 0.8 per cent. With the projected rise in number it will be easily cleared.
66. Accommodation is satisfactory overall but there are weaknesses. The school building and spacious grounds are appropriately maintained and used effectively to support the curriculum, but there are occasions in the two oldest classes, especially when studying text level work, that the accommodation restricts pupils large group work and this negatively impacts on the behaviour of pupils, because they do not have sufficient room. Resources are satisfactory overall, but there are subjects which are in need of further resourcing. In English there is a need of further overhead projectors, dictionaries of idioms, laminated cards for the teaching of phonics and handwriting. More software is needed for information and communication technology in all subjects, including programs for pupils with special education needs. This lack of resources slows down pupils' rates of learning. Teachers do the best they can to supplement the limited resources. For example, the school buys into the local education authority library service which has provided topic packs for termly work and this makes up for the limited artefacts that the school has for history. Further resources are needed for children in the Foundation Stage of learning, relating to climbing frames, construction kits, large play apparatus, wooden bricks and a fenced off area for outside play.
67. Since the previous inspection the leadership and management of the school has improved, although there is still further work to do in relation to curricular planning and development of assessments. The school has a clear sense of educational direction and both the headteacher, senior staff and the governing body led by an energetic and very well informed chair person are competent in taking the school forward. However, further strategic decisions need to be made in relation to the way that support staff are employed. There are occasions when they are employed supporting practical tasks in classes when they could be more purposefully involved in other classes developing pupils' literacy and numeracy skills.
68. Good administrative systems for special educational needs have been set up and are efficiently carried out. The special educational needs register is well kept and class teachers

have the relevant individual plans for their class. The co-ordinator is experienced and well qualified and with the help of staff ensures that reviews take place regularly and that targets are set. A new special needs governor has recently been appointed and is developing her role. The co-ordinator is aware of the need to develop the use of information and communication technology with pupils with a special need and for future teacher in-service training.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve the standards achieved by the higher attaining pupils in English, mathematics and science by:

- raising teachers' expectations of what these pupils can achieve;
- tracking the progress made by these pupils through the assessment of their attainment;
- ensuring that the teacher's planning includes work that will enable these pupils to achieve at the higher level than expected for their age;

(Paragraphs 4, 7, 11, 25, 88, 104)

2. Improve standards in handwriting, spelling and listening by:

- ensuring that the teachers' approach to handwriting and spelling is supported by a rigorous handwriting and spelling scheme;
- raising teachers' expectations of the presentation of work;
- ensuring that there is a consistent approach to handwriting;
- ensuring that teachers' marking is rigorous and show pupils how to improve their work;
- ensuring that all teachers are consistent in their expectation of the pupils' listening to one another especially in plenary sessions;
- that the expertise of support staff is further targeted to support the teaching of basic skills whenever possible.

(Paragraphs 15, 24, 25, 86, 88, 90, 91, 92, 97, 99, 116, 151)

3. Improve standards in information and communication technology by:

- extending the teacher's knowledge and expertise;
- planning better opportunities to use information and communication technology in other subjects;
- make more efficient use of the information and communication technology in other subjects;
- provide more software for use in lessons.

(Paragraphs 12, 97, 113, 122, 137)

4. Improve the curriculum planning and the quality of assessments by:

- ensuring that schemes of work clearly identify expectations of what pupils should achieve at the end of each year especially in mixed age classes;
- that both subject specific skills and knowledge of Curriculum 2000 that pupils must cover are reflected in medium-term planning;
- that opportunities for developing skills for literacy, numeracy and information and communication technology are identified in schemes of work for all subjects.

(Paragraphs 4, 7, 11, 14, 24, 25, 26, 33, 39, 51, 91, 100, 108, 109, 115, 145)

Minor Issues

▪ The governors may wish to consider the following minor issues.

- Improve the quality of resources in English, information and communication technology, history and the Foundation Stage of learning by:
- Purchasing more overhead projectors for teaching text level work of the literacy hour;
- Buying dictionaries which explain the meaning of idioms;
- Replacing laminated sheets used for teaching pupils spelling;

- Purchasing more information and communication technology software to support all areas of the curriculum with specific reference to pupils with special educational needs;
- Continuing to add to the limited artefacts in history and art and, ensuring that pupils cover a full range of work relating to famous artists in art;
- Seeking ways of improving accommodation in the older classes as and when funds allow so that there are more opportunities for group work in science and history;
- Improving outdoor play provision for children in the Foundation Stage of learning by ensuring that there is a fenced off play area, wheeled toys for outdoor play, large construction kits and climbing frames, and that the well used classroom resources, such as wooden bricks are replaced on a regular basis.

(Paragraphs 66, 113, 130, 132, 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	7%	47%	46%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	121
Number of full-time pupils eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	27

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	6
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5
National comparative data	5.4

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	7	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	10
	Girls	6	5	5
	Total	18	15	15
Percentage of pupils at NC level 2 or above	School	90 (87)	75 (89)	75 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	13
	Girls	6	5	6
	Total	16	17	19
Percentage of pupils at NC level 2 or above	School	80 (100)	85 (82)	95 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	9
	Girls	11	10	12
	Total	20	21	21
Percentage of pupils at NC level 4 or above	School	80 (76)	84 (88)	84 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	11
	Girls	12	11	11

	Total	22	23	22
Percentage of pupils at NC level 4 or above	School	88 (82)	92 (94)	88 (100)
	National	68 (65)	69 (65)	75 (71)

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	100
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	1	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 – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21.6 : 1
Average class size	24.2

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	53

Financial information

Financial year	2000
	£
Total income	229198
Total expenditure	239280
Expenditure per pupil	1760
Balance brought forward from previous year	-5321
Balance carried forward to next year	-2264

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	121
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46%	50%	4%	0%	0%
My child is making good progress in school.	35%	52%	11%	0%	2%
Behaviour in the school is good.	22%	60%	9%	7%	2%
My child gets the right amount of work to do at home.	19%	45%	23%	8%	6%
The teaching is good.	35%	56%	4%	0%	6%
I am kept well informed about how my child is getting on.	27%	46%	21%	6%	0%
I would feel comfortable about approaching the school with questions or a problem.	64%	33%	2%	2%	0%
The school expects my child to work hard and achieve his or her best.	54%	39%	6%	0%	2%
The school works closely with parents.	26%	51%	19%	4%	0%
The school is well led and managed.	46%	50%	0%	2%	2%
The school is helping my child become mature and responsible.	43%	43%	13%	0%	0%
The school provides an interesting range of activities outside lessons.	19%	40%	34%	4%	4%

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

69. The teaching and learning of children in the Foundation Stage is good. From September changes in the curriculum for children under five mean that the Reception Class is now included within the Foundation Stage. Children are admitted to the school in the academic year in which they become five years of age. They attend school for three whole days a week during the first term and are in full-time attendance from January. At the time of the inspection there were 19 children in the Reception Class, 4 of whom were already five years of age. When children join the school, positive links are established with parents through good induction arrangements which include home visits and visits by the children and parents prior to the term in which they start. Parents are encouraged to form a constructive partnership with the school and to participate in the children's learning. The school maintains a very open policy and staff are always available to discuss with parents any aspects of their child's work and progress.
70. A majority of children begin school with under-developed basic skills in all areas of the Foundation Stage curriculum but with a minority of children reaching expected attainment in some areas of mathematics and language. These findings are borne out by baseline assessments, which are carried out during the first few weeks of children's entry into the Reception Class. These show that attainment on entry is below that expected nationally. Good progress is made due to the overall good teaching, which has a positive impact on children's learning. By the time children are ready to start in Year 1, the majority will have attained the early learning goals in all of the areas of learning and their achievement is good in relation to prior attainment. Staff carry out continuous assessment and this information is used to set appropriate work, as in literacy and numeracy, according to children's individual needs. Children with special education needs make good progress. They are identified early and provided with effective support from the school and other agencies.
71. The Reception teacher and the part-time support staff work together as an effective team. They have a good understanding of the needs of young children and work is planned to offer a good balance of teacher directed and child initiated activities, all of which are well structured, purposeful and well organised. A prominent feature of the teaching is the very good use made of "awe and wonder" in the majority of lessons. This enthralled the children, keeps them excited and interested and ensures learning is an enjoyable experience. Both members of staff have high expectations of the children's behaviour and the manner in which they approach all their activities. The staff know the children well and listen carefully to what they have to say. Through sensitive replies and questioning they help to develop children's knowledge and understanding. The well-managed classroom ensures that the children settle quickly and happily into daily routines.

Personal, social and emotional development

72. The teaching of children's personal and social skills is good. Many children enter the Reception class with immature skills in personal, social and emotional development. These are given a high priority and there are a variety of planned opportunities for role-play, working in groups or pairs. Children are also encouraged to work independently, choosing games and equipment and help tidy up to good effect. It is not long before children begin to concentrate when playing, painting or listening to stories. Through opportunities to develop their own interests and widen experiences children develop a positive disposition to learn and a sense of self worth. However, in spite of the teachers' best efforts, some children are unable to sustain their concentration and the time spent on any particular task is limited. This has a detrimental effect on their learning. Children take turns and co-operate with one another in

activities such as role-play in the café and in the Dinosaur Park. They show independence in dressing and undressing and taking care of their personal hygiene.

- 73. All the children are interested and responsive; they take part in all the activities provided for them with enjoyment. The staff set standards for learning and behaviour, and as a result children behave very well.
- 74. Staff make it clear the difference between right and wrong and provide a very caring and secure environment where mutual respect and self-esteem are well fostered. The children feel secure and happy in all aspects of learning and staff use praise and positive reinforcement to promote confidence in learning and behaviour.

Communication, language and literacy

- 75. Children develop their personal and social skills alongside those for speaking and listening and their development is secure. Some children enter the Reception with under-developed verbal skills but with good teaching all children make good progress. Staff continually emphasise the development of these skills, measure achievement and use the knowledge appropriately to adapt the work. They encourage all children to express their opinions and explain their preferences such as when listening to a variety of nursery rhymes and observing fruit. This helps to improve children's confidence and extend their vocabulary. Good teaching ensures that children listen attentively to stories, nursery rhymes and following instructions. As an example, after a session on listening and performing nursery rhymes, children know the difference between shout and whisper and can perform actions to the rhyme of 'Little Miss Muffet' and 'Humpty Dumpty'.
- 76. Children use and enjoy books. Most children hold them correctly, handle them with care, know about the sequence of page turning and are aware that print carries meaning. However, some children have poor phonic knowledge and are provided with activities and opportunities to reinforce and extend their learning. The lack of an identifiable book corner and resources such as headphones and tapes so children can listen independently to taped stories restricts progress in further developing listening skills. A commercially produced reading scheme is used and this is the beginning of a firm structure upon which children are building their skills. A variety of methods and strategies is used to promote reading based on the needs of the individual child, including phonics and elements of the Literacy Framework. Some children are able to identify their name both from a chart and computer screen and can name some sounds they frequently use. The majority of children are aware of the purpose of writing and a few can write their name. They make good progress and by the end of the year can write their name and simple sentences with most letters correctly formed.

Mathematical development

- 77. The teaching of mathematics is very good and by the end of Reception most children have achieved the early learning goals for mathematics. Many practical activities are provided for them to develop a good range of mathematical skills through participation in board games, sand and water play and sorting objects according to colour. Lively teaching involving all children make the session exciting and interesting for all of the children. As an example, children were enthralled by the use of a dinosaur puppet used to reinforce and develop their understanding of counting to eight, adding and subtracting one more. Some children can count to 10 and all could identify smallest and largest. Children are beginning to recognise shapes in the environment and enjoy naming, matching and sorting squares and circles working either individually or in a small group. Mathematical language is continually reinforced during activities and this encourages the growth of children's mathematical vocabulary.

Knowledge and understanding of the world

78. Children enter the nursery class with under-developed basic general knowledge but with good teaching they make good progress. They are provided with a good range of learning experiences to build their knowledge and understanding of science, technology, geography and history appropriately through exploration and observation. Children develop a sense of time, an interest in events both past and present as well as identifying wood and metal during a lesson that focussed on toys. They develop the use of their senses in science by carefully observing cut fruit and identifying similarities and differences. There is a wide range of practical experiences planned throughout the year, such as visits to Longleat, the Transport and Weymouth Museums, where they enhance their knowledge of animals and moving vehicles. Children gain geographical and historical skills, knowledge and understanding during walks around the school and visiting the local environmental area to further their knowledge of plants and animals. Good use is made of visitors to school such as on Grandparents' Day. Real-life links help to make learning enjoyable and relevant for the children.
79. Children make a sound start to learning information and communication technology skills. They begin to use computers, handle the mouse confidently and use programs to enhance mathematical and language skills. However, on occasions the quality of their learning is affected by the lack of appropriate software available to reinforce and further independent learning in all areas of the foundation curriculum.

Physical development

80. Good development of children's physical skills is promoted through good teaching. There are good opportunities for children to use scissors, glue and paint brushes as well as pencils for writing letters and numbers. Some children are able to balance small animals in a pretend zoo showing fine manipulative skills while others successfully use interlocking shapes to create moving cogs. There is a very limited range of construction equipment, and this restricts opportunities for learning. There is a lack of large appropriate equipment and use of a safe, secure outdoor play area dedicated to the Foundation Stage reduces. Outdoor play sessions in the playground during afternoon break engage children in a variety of activities such as running, balancing and riding wheeled vehicles which they undertake with increasing bodily control and co-ordination. However, there is a lack of large apparatus for outdoor play, climbing frames and this restricts a minority of learning experiences which could further develop pupils' rates of progress.

Creative development

81. Progress is good in the creative area of learning and most children reach the expectations of the early learning goals while in the Reception class. There is a good balance of free and teacher directed activities and children react positively to a wide range of directed learning experiences through art, music, dance, stories and imaginative play. From the time they start in the school they mix paints to create a variety of secondary colours and create recognisable pictures, such as Humpty Dumpty, with increasing clarity. Teachers use the opportunity to develop children's linguistic skills by encouraging them to talk about their work and respond to ideas for improvement. They learn to respond and follow musical rhythm, using a variety of movements and speed during a dance session. With encouragement and praise they begin to show more expression in their movements and make good progress. Good teaching ensures all children participate fully and enjoy creative work.

Quality of teaching

82. The quality of teaching in all areas of learning is never less than good and this contributes to the good gains that children make in their learning. The teacher has a genuine passion for teaching young children and ensures that all lessons are stimulating and challenge the children. The teacher has a good range of teaching methods, which she employs effectively. For example, when she wants to show disapproval she tells the children that she is not feeling

happy. When the children are performing on task she beams with delight and reinforces their good attempts with the use of realistic praise. Together with the support assistant a purposeful learning environment is created which supports pupils' learning. Relationships are good. The good quality of teaching promotes good gains in children's learning. Even though expectations of these children are high, staff are fully aware of how these young children learn and ensure that plenty of opportunities are provided for these children to learn through structured play and practical first hand experiences. Staff are familiar with the new recommendations for teaching the early learning goals. They effectively build upon what children already know. The teacher is competent in teaching basic skills of phonics, early writing and numeracy and introduces objectives that are appropriate to the age and stage of development of these children. Children are inspired and motivated by the good learning opportunities provided for them and this contributes to their overall good achievement.

83. The co-ordinator for early years is newly appointed and shows good leadership. She has rightly identified the lack of sufficient resources in all areas of the foundation curriculum, and ensures that they are supplemented by well-made teacher resources so that rates of progress are not affected.

ENGLISH

84. Since the previous inspection, the school has maintained its high standards in speaking and listening but standards in listening have regressed from being above to being in line, average standards in writing have been maintained but have regressed in spelling. It must be remembered that seven pupils in Year 6 this year did not have the benefit from attending the school in Key Stage 1 and overall the levels of attainment on entry to the school are considerably lower than at the time of the previous inspection. However, good improvement has been made in pupils' understanding of literature through the implementation of the literacy hour.
85. The 1999 national test results show that by the end of Key Stage 1 in comparison with all schools, pupils achieved high standards in reading and in comparison with similar schools standards were above average. In writing, however, standards were below national averages in comparison with all schools and well below in comparison with similar schools. By the end of Key Stage 2 standards were in line with national averages but well below averages in comparison with similar schools. The tests of 2000 reveal that standards are gradually rising with 25 per cent of pupils attaining the higher levels in English by the end of Key Stage 2, and by the end of Key Stage 1 16 per cent of pupils attained the higher levels in writing. However, there is still a proportion of pupils, namely those who have Special Educational Needs and those who are of below average attainment who are not attaining the expected levels. This is particularly evident in spelling where 29 per cent of pupils did not attain the higher levels. The school has recognised that this is an area that needs to be addressed.
86. Inspection findings show that by the end of both key stages pupils attain high standards in speaking and in reading. Standards in listening, and writing are in line with national averages but standards in spelling are unsatisfactory overall and pupils' handwriting is unsatisfactory. The majority of pupils are achieving as well as they can with the exception of the higher achievers who could be achieving higher standards. Standards in spelling, handwriting and listening are not high enough. The pupils could achieve better standards in spelling and for many, progress is slow and overall unsatisfactory in this area. This is because teachers' marking does not consistently use pupils' mistakes as teaching points, and even though pupils achieve well in their weekly spelling tests, insufficient opportunities are provided for them to practice what they have learnt in other areas of the curriculum. There are occasions when insufficient rigour is placed upon pupils' presentation skills and teachers tick work which is clearly not their pupils' best. Handwriting is taught during handwriting sessions in both key stages, but insufficient rigour is placed upon pupils' writing neatly in all areas of the curriculum.

87. By the end of both key stages pupils have acquired a good and varied vocabulary. They speak fluently. They use tenses accurately and know the differences between colloquial phrases and standard English. They use a range of adjectives to describe characters that they have studied in the literacy hour and they can express their feelings appropriately. They can sequence events in order and in mathematics they can explain thought processes that they have gone through to arrive at the correct answer. In science in Key Stage 1 they describe with detailed precision the changes babies and toddlers go through in order to develop into adolescence.
88. Pupils' listening skills in both key stages, whilst satisfactory overall, could be better. A significant minority of pupils do not always listen attentively and when teachers give vital explanations such as in physical education in Year 3, Year 4, Year 5 and Year 6 pupils do not give their full attention to the teachers. In plenary sessions pupils do not always listen to their peers when they explain what they have learnt. However, in other aspects of the literacy hour pupils listen attentively, such as in Year 6 pupils are particularly good at staying in role and expressing themselves as characters of Shakespeare plays. All pupils listen well in acts of collective worship and demonstrate appropriate reverence in prayers. However, their listening skills are not as good as their speaking skills. For example teachers are very consistent in their behaviour management of pupils in class and this is starting to have a beneficial effect on pupils' learning from other pupils' experiences in the plenary sessions of the literacy hour. On occasions when teachers give explanations which are too long, pupils become restless because there is a lack of balance between listening and applying what has been learnt to a range of tasks.
89. By the end of both key stages the pupils read well. Parents hear their children read regularly and this contributes to the good gains that pupils make in their learning. Pupils in both key stages have good word attack skills and can read unfamiliar works in context. They are not afraid 'to have a go', and are pleased with themselves when they get the words right. Pupils read fluently with good intonation and clear expression. In group reading they take turns and take account of the other pupils listening by varying the tone of their voice and expression. They talk keenly about their favourite authors and illustrators and can identify well with characters' feelings.
90. Standards in writing are average by the end of both key stages, but spelling and handwriting are unsatisfactory. By the end of Key Stage 1 pupils can sequence events in order and their writing is sometimes punctuated with capital letters and full stops. Handwriting is generally of accurate size but letters are not formed correctly, some pupils do not hold their pencils properly and work is not clearly dated or underlined. Pupils understand prefixes but basic spelling patterns are not applied systematically to writing in other areas of the curriculum.
91. By the end of Key Stage 2 pupils use a broad range of writing styles. They write poetry, lists, letters, notes, and they have appropriate research and library skills. They write exciting openings to stories but they do not always keep the plot unfolding in a manner that is clearly understood by the reader. Presentation of work is very variable. Several examples of neat presentation were seen in Year 6 and Year 5 but pupils cross out words, do not always start writing next to the margin and do not apply handwriting forms appropriate to purpose such as print for diagrams, titles for subsections and the handwriting is not always joined. Overall pupils in both key stages make sound gains in their learning in relation to their prior attainment, and on occasions when the teaching is good rates of progress are good and pupils achieve well. Pupils rates of progress could be better if teachers raised their expectations of what higher attaining are capable of achieving, used rigorous assessments to test what pupils know, understand and can do and used this information to inform future planning. For example, the start of term when taking on a new year group of pupils, the teachers spend time familiarising themselves with pupils' capabilities, even though there is an end of year synopsis sheet giving broad band of level in English, reading and writing, mathematics, mental arithmetic and science. Teachers do use their own personal

assessment records but these are not uniform throughout the school and each teacher has their own understanding of what constitutes a particular level of attainment. The school has rightly recognised this as an area for development. Teachers' marking is variable and does not always inform pupils on how they can improve the quality of their work. Errors, especially in spelling, are not always used as teaching points and this contributes to underachievement in spelling in both key stages.

92. Pupils with special educational needs make good gains in their learning, because they are well supported both by teachers and support staff and tasks are matched to their needs. Pupils who are of above average ability make sound gains in their learning overall but there are occasions when they could be challenged further because teachers' expectations of them are not always high enough. The quality of teaching is satisfactory overall. During the week of inspection several examples of good and very good teaching were seen. Good teaching was seen in the majority of classes. Very good teaching was seen in Year 6. Examples of very good teaching were characterised by high expectations of pupils, such as when Year 6 pupils worked on extracts from a Midsummer's Night Dream. The teacher used a variety of methods to enable the pupils to penetrate this text such as using drama conventions of 'hot-seating' to help pupils understand the characters' motives. The teacher's passion for literature motivated the pupils to learn and this resulted in the pupils making good gains in their learning. Teachers generally teach basic skills effectively. They understand the principles of the literacy hour and structure the lesson in a manner to enable the pupils to use time well. On a few occasions explanations are too long and this results in the pupils being restless. Teachers plan effectively but would benefit from developing their assessments to ensure that accurate data supports the planning of tasks. This would further help the pupils' rates of progress. Expectations of what pupils can do are variable; they need to be raised further in Year 2 and Year 4 in order to speed up the gains that pupils make in learning. Teachers manage their pupils well, relationships are good and pupils are clear of what is expected of them. Support staff are used well, especially when supporting pupils who are experiencing difficulties. The use of homework contributes well to pupils learning. This is especially the case in pupils' high attainment in reading. Teachers' marking has weaknesses. Teachers do not always insist on pupils doing their very best work both in content and presentation. This is because teachers' expectations of the presentation of work are often too low. Untidy and inaccurate work is often accepted, especially in Key Stage 1. Marking does not always inform pupils on how to improve the quality of their work and on occasions praise is used unrealistically. Teachers have started individual target setting with pupils and this is having a positive effect on pupils' learning. Pupils' learning is satisfactory overall. Pupils have good attitudes to learning and persevere in their work. Where teaching is good or better pupils respond well to the teacher but there are occasions when learning could be better especially with the oldest pupils in Key Stage 1 if further timed extension activities were provided. This would encourage the pupils to speed up their work. Teachers demonstrate commitment to wanting to improve the quality of their work. The recently appointed co-ordinator manages her subject well and has made a good effort at working in partnership with the local education authority to provide staff with innovative ideas to employ in the classroom. Resources are satisfactory overall but there is a need for more overhead projectors for teaching text level work of the literacy hour, dictionaries for the teaching idioms and new laminated writing sheets for the teaching of spelling.

MATHEMATICS

93. In 1999, test results show that, by the end of Key Stage 1, standards are in line with the national average for all schools and below in comparison with similar schools. At the end of Key Stage 2, standards are above the national average for all schools and in line with the average for similar schools. Inspection findings and the preliminary results of the 2000 tests indicate that standards at the end of Key Stage 1 are at least in line with the national average. Nearly all pupils in the 2000 tests achieved level 2B. By the end of Key Stage 2, inspection findings indicate that standards are in line with those nationally and pupils are achieving well in relation to their prior attainment, taking into account that there have been numerous

contributory factors to the rates of progress being inconsistent. It should be noted that there are a high number of pupils on the special educational needs register in the present Year 5/6 class and that some have recently transferred to the school with a low level of attainment. In addition this group has had a succession of teachers in the recent past.

94. The findings of this inspection are broadly in line with those of the previous inspection report.
95. By the end of Key Stage 1, the majority of pupils have a secure understanding of basic counting skills and solve problems with money well, using coins up to £1. They learn to add and subtract using tens and units and can count on and back using a number line. Higher attaining pupils use their skills to include hundreds and solve money problems over £1. Pupils are beginning to understand the language of mathematics. For example they double and halve numbers and understand 'more' and 'less than'. Many pupils count in tens from a given number to over 100. Pupils have a sound knowledge of shape space and measure. They are developing an understanding of time and are beginning to tell the time in minutes, hours, days, weeks and months of the year. They know about a square, rectangle, octagon and pentagon and, in kilograms, order the pupils in the class from heaviest to lightest. There are too few opportunities for pupils to use information and communication technology at the present time. There is some evidence that pupils construct block graphs, for example of their favourite fruits and of eye colours and construct charts of their favourite television programmes. From these they are able to get information and answer questions. Since the previous inspection the school has made efforts to external opportunities for the pupils to conduct investigations and solve problems and this is having a beneficial effect on the pupils' progress. However, the recording and presentation of pupils' work could be better.
96. By the end of Key Stage 2, pupils continue to use their knowledge and skills to solve problems. They have a sound understanding of place value and are competent in using the four rules of number. Their ability to calculate mentally is developing well. Pupils have a sound knowledge of fractions and decimals and this understanding is well linked to work on percentages. Some lower attaining pupils, however, are still not secure in the basic skills of number. Pupils learn about ratio, averages, negative numbers and probability. Year 3 pupils develop their knowledge of the relationship between metres and centimetres and kilometres and metres. Older pupils learn about angles, the diameter and circumference of a circle and use a compass to bisect straight lines. They work with co-ordinates and solve problems concerning area, weight and volume. Year 4 and 5 pupils make a hypothesis as to which length of word will occur most frequently on a page and present and interpret the data they find on a bar line graph. Graphs are also constructed to show how the temperature of water changes with time. The use of information and communication technology is still under-developed and pupils do not have sufficient opportunities to present graphs in a variety of ways.
97. At both key stages the presentation and organisation of pupil's work is unsatisfactory. Work is not always collated or presented in a logical fashion and there are occasions when it is not dated, titled, finished or corrected. Apart from higher attaining pupils, the impression is often one of a lack of care and pride in the finished product. There is a sound coverage of all attainment targets but care should be taken to continue the emphasis on problem solving and investigations and to promote data handling through an extended use of information and communication technology.
98. The attitudes and behaviour of the pupils are often good, especially in Key Stage 1 and Year 3. There are occasions in the upper classes of Key Stage 2 when pupils find difficulty in concentrating and become easily distracted. This is partly due to behaviour difficulties and partly to lessons that are too slow in pace and contain too much teacher exposition and not enough opportunity for pupils to be actively engaged on a task. Pupils respond well to the mental and oral sessions at the beginning of lessons especially when they are conducted at a brisk pace and give the pupils plenty of opportunity for involvement.

99. The quality of teaching overall is satisfactory and contributes to the overall sound gains that pupils make in their learning. No unsatisfactory teaching was seen during the inspection. Teachers have a sound knowledge of the numeracy strategy and are working hard to implement it. Pupils with special educational needs make good progress especially when they are helped in lessons by the well-qualified support staff. The school is making good use of homework and this is having a beneficial effect on the progress of pupils. In the best lessons teachers give clear explanations of what they expect from the pupils, develop links with other subjects and have an easy relationship with pupils that sometimes includes a sense of humour. Less successful teaching occurs when marking is inconsistent and does not suggest ways for future improvement, the pace of lessons is slow, higher attaining pupils are not sufficiently challenged and there is a lack of extension work. Short-term planning is satisfactory but does not always refer to the levels the teachers expect the pupils to attain. Teachers have sound questioning skills, this helps pupils in both key stages to explain their methods for working out and offer reasons for choices.
100. The management of the subject is satisfactory and there is a committed and hardworking co-ordinator. Although the co-ordinator provides direction for the subject there is a lack of rigorous monitoring of the coverage of skills in mixed age classes. There is a lack of clear expectations of what pupils should know, understand and do by the end of each year and until this is securely put in place consistent progress cannot be assured. For example even though the numeracy strategy is appropriately implemented there are occasions when higher-attaining pupils would benefit from working on objectives from a higher level. There are times when these pupils spend too long consolidating what they have learnt rather than acquiring new skills, especially in relation to problem solving. The co-ordinator has worked hard to implement the numeracy strategy and this is now having a beneficial effect on the progress made by pupils. Good assessment procedures are in place but these are not consistently used to inform the future planning of pupils' work, particularly for higher attaining pupils. The use of numeracy in other curriculum areas and the use of information and communication technology in mathematics are both under-developed. Resources for the subject are satisfactory.
101. Though the overall judgement is similar to that of the previous report, it is evident that the headteacher, co-ordinator and staff are aware of the work that needs to be done in the future to ensure that pupils continue to make progress.

SCIENCE

102. Statutory teacher assessment in 1999 showed that attainment at the end of Key Stage 1 was in line with national expectations but below average when compared to similar schools. Statutory teacher assessments in 2000 show attainment to be above those achieved in 1999, particularly at Level 3. Comparable statistics, to those achieved nationally and by similar schools, are not yet available. Comparisons over the last three years showed a dip in results in 1999 but these are now in a small upward trend. Evidence from work scrutiny and from lessons indicates that there is some over estimation of pupils' attainment, particularly at Level 3.
103. At Key Stage 2 standards in the 1999 tests for eleven-year-olds were close to the national average for all schools but below the average when compared with pupils in similar schools. At the end of Key Stage 2 in 2000, 92 per cent of pupils gained Level 4 and above while 30 per cent of pupils gained Level 5, almost twice as many as in 1999. Results for 2000 show some above average attainment and an improving trend. There was some mismatch between teacher assessments and test results, which indicates that teachers need further training in understanding the higher levels of the National Curriculum.

104. During the inspection, overall standards seen in the scrutiny of past work, pupils' books, discussions and lessons show that standards are in line with national averages at the end of both key stages and achievement is satisfactory, but could be better in scientific investigations. Pupils in Key Stage 1 can sort a variety of materials into groups such as plastic, wood and metal. They know about the differences in eye and hair colour between humans and, in work linked to mathematics, can draw a simple graph independently to illustrate their findings. Pupils know the conditions needed for plants to grow and that during an investigation there is need for a control experiment to make accurate comparisons.
105. By the end of Key Stage 2 average and higher attaining pupils' knowledge and understanding across the full range of the curriculum, including a scientific way of working is satisfactory. Younger pupils in the key stage can identify and name opaque, transparent and translucent materials. Average and higher-attaining pupils have a good knowledge of the water cycle and can use and understand scientific terms such as evaporation and condensation to describe changes. They have a basic understanding of the effect of air resistance and gravity on parachutes, which they test, and then record their findings and compare results.
106. Pupils of all levels of attainment make satisfactory progress and their achievement is sound. Pupils with special educational needs make good progress in their scientific knowledge and understanding in relation to targets identified in their individual education plans. This is particularly noticeable in Key Stage 2. Pupils in Key Stage 1 are aware that materials such as chocolate and water can be changed by heating and cooling while at the end of Key Stage 2, pupils can classify substances as liquids, solids and gases and can describe reversible and irreversible changes. Progress in the development of scientific skills is sound for both average and higher attaining pupils but these are insufficiently gained from first-hand experience and there are occasions when these pupils are under challenged. . The cramped accommodation in Key Stage 2 reduces the opportunities for pupils to organise and carry out their own practical investigations and limits the progress of all pupils, particularly the higher attainers in learning to think objectively and make even better progress in the development of their scientific skills. Insufficient use is made of computers to record results.
107. Teaching is satisfactory overall and contributes to the sound gains pupils make in their learning. It is at least satisfactory in Key Stage 1 with some very good teaching observed in Year 1. In the best lesson good use of questioning techniques and very good planning provides opportunities for pupils to think for themselves and become independent learners. Good subject knowledge and emphasis of appropriate subject vocabulary enhance the development and attainment of scientific skills. Pupils progress less well when teachers' insecure subject knowledge affects planning and limits the development of pupils' knowledge and understanding of a scientific way of working.
108. In Key Stage 2 teaching is satisfactory overall with some good teaching observed. Good planning builds on pupils' previous knowledge and lesson plans incorporate good learning objectives, which are shared with pupils. This provides a clear starting point for pupils and helps them to be aware of how well they are learning. Teachers use appropriate scientific terms and this extends the pupils' ability to explain what they are doing clearly. Good classroom management and discipline ensures that the pupils listen and respond appropriately while good use of praise and support for pupils' ideas encourages pupils to feel confident in their efforts and extend their skills. Pupils in all classes respond positively to the good teaching. They concentrate hard, listen attentively to the contributions of others and behave well. Pupils of all abilities enjoy practical work but the cramped classroom conditions at the end of Key Stage 2 restrict pupils' opportunities to undertake their own investigations and develop their scientific skills from first-hand experience, consequently, lessons tend to be very teacher-directed. Pupils are not sufficiently encouraged to take pride in the presentation of their work due in part to a general poor level of handwriting and lack of cursive style. All work associated with the subject is not kept together in a way that clearly indicates to the pupils and others the amount of progress made. This limits the teachers' accuracy in

assessment. Good use is made of the nearby environmental area and field study visits to provide opportunities for first-hand experience and enriched learning.

109. Formal assessments take place at the end of both key stages. Other informal assessments take place regularly at the end of each particular module of work but these are not used sufficiently to inform short-term planning. At the present time there is no assessment of pupils' investigative skills that could be used to inform planning and ensure that all pupils acquire these skills progressively particularly in the mixed-age classes.
110. Since the last inspection teaching and classroom management have improved with more emphasis is given to developing pupils' scientific skills. A science policy has been put in place and the school has adopted the Qualifications and Curriculum Authority scheme of work that helps to ensure continuity and progression for all pupils. However, the scheme needs to be reviewed to meet the requirements of the revised National Curriculum and the needs of the school. Within the scheme of work greater emphasis should be placed on providing more challenge for higher attaining pupils of all ages and to the development and progression of pupils' investigative skills particularly in mixed-age classes. Although resources have improved they still limit pupils' opportunities to undertake a range of tasks and activities.

ART

111. By the end of both key stages, standards are in line with what is expected nationally and pupils make sound gains in their learning. Pupils with special educational needs make good gains in their learning because good opportunities are provided for them to use their skills in mixing colours, drawing from observation and working in a range of media especially clay. However, rates of progress are inconsistent and skills that have been previously learnt in younger year groups are not systematically built upon. This is due to the current approach in planning, while it is effective in relation to individual activities it does not ensure that pupils' skills are systematically built upon as they work in a variety of media. This was seen in Year 2 and Year 4 when pupils practised similar skills when making pots in clay and plasticene. The evidence of work on display and photographic records of previous work indicate that pupils are enabled to engage in a wide variety of art and design activities. The recent very successful 'arts' week' involved all pupils in working with artists and this enabled them to engage in range of media. In Key Stage 1 the regular visit of a local artist ensures that pupils have access to developing their knowledge of perspective, design, and sketching skills, this is having a positive effect on developing pupils' skills of observational drawing.
112. By the end of Key Stage1 pupils can draw from observation and imagination. They can mix paint, they understand the concept of colour hues and they have good knowledge of how to carry out repeating patterns. They can shape clay into flowers, clearly defining stems and petals. The pupils' knowledge of artists' work and styles is limited. Pupils have made large collages using a range of media, they have drawn buildings employing smudging techniques to create texture and they have created intricate designs on clay tiles using a range of markers. Pupils' art gallery exhibition in Year 2 demonstrates that their still life drawings of bowls of fruit reflect sound skills of colour mixing and drawing in proportion. In Year 3 pupils use stencil blocks well when printing, their work is neat. The recent visit of a Japanese student teacher has enhanced pupils' skills in origami and even young pupils spend a long time concentrating on ensuring that they have folded the paper correctly.
113. By the end of Key Stage 2 pupils have studied Gauguin and Turner and know how these artists use colour and texture to create effect. They have good observational skills when it comes to drawing plants and they pay attention to detail. They have created interesting three-dimensional structures using willow saplings and in Year 4 pupils are making satisfactory progress in relation to sketching what they see from their classroom window. Pupils have created some very interesting designs with the help of a local stone mason and their sketchbooks demonstrate that they use sound planning skills before attempting to undertake

their models. Pupils' achievement in information and communication technology in art is unsatisfactory. Insufficient opportunities are provided for pupils to use information and communication technology to generate ideas to learn more about art and artists.

- 114. Pupils have good attitudes to learning, they concentrate well and generally behave appropriately.
- 115. The quality of teaching is satisfactory overall and contributes to the sound gains that pupils make in their learning. Teachers have secure subject knowledge, manage their pupils well and have good relationships with their pupils. At present there are no assessments in art and this is an area which the co-ordinator is in the process of rectifying. The co-ordinator has only recently taken over the post. She has good subject knowledge and is updating the scheme of work. The curriculum is generally broad and balanced and enriched with visitors such as local artists. A high emphasis is placed upon art throughout the school and this is reflected in the attractive displays.
- 116. The use of sketchbooks is underdeveloped and there is a variance in the way that teachers use them. Marking of pupils' work does not really help pupils identify on how they can improve the quality of their work and on occasions insufficient care is applied in pupils using the sketch book as a record of their thought processes and skills development.
- 117. Resources are satisfactory overall and are centrally stored for easy access.
- 118. Since the previous inspection the school has maintained its satisfactory standards at the end of both key stages and good progress has been made in co-ordinating resources, developing schemes of work and working with artists. Satisfactory progress has been made in developing pupils' knowledge in non-European art but this could be further improved upon.
- 119. The co-ordinator has secure subject knowledge and has very successfully organised 'the arts' week' in order to develop links with parents and the local community.

DESIGN AND TECHNOLOGY

- 120. Because of the timing of the inspection, there was very little evidence to examine in order to determine standards in this subject and only one lesson in Key Stage 2 was observed. Judgements are based mainly on discussions with teachers and pupils, the observations photographs of pupils' past work and teachers' planning. These findings confirm the findings of the last inspection, that pupils' attainment is in line with that expected nationally at both key stages and pupils' achievement is satisfactory overall.
- 121. Pupils are provided with a range of appropriate experiences although there is lack of emphasis on the individual design element in pupils' work. Other areas of the design and technology curriculum are covered satisfactorily, including food technology. Pupils are given opportunities to make a variety of products such as slippers, moving pictures and toys, and design and make a fairground ride. They use a variety of materials, including wood and textiles, and are taught the safe use of hand tools and how to use a range of suitable joining techniques such as glue, fasteners, string and stitching. There are sound links to other subject areas such as mathematics when measuring and science where the use of circuits to enable models to move. Pupils in Year 6 discuss and explore the idea of the Wooden Horse of Troy to attach to a chassis built previously. They can explain how their models were planned and constructed and can evaluate their design but are not sure how to set about modifying their work if they encounter difficulties. Pupils enjoy practical work and work well together, sharing ideas and resources.
- 122. There is only a draft policy for the subject which has not yet been agreed by the staff or adopted by the school. The Qualifications and Curriculum Authority scheme of work is used to

ensure continuity and progression but this should be adapted in order that the practical outcomes are matched to pupils' needs, learning styles and interest levels. Regular assessment of pupils' skills would aid planning particularly in the mixed-age classes, and would ensure progression. Currently pupils do not have opportunities to use control technology but the co-ordinator is reviewing this lack of provision.

GEOGRAPHY

123. During the course of the inspection, only one geography lesson was seen and judgements are based mainly on findings from the scrutiny of past work, discussions with pupils and staff and from the teachers' planning. These confirm pupils' attainment by the end of both Key Stages 1 and 2 to be in line with the nationally expected levels for their ages. Pupils in both key stages, including those with special educational needs make satisfactory progress.
124. Pupils in Key Stage 1 develop an understanding of the main physical and human features surrounding the school. They are given opportunities to make first-hand observations on the variety of houses, shops and buildings in the immediate locality that give the village its character. They contrast and compare the growth of the village with its features at the turn of the century. Pupils are aware of places beyond the school and immediate locality due, in part to the fact that, the majority travel to school by bus. The device of using a bear called 'Barnaby' who goes on travels with different pupils and their families contributes positively to pupils' emerging knowledge of different locality and contributes towards their good speaking skills.
125. At Key Stage 2, in work linked to history, pupils are developing their geographical skills by using maps to identify and describe why early settlers to Britain chose to live in Marnhull. Pupils have some knowledge of the use of scale in maps from work in mathematics while a good understanding of the water cycle is gained from science lessons. Pupils are able to further their knowledge, skills and understanding through the study of a village in Kenya and make comparisons to their own village. Good use is made of homework by pupils in Year 6, who extend their learning about other countries, such as Australia through independent research. However insufficient use is made of appropriate computer software programs to support pupils' learning and aid progress in the subject. Good opportunities are provided for pupils to participate in visits to Leeson House and residential visits to Studland Bay where they study the headland and the change over time of the sand dunes. These visits add interest to the subject, enhancing the pupils' learning and attainment. Pupils in both key stages have a good understanding of Japan and the way of life of Japanese people. The links with Japanese students contribute effectively to pupils' learning. However, pupils' skills of geographical enquiry applying questioning skills and presentational techniques are less secure.
126. Since the last inspection the school has adopted the Qualifications and Curriculum Authority scheme of work. However this should be reviewed to ensure it meets the needs of the pupils, particularly those in mixed-age classes, to ensure progression and development of pupils' geographical skills. The requirements of the revised National Curriculum should also be incorporated within the scheme. There is insufficient assessment in the subject and although the subject is managed by a knowledgeable co-ordinator, at present the co-ordinators involvement in monitoring pupils' work, teaching or planning is limited. The school has rightly recognised that insufficient links are made with literacy, numeracy and information and communication technology.

HISTORY

127. Only one lesson, in Key Stage 1, was observed in history during the inspection week. Discussions were held with teachers and pupils and the work in books and that displayed around the school was scrutinised. Pupils, including those with a special educational need,

are reaching appropriate standards for their ages at the end of both key stages and their achievement is satisfactory.

128. By the end of Key Stage 1, pupils have a sound understanding of the passage of time. This is helped by the timelines in the classrooms. They learn to observe and handle household artefacts from the past such as an iron, hot water bottle, toasting fork and milk churn. The pupils understand how sources of light in the home have changed over time. Similarly the water tap and a pump were compared. In the Year 2 lesson seen, following a visit to the museum in Sturminster, the pupils showed good speaking and listening skills and had the confidence to both answer the teachers questions and to engage in discussion. They are developing the ability to make inferences about life in the past based on these sources of evidence and the changes they identify over time. Pupils know about famous people such as Florence Nightingale, Mary Seacole and Louis Braille. They study the Fire of London and learn about Samuel Pepys and his diaries. Work is done on the Ancient Egyptians and pupils know about the pyramids, masks, toys and games, boats, homes and the River Nile.
129. By the end of Key Stage 2, pupils know about famous scientists such as Copernicus and Galileo. A study is made of the Tudor and Stuart period that includes time charts, the plague, homes, the lives of rich and poor people and medicine. Pupils learn about Sir Francis Drake and the Spanish Armada and make a comparison of life today and in those times. Pupils research aspects of Ancient Greece such as Greek Gods and the cities of Sparta and Athens. They learn something of the Second World War and know about the Blitz, rationing and the evacuation of children. Local people from the community come into school to tell the pupils about their war time experiences and this adds to the knowledge of the pupils. A study is made of Victorian England and this includes work on their village of Marnhull.
130. At both key stages there is a need to develop links with other curriculum areas through Literacy and Numeracy. The use of information and communication technology in history is not well developed, though there is the potential for this to progress quickly in the near future. The opportunity for pupils to develop their extended writing, including handwriting, skills is also under-developed and this is an area that the school should consider urgently. Though the range of work undertaken is satisfactory it is often poorly organised and presented and this makes it difficult for pupils to take a pride in the finished work.
131. In the lesson seen the attitudes of the pupils and their behaviour were good. They were bright, alert and willing to take an active and constructive part in the lesson. This is because they were stimulated both by the previous visit to a museum, by the artefacts they can handle and by the imaginative presentation by the teacher. Good use was made of questioning and discussion, resources were well used and the teacher had a good subject knowledge. Scrutiny of pupils' work indicated that marking is inconsistent, not encouraging pupils to improve and the work is not always clearly titled and dated. More opportunity should be taken to match tasks to pupils' needs, so that higher attaining pupils are more appropriately challenged to make progress in line with their abilities.
132. There is a co-ordinator for the subject who has only very recently been appointed to the school. The school uses Qualifications and Curriculum Authority documentation as a scheme of work. There is a need to consider the Curriculum 2000 guidelines and develop this into a scheme of work for the school so that the historical skills and knowledge to be gained by the pupils are built upon from year to year in a structured and organised way. Assessment in history is under-developed. Good use is made of visits to museums at Dorchester and Sturminster and pupils have also visited an Iron Age Fort and the Tutenkhamun exhibition. Resources for the subject are satisfactory though there is a need for more historical artefacts. Overall, standards are similar to the previous inspection report and are appropriate for the age of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. The work seen in information and communication technology is below the standard expected at the end of both key stages. However, significant progress has been made in recent months and the school is now beginning to develop both the use of equipment and the skills of the pupils. As a result of the good planning and additional resources, standards are set to improve during the next year. Insufficient opportunities are currently provided to develop appropriate skills in control technology and modelling but attainment in communicating and handling information is beginning to develop well. This judgement indicates a lowering of standards since the previous inspection, but in actual fact, the school is now in a much better position to make progress than was previously the case. This is because the recently appointed co-ordinator is knowledgeable in his undertakings and the new computer suite is well equipped with hardware. However, as yet, there are insufficient programs to adequately support all areas of the curriculum.
134. By the end of Key Stage 1, younger pupils learn to type letters on the computer and understand that the process of typing has an effect on the screen. They become aware that images on the screen can be printed on paper. Older Year 2 pupils are learning to switch on the computer, click on the correct parts of the security boxes and then, through 'start' go to the 'programmes' and select 'textease'. When composing a shopping list they learn to use the 'return' and 'enter' keys, and 'space bar'. Pupils begin to understand that computers can be used to rearrange text to make it easier to read.
135. By the end of Key Stage 2, pupils begin to learn how to combine graphics and text. In a follow up to a history lesson pupils type in a sentence about Egyptian pyramids and then locate and insert graphics to illustrate the sentence. They also learn how to resize the graphic. Older Year 6 pupils learn how to create a spreadsheet and to change data on it when costing out the items to be bought for a party.
136. In the four lessons seen the pupils displayed good attitudes to the subject and were well behaved. They are enthused by the growing opportunities to use computers and show the ability to work together sensibly and co-operatively in pairs. This is as a result of the good quality of teaching seen in both key stages. Teachers are showing a willingness to co-operate with the co-ordinator in order to develop their own skills and this is having a beneficial effect on the progress of the pupils. They support pupils appropriately and use the correct technical language.
137. Since the beginning of the term a new computer suite, with fifteen machines, has been established in addition to the one computer in each classroom. There is now a good ratio of pupils to computers. As a result whole class lessons have recently begun in which pupils are being consistently taught the necessary skills. The provision of software is being expanded to cater for the different subject areas. However, the computer suite is underused because it has only recently been furnished and staff are awaiting training and further software. This is an organisational issue the school needs to address urgently, both to further develop pupil skills and to enable information and communication technology to be used in other curriculum areas. There is some evidence of the use of information and communication technology in, for example, art, mathematics, literacy and history but this is not well established at the present time. In addition, during the inspection, there was very little evidence of the classroom computers being efficiently used. Whilst there is evidence of improvement and of pupils making good gains in their learning, at the present time standards are not high enough as the systematic teaching of skills has only just begun and there is a lack of opportunity to use the technology across all curriculum areas. The pupils with a special educational need make unsatisfactory progress and there is very little software available at the present time to support them in their work, for example in numeracy and literacy.
138. The subject is well managed by a knowledgeable and enthusiastic co-ordinator who together with other staff has worked hard to expand the resources available to the school since his recent appointment. Teachers are giving their support in the development of the subject. There is a need to ensure that they are supported by a scheme of work that defines the skills

and knowledge that pupils are taught from one year to the next, and how information and communication technology can best be used to support other areas of the curriculum and special educational needs. The co-ordinator is aware of the need to further expand the resources available and of the need to examine further how resources might be used to their full capacity. Assessment procedures are not fully developed and are unsatisfactory overall.

MUSIC

139. By the end of both key stages pupils' attainment is in line with expectations for their age and achievement is satisfactory.
140. By the end of Key Stage 1 pupils understand the meaning of pitch, rhythm and can identify semi breves, minims, dotted minims, crotchet and quavers. Pupils use technical vocabulary such as dynamics, tempo and timbre appropriately in their work and can identify these musical elements when listening to a piece of music. Pupils are making an effective start at using information and communication technology to support their work. They have listened to a wide variety of composers including Bach, Handel, Vivaldi, Ravel and Prokofiev. They handle instruments carefully and when singing they pronounce their words clearly. However, they have limited opportunities to write their responses to the music that they have heard and most of their responses are verbal. This would further improve pupils' writing skills, especially in the area of imaginative writing.
141. By the end of Key Stage 2 pupils can identify the different rhythms and change in dynamics when listening to the Sabre Dance of Gayanen Khachaturian and know that the beat of the music is typically Armenian. Pupils can identify four different parts in the music that they have heard and can explain clearly the imagery that the music evokes such as being chased by robbers and an animal scurrying away from danger.
142. Pupils have a sound understanding of rhythm, and notation and can clearly describe and evaluate what they like and do not like in a piece of music. They can compose simple tunes with a repeating chorus and can count one another in when playing their compositions back to an audience. Pupils know the difference found in rhythms between Irish, Indian and Caribbean music.
143. Pupils have positive attitudes to learning but on occasions a small minority in both key stages does not listen to the teachers' instructions. This is dealt with appropriately by the teachers' good skills of managing behaviour.
144. The quality of teaching is satisfactory overall. The use of peripatetic staff makes a valuable contribution to the standards that instrumentalists attain. Pupils studying the recorder at lunchtime makes good gains in reading music.
145. Examples of good teaching were seen in Year 2. Teachers' subject knowledge is variable, it is satisfactory overall, and the scheme of work and good guidance given by the co-ordinator ensures that teachers cover the programmes of study. The school is in the early stages of aligning its scheme of work with Curriculum 2000. Assessment in music is underdeveloped so it is very difficult to ensure that tasks are matched to pupils' needs. For example, the pupils attending recorder club have a better knowledge of notation and in lessons, on occasions do not have tasks set, which build upon their prior attainment. This results in them consolidating what they have learnt rather than extending their knowledge into other areas.
146. The co-ordination of the subject is good. The co-ordinator leads her subject well and is knowledgeable. Resources are satisfactory and enable the scheme of work to be taught effectively. Since the previous inspection good progress has been made in developing a scheme of work, but further developments need to be made in aligning the scheme to the latest curriculum guidance and developing assessments that are linked to what has been

taught. Further opportunities need to be provided for pupils writing responses to the music that they have heard. This would encourage pupils to use creative vocabulary in identifying their responses to a music stimulus. Expectations of what pupils should achieve at the end of each year in mixed age classes in relation to knowledge content and skills acquisition need to be made clearer in the scheme of work. Average standards have been maintained since the previous inspection.

PHYSICAL EDUCATION

147. The work seen in physical education is in line with that expected at the end of both key stages and pupils attain appropriate standards for their age but there are weaknesses. This is similar to the findings of the previous inspection report. In most lessons, the majority of pupils, including those with a special educational need, make sound progress in improving their skills and performance.
148. By the end of Key Stage 1, younger pupils respond in a variety of ways to music. They begin to show awareness of space and of other pupils. Higher attaining pupils move imaginatively with increasing confidence. In a Year 2 lesson, most pupils listened well and responded to the teacher. They are beginning to show an ability to explore moods and feelings through dance and develop both a personal and group response to a set piece of music. A significant minority of pupils has not yet developed appropriate ways of working in groups, listening to teachers' instructions and putting aside their personal needs for the benefit of the group. They are enthusiastic, but become silly and noisy and do not always obey the instructions of the teacher. This has a negative effect on their learning.
149. By the end of Key Stage 2, pupils develop their gymnastic skills. They consolidate and improve the quality of their movement and body shapes through jumps, rolls and when travelling across a bench. Sequences are created and pupils are encouraged to think about their movements and to aim for quality in their finished performance, for example through balances, landings and work with a partner. Pupils are encouraged to be aware of the need for safety in the subject and they are able to move large items of equipment, such as mats and benches, safely. Lessons always begin with a warm-up session and usually end with cool down time. Pupils are appropriately dressed for the subject and in discussion are made aware of the effect that exercise has on their bodies. However, even in Years 5 and 6, the pupils have still not developed appropriate ways of working in physical education lessons. A minority have not learned that the aim of the lesson is to exercise their bodies, and as a result teachers have to make frequent interruptions to make sure pupils are listening to instructions. As in Key Stage 1, this has a negative effect on the progress pupils make.
150. Good provision is made to ensure that all pupils have the opportunity to learn to swim, including pupils in Key Stage 1, who have a six week swimming session at a local school. As a result a large majority of pupils can swim 25 metres by the time they leave the school. Even though the situation of the school means that large distances have to be travelled, pupils take part in competitive sport in activities such as soccer, netball, running, athletics and swimming. Parents make a good contribution to these activities through the provision of transport. The inclusion of these sports in the extracurricular activities of the school has a beneficial effect on the pupils' skills. Visits have been made to Taunton to watch cricket, there are links with Yeovil Town Football Club. and a tennis coach has visited the school. A residential visit, including out door adventurous activities, is planned for the future.
151. Pupils are enthusiastic and enjoy lessons in physical education. Most respond well. There are occasions, however, when a large minority talk too much and do not concentrate on the task they have been set. Teachers are aware of this and are trying to establish appropriate routines from the time pupils enter the school. Teaching overall is satisfactory though there are weaknesses. Short term lesson planning is satisfactory. However, there are occasions when the pace of lessons is too slow and explanations too long. Pupils are not sufficiently

involved in lessons and there is a lack of flair and dynamism in the teaching. This has a negative effect on the behaviour of the pupils and on the progress they make. Good features of teaching are seen when the teacher takes an active part in the lesson and is a good role model. Other good features occur when pupils are encouraged to demonstrate their work, discussions take place as to how the activity might be improved, specialist vocabulary is used and expectations of the standards pupils attain is high. Pupils are encouraged to enter and leave the hall in an orderly fashion and due consideration is given to the safety requirements of the subject.

152. Management of the subject is satisfactory. There is a co-ordinator but he has had little opportunity to monitor the quality of teaching and learning and so has had little impact on standards. At present, the scheme of work is under review and the school has recognised that expectations need to be defined for each year group, alongside clear definition of skills. There is a need for in-service training for teachers and to further develop the policy and implement a scheme of work that gives detailed advice and support to teachers and which promotes the structured development of skills from one year to the next. The school benefits from the 'Top Sport', initiative and has a satisfactory range of resources including a playing field of adequate size. Assessment procedures for the subject are at an early stage of development. Standards have been maintained since the previous inspection, though some weaknesses still persist in both the quality of teaching and in the attitudes and behaviour of a minority of pupils.

RELIGIOUS EDUCATION

153. Religious education was inspected separately under Section 23.