

INSPECTION REPORT

**ST NICHOLAS & ST LAURENCE C of E PRIMARY
SCHOOL**

Weymouth

LEA area: Dorset

Unique reference number: 113834

Headteacher: Miss M Jaques

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 18th – 21st March 2002

Inspection number: 243041

Full 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 category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Broadway
Weymouth
Dorset

Postcode: DT3 5DQ

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Appropriate authority: The Governing Body

Name of chair of governors: Reverend R Simmons

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20865	Mr M Burghart Registered inspector	Special educational needs; Information and communication technology; Art and design; Physical education.	How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9487	Dr F Hurd Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
24760	Miss S Barton Team inspector	Equal opportunities; Mathematics; Geography; History.	How good are the curricular and other opportunities offered to pupils?
21992	Mrs J Newing Team inspector	Areas of learning for children in the Foundation Stage; English.	
20671	Mr J Palethorpe Team inspector	Science; Design and technology; Music; English as an additional language.	The school's results and pupils' achievements.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Nicholas and St Laurence Church of England Primary School is in Broadway on the outskirts of Weymouth in Dorset. The school is housed in modern 1980s buildings, recently extended to provide accommodation for eleven classes. The school is larger than average, with 303 pupils on roll aged from four to eleven. Classes all contain pupils from more than one age group except for Year R where there are two classes. There is an average of 27 children in each class. Pupils are drawn from a variety of backgrounds, but overall their attainment on entry to the school, aged four, is about average.

The head has been in post for four years since just after the previous inspection. She is supported by eleven full time, and two part time, teachers. Nine teachers, including the head and deputy, are new since the last inspection. One teacher is in his first year of teaching and his first term at the school. There are 70 pupils on the special educational needs register. This accounts for 23.7 per cent of the school roll, and is in line with the national average. Four pupils have formal statements under the terms of the DfES Code of Practice¹, which is below the national picture. Only four children are known to be eligible for free school meals, which is very low. However there is no meals service in this county and this does not give a true reflection of the school's circumstances. No pupils are in the first stages of learning English as an additional language.

The quality of collective acts of worship and religious education was inspected following this inspection by an inspector appointed by the diocesan council. His report appears under a separate cover.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. It has a variety of strengths. Pupils and staff get on well together. Most lessons are well taught and learning is good. Pupils behave and respond well. Standards are now mostly in line with what is expected and are improving. The school is well led and managed and significant improvements have been made in the curriculum since the last inspection. These are beginning to have lasting effects. The quality of accommodation is very good with yet more developments planned. The school is working hard to avoid overspending and currently gives satisfactory value for money.

What the school does well

- Teaching, as observed, is predominantly good.
- Provision for the Foundation Stage² is good.
- The school is well led and managed.
- Standards in design and technology are good.
- The school successfully manages behaviour and encourages pupils' positive attitudes.
- Provision for pupils' personal development is good and very good for social development.
- The school takes very good care of its pupils.
- Opportunities which enrich the curriculum are very good.

¹ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

² The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

What could be improved

- The amount of time available to teach subjects and balance the timetable.
- The monitoring role of subject co-ordinators.
- Some aspects of teaching.
- Investigational and experimental science teaching.
- Provision for music.
- Curriculum information available to parents.
- Resources, particularly for science and music.
- Facilities to teach information and communication technology (ICT).

The areas for improvement will form the basis of the governors' action plan. It is acknowledged that some of these areas are already featured in the school development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in June 1997 was critical of both standards and the quality of management. It raised six key issues for improvement. The school has made good progress in addressing these since the headteacher was appointed. There have been satisfactory improvements in how the curriculum is managed, with positive impacts on standards especially in ICT, design and technology and geography as required. Provision for higher attaining pupils has been systematically improved. All pupils now share the same satisfactory level of opportunity. The quality of teaching has been improved with seven per cent unsatisfactory compared with 19 per cent last time, and 27 per cent is very good compared with 10 per cent in the last report. Continued improvements to the building and site have considerably enhanced the learning environment and national strategies for literacy and numeracy have been successfully introduced. The quality of leadership and management is now good. With good policies and procedures now in place the school is well placed for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores³ in National Curriculum tests.

Performance in:	compared with				Key
	all schools			Similar schools ⁴	
	1999	2000	2001	2001	
English	D	D	D	E	well above average A above average B average C below average D well below average E
Mathematics	C	D	D	E	
Science	B	C	A	A	

The table shows that whilst standards in science were well above average in 2001, standards continued to be below average in English and mathematics. From average attainment at the end of Year 2 last year's Year 6 made insufficient progress by the time they left and were underachieving. However, records show that 46 per cent of this year group joined the school after, and in some cases well after, Year R, with a significant proportion of these pupils having special educational needs. Indications from inspection evidence show

³ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁴ Schools with less than 8 per cent free school meals.

this situation is being addressed and that pupils currently in Year 6 are achieving at national expectations in English, mathematics and science, with higher attaining pupils doing better than this. Standards in these three subjects are in line with national averages for current seven year olds. Standards in ICT, art and design, geography, history and physical education are in line with expectations at the end of Year 2 and Year 6. In design and technology considerable improvement means standards have gone from unsatisfactory to good. Standards in music are still below expectations overall, but singing is good. Current children in Year R make good progress to reach the Early Learning Goals⁵ by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils like coming and are usually keen and interested.
Behaviour, in and out of classrooms	Good: in and out of class for the clear majority of time.
Personal development and relationships	Good: pupils show good levels of consideration for each other. Relationships are good. When given the opportunity pupils show initiative and take responsibility.
Attendance	Good: above average with no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Usually good	Good with some weaknesses and a variety of strengths.

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.

Observed teaching was predominantly good, with two-thirds of lessons good or better. Most lessons were at least satisfactory. However, one in fourteen lessons were judged unsatisfactory (mostly affecting one Year 3/4 class). Twelve teachers had at least one good lesson and ten very good. Two lessons (a Year 3/4 mathematics lesson and a Year 5/6 English session) were excellent. Analysis of pupils' work shows teaching is often, but not always this good. The overall profile of teaching is judged satisfactory with good features. Notable strengths of teaching are in the Foundation Stage, Years 5 and 6, and support for special educational needs. Good questioning, relationships and effective management of pupils are good features of teaching in most classes. Literacy and numeracy are usually well taught. Weaknesses in teaching are in lack of pace and insecure subject knowledge especially in science and music. The school is working hard to support inexperienced members of staff to ensure appropriate classroom management. Elements of homework and marking are strengths in some classes, but weaknesses in others.

⁵ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall satisfactory, but limited by too little time available and some lack of balance. Requirements not met for music. The curriculum is very well enriched by visits, residential trips, visitors and clubs. Some inconsistency in the use of homework.
Provision for pupils with special educational needs	Good: pupils are well supported and frequently reach, or nearly reach, expected levels. Good teaching assistants make valuable contributions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: with strengths in very good provision which successfully supports social development. Good moral provision; and sound spiritual and cultural opportunities. Overall much improved.
How well the school cares for its pupils	Very good levels of care. The school provides a safe and stimulating environment. Assessment used effectively to set targets particularly in literacy and numeracy.

The school maintains very good links with parents and is considered open and approachable by the large majority of parents. Parents give very good support in fund raising and helping in class. The school's reputation locally is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the head leads very well and manages the staff as an effective team. The senior management team works well. The school has clear educational direction and provides a caring environment. Roles of subject co-ordinators improved, but a lack of monitoring opportunities is a restriction. Day to day management is good. Administrative staff make a very good contribution.
How well the governors fulfil their responsibilities	Governors give good support, especially in managing finance and improvements to the building. Statutory requirements met except for music and some elements of the governors' annual report.
The school's evaluation of its performance	Good, developing analysis of assessment to set targets. More still to do to continue to raise standards. Good understanding of strengths and weaknesses.
The strategic use of resources	Satisfactory overall, but good use to enhance the building and learning environment. The absence of subject budgets means resources are not systematically replenished. Best value principles are followed. Some gaps in resources.

The school spends a higher proportion of its funding on staffing both teaching and support assistance, than similar sized primary schools. Governors and the headteacher are working with local education authority officers to address a potential overspend. Following considerable improvements the school now gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is approachable. • It is well led and managed. • Behaviour is good. • Teaching is good. • Children like school. 	<ul style="list-style-type: none"> • Homework. • Information about progress. • How the school works with parents. • Extracurricular activities.

The majority of parental responses were positive. Inspectors are pleased to support most of these views. A small minority of parents expressed concerns about special educational needs. Support is judged good. The school is generously staffed to give extra help. Additional support for extreme cases is at the discretion of the county and is outside the school's control. Homework is satisfactory overall, but some inconsistencies need addressing. Extracurricular provision is good for clubs and activities but very good when residential opportunities, visits and visitors are considered. Inspectors find the school works well with parents, but more information about the curriculum and pupils' achievement would enhance this relationship. Some parents are concerned that physical education is too often abandoned because of the weather, or to complete other work. Inspectors agree that this is to be avoided in order to meet the requirements of the National Curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of 2001 National Curriculum tests in reading for Year 2 pupils show the percentage of pupils achieving Level 2, the expected level, to be in line with the national average. The percentage reaching the higher Level 3 was above the national average. In writing, the percentage reaching Level 2 was well above the national average, and for Level 3 was above. In mathematics, 100 per cent reaching Level 2 was very high compared with the national average, but the percentage reaching Level 3 was below, indicating some under-achievement by the more able pupils. The science results, which are from teacher assessments, placed pupils above the national average at Level 2 and well above for Level 3. This latter result may have been rather generous, and attributable to less experienced teachers making the assessment. When compared with similar schools, the results for Level 2 were well below average for reading, average for writing and science, and very high for mathematics. At Level 3, they were below average for reading, average for writing, well below average for mathematics, and above average for science. Trends have fluctuated over the last four years. However, all results showed a considerable rise from 2000 and indicate satisfactory progress from average levels of attainment when children are first admitted to Year R.

2. At the end of Year 6, 2001 National Curriculum tests indicate that at Level 4, the expected level, results in English were in line, mathematics were below, and science were above the national average. For the higher Level 5, English and mathematics were in line, but science was well above the national average. When compared with similar schools, at Level 4, the results were average for science, below average for English, and well below average

for mathematics. At Level 5, they were below average for English and mathematics, but well above average for science. Overall, pupils in last year's Year 6 appear to have been underachieving, but a high proportion of them had joined the school within the previous four years and a significant percentage of these pupils had special educational needs.

3. Trends show a slight increase in English and a slight decrease in mathematics over the past two years. In science, trends have been rising consistently, with a sharp rise from 2000 to 2001.

4. The school has conducted rigorous analyses of results to ascertain why pupils have not been achieving as well as they could in English and mathematics. However, they have been unable come up with convincing arguments. In science, where the results have been particularly good, the teaching has been geared to the knowledge of scientific facts. Whilst this has produced good test results, pupils have been denied sufficient opportunities to undertake investigational and experimental science.

5. The National Literacy Strategy has been successfully implemented. Teachers are committed to raising standards, and to this end have taken part in training to improve their knowledge and understanding. The results of this have been increases in test results over the past two years. Older pupils in particular are presented with interesting and challenging tasks, to which they respond enthusiastically. Speaking and listening skills are particularly well developed.

6. The introduction of the National Numeracy Strategy has been successful. At the end of both Year 2 and Year 6, pupils are achieving the expected level for their age in numeracy and all areas of mathematics. Pupils with special educational needs are very well supported and make good progress.

7. Attainment in science at the end of Year 2 and the end of Year 6 is in line with expectations for pupils for their ages. This is a similar judgement to that of the last inspection. It is not as good as National Curriculum tests show, as the inspection looks at the broader aspects of science, including experimental and investigative work, which although not tested, is part of the National Curriculum. Attainment in this area is unsatisfactory.

8. In information and communication technology (ICT), the school has been very successful in raising standards of pupils' attainment to satisfactory at the end of both Year 2 and Year 6. This is a good improvement since the last inspection, where attainment was below expectations at both ages. All required aspects of the curriculum have been attempted and pupils, including those with special educational needs, are achieving well and making good progress. However, insufficient use is made of ICT in other subject areas.

9. Standards in design and technology at the end of Year 6 are above expectations. This is an improvement since the last inspection, and is due to an improvement in the curriculum and in teachers' knowledge and understanding of the subject. In particular, the quality of the slippers made by Years 5 and 6 pupils was very good. In music, standards at the end of Year 6 are below expectations. This is largely because not all aspects of the National Curriculum are taught in enough depth, particularly with listening and appraising. Standards in singing, which is addressed well, are high. In all other subjects, standards are in line with expectations at the end of Years 2 and 6. These are similar judgements to the last inspection, although there has been an improvement in geography at the end of Year 6, due largely to the adoption of a scheme of work that ensures appropriate coverage. However, there continues to be insufficient time given to the teaching of history and geography, which hinders pupils from making greater progress.

10. The school's targets for the 2001 tests were met in mathematics, and results were only one per cent below in English. With the successful implementation of the National Literacy

and Numeracy Strategies, together with improved teaching, the school is well placed to continue to raise standards.

Pupils' attitudes, values and personal development

11. Attitudes to the school are good: pupils are enthusiastic about their learning and interested in the activities offered to them. Attitudes and behaviour were judged satisfactory or better in virtually all lessons observed, and good or better in over 80 per cent of them. Pupils in all year groups entered school purposefully in the morning and settled down quickly. They were proud of their school and eager to display their work to visitors.

12. Behaviour is good. No oppressive behaviour was observed, and there have been no exclusions in the past year. Despite the bad weather which meant pupils had to stay indoors at playtime, behaviour remained good. Pupils held doors open and greeted visitors with courtesy and friendliness. Behaviour during lunchtimes (taken in classrooms) was civilised and sensible. When pupils were able to play outside, although the play areas are cramped for the number of pupils, their sensible behaviour made the situation manageable. Pupils immediately stood still when the whistle blew and proceeded quietly to their classrooms.

13. Pupils' personal development is good. Pupils listened attentively to their teachers, to each other during class discussions, and in assembly. Years 5 and 6 pupils showed particularly impressive speaking and listening skills in the debates on current political topics which took place during the inspection. Pupils have a good understanding of the impact of their actions on others and show respect for the feelings, values and beliefs of others, for instance in circle time⁶ discussions. When pupils were injured in the playground, their friends were quick to help them. Relationships in the school community are good. Pupils were confident of courteous treatment from adults, and were affectionate and sociable towards each other. They responded satisfactorily to the limited opportunities for independent learning offered them. School councillors took their responsibilities very seriously, and tried their best to fulfil them correctly. The two issues of the school magazine produced by pupils included a wide variety of material and did the editorial team credit.

14. Attendance is good. In 2000 - 2001 it was above national averages (94.9 per cent as against 93.9 per cent); unauthorised absence was below (0.0 per cent as against 0.5 per cent) and authorised absence was in line with the average. There is very little unpunctuality.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching during the inspection, where a higher proportion of literacy and numeracy sessions were observed, was good overall. All teachers were observed. Over a quarter of lessons were very good, with a further two-fifths good and another quarter of lessons satisfactory. In all just over nine in every ten lessons were at least satisfactory. However, six of the eighty-one lessons observed were judged unsatisfactory. These mainly affected one Year 3/4 class, where the school was already aware of some serious concerns.

16. Analysis of a full range of pupils' work indicates that teaching ranges from unsatisfactory to excellent, with most being good, especially in literacy and numeracy, where planning is of consistently good quality.

17. Teaching for children in the Foundation Stage is good with all elements of the recommended curriculum designed to achieve the Early Learning Goals well covered. Children are given good opportunities to learn through play and to develop social and academic skills. As a result children make good progress and are well prepared for the National Curriculum.

⁶ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

18. Special educational needs teaching is good in individual work and withdrawal groups, and satisfactory overall as part of class work. Learning support assistants make a good contribution to teaching, making good use of individual education plans to pursue targets to help pupils improve. The school is aware that in some class lessons there is too little consideration of setting work at different ability levels: for example with every child completing exactly the same work to the same level in science. Pupils are grouped by ability in sets for literacy and numeracy and this usually means that they are challenged appropriately. However, even in some such sets there is a wide range of ability, and improvements could still be made in planning for different levels, especially for potentially higher attaining pupils.

19. Strengths in teaching generally are in:

- Good questioning where pupils are drawn to reason, make deductions and answer in full sentences;
- Learning objectives which are made clear in most lessons;
- Good relationships which are common to most classes;
- Consistent behaviour management procedures which are applied almost universally;
- Very good discrete ICT teaching both by the co-ordinator and teaching assistant.

20. It is clear that there is good teaching in a variety of classes. Twelve staff had at least one lesson judged good and ten very good. Two lessons – a Year 3/4 mathematics session and a Year 5/6 English session – were excellent. In both pupils were captivated by the enthusiasm and expertise of the teachers, the quality of learning was high, and pupils made very good progress. Year 5/6 classes are taught consistently well.

21. Weaknesses in teaching, which affect more than lessons judged unsatisfactory, feature:

- Lack of pace and activities overexplained;
- Lack of teachers' knowledge and understanding of how to extend pupils' investigational and experimental skills in science;
- Some teachers' confidence in how to teach ICT is insecure, leading to ICT being used too little to support other subjects;
- Problems arising from inexperience, where work is insufficiently challenging and class management is not effective enough. This leads to pupils making unsatisfactory progress and occasionally results in behaviour below the high standard established in the school as a whole;
- Inconsistent marking which although there are strengths, too often simply has ticks and does not identify how pupils can make improvements;
- Homework used inconsistently by teachers even in classes where there are pupils of the same age and ability;
- A lack of teachers' expertise, confidence and understanding of how to teach music, which negatively affects provision and standards.

22. In all but one class strengths clearly outweigh weaknesses. Teaching is secure in Years 1 and 2 with good features in most classes. However, in one class in this age group lessons were observed where objectives were not clear enough and pupils became confused and did not make the progress of which they were capable.

23. From the comments of the last report it is evident that the quality of teaching has been improved. For example, in design and technology standards are now good because teaching is good compared with weaknesses identified last time. Overall the amount of unsatisfactory lessons has decreased from 19 per cent to 7 per cent. Staff changes, better monitoring by the head and deputy, improved planning; and continuing staff training, have had positive effects. The school is aware that developing more opportunities for subject co-ordinators to

observe colleagues teaching is needed to identify strengths and weaknesses. Presently some co-ordinators have too little firsthand awareness of what is happening in other areas of the school to confirm that sufficient time is actually spent teaching their subjects. For example less than recommended time is spent on ICT, geography, history and music for pupils in Years 3 to 6.

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

24. Pupils in the Foundation Stage receive a good introduction to the curriculum through very good planning, which is broad and balanced, based on the stepping stones to the Early Learning Goals. It provides for all areas of learning to be taught. A wide range of interesting and lively activities based on practical experiences meet the children's needs. These include good opportunities for the development of play, with clear learning objectives and good progression of skills. Pupils are well prepared for the first stages of the National Curriculum programmes of study.

25. The curriculum provided for Years 1 and 2 is satisfactory, but unsatisfactory in Years 3 to 6. Insufficient time is available to enable adequate coverage of the National Curriculum programmes of study in all subjects, or to provide a well balanced curriculum throughout the school. This has a negative impact on standards in geography and history. In Years 1 and 2 the blocking of subject time means that pupils receive an inordinate amount of time on one area of study within a week, without time always to consolidate learning and develop skills. However, some benefits are gained in design and technology and art and design where a complete process is covered and objects created. In Years 3 to 6 pupils do not receive their entitlement to the full coverage of the National Curriculum programmes of study in music. Religious education is taught in accordance with the locally agreed syllabus. Effective strategies for the teaching of the basic skills of literacy and numeracy include ability grouping of all pupils from Years 1 to 6. Pupils with special educational needs are well catered for and included, with good support within this system. Pupils in Year 6 are provided with the opportunity for booster classes, which helps to raise standards in literacy and numeracy. Where staff with expertise are used to teach their subjects, such as in ICT, there is a positive outcome in the extending of learning.

26. Adequate progress has been made in managing the issues raised in the last report and most weaknesses in curriculum development have been worked towards being solved. The school has adopted, and is adapting, published schemes of work for all subjects except music, which provide clear expectations and aid continuity and progression. A consistent approach to detailed planning throughout the school has been implemented through teachers planning together across the year group to ensure the same opportunities are offered. The computer suite has been developed and although insufficient space and resources are provided for a whole class it is timetabled for regular lessons with pupils throughout the school, enabling coverage of the curriculum to be satisfactory.

27. The curriculum is effective in promoting pupils' intellectual, physical and personal development. Work is valued and expectations of high quality presentation across the curriculum are particularly evident in Years 5 and 6. The curriculum is extended well beyond the basic curriculum into skills relevant for life. There are suitable programmes for sex and health education in place. Personal, social and citizenship education and education about the misuse of drugs are well structured, and the opportunity for thinking skills are regularly provided and developed. Pupils in Years 5 and 6 are given an introduction to French. However, parents are provided with insufficient information of the work to be taught in subjects each term, which hinders home support to learning. The homework programme is not consistently applied. However, where a structured programme is followed it extends pupils' learning from the lesson very effectively in a variety of activities.

28. A strong emphasis is placed on the raising of pupils' self esteem and confidence through participating in out of school activities. The programme for outdoor education is outstanding and enhances the curriculum. Pupils in Year 2 enjoy a fun evening on the school field, which progresses to Years 3 and 4 pupils camping on the field for three days. In Year 5 pupils experience the Outdoor Education Centre at Wareham for five days and in Year 6 pupils have the opportunity to spend an activity week in France. Areas of the curriculum are well supported by visits to places within the locality. Teaching staff, learning support assistants and visiting instructors help to run a good range of activities during lunchtime and after school. Activities include physical education, line dancing, football, orienteering, tennis, recorders, singing, violin, guitars, archaeology and a wildlife explorers club. Pupils participate in competitive tournaments and community activities in the area, which greatly enhance their range of learning.

29. The school makes good provision for pupils' personal development. This is one of the school's aims that permeate the life of the school. There has been good improvement in all areas since the last inspection.

30. Provision for pupils' spiritual development is satisfactory. Assemblies, sometimes whole school, 'key stage' or class, follow a theme and give pupils opportunities to explore values and beliefs and the impact these have on peoples' lives. Assemblies always include a hymn, prayer and teaching, but sometimes there is insufficient time given for pupils to reflect on the experience. In religious education pupils study Christianity, Judaism and Islam giving them knowledge about other faiths and helping them to be tolerant of others' beliefs. Personal, social, health and citizenship education and circle time give pupils the opportunities to consider the feelings of others, qualities of friendship and to care for others, for example, filling shoe boxes with gifts for street children in poorer countries.

31. Provision for moral development is good. There are 'Golden Rules' attractively displayed in each classroom, alongside classroom rules that are negotiated by teachers and pupils. On entry into the reception class Foundation Stage children are assessed as to their personal development using the local authority scheme. Alongside detailed and regularly updated records the children are known very well and their learning is matched at an appropriate level against the Early Learning Goals.

32. Provision for social development is very good. The school's personal, social, health and citizenship education curriculum makes a very effective contribution, as do the opportunities pupils have in many lessons to work collaboratively. The school's outdoor education programme is a strength and gives very good opportunities for social development. Many pupils appreciate the extracurricular activities. Those that represent school teams are keen and enthusiastic and know how to be good losers as well as winners. The school council and school newspaper help pupils to share views with others and work towards a consensus.

33. Provision for cultural development is satisfactory; this area shows considerable improvement as it was judged to be unsatisfactory at the last inspection. There are now some opportunities within the curriculum for pupils to learn about their own culture and to be aware of the cultures of others. In geography pupils study an Indian village and the island of St. Lucia. Cultural links are beginning to be developed in literacy, music and art. Visits and visitors enhance this area of the curriculum. The French trip for pupils in Year 6 was used well to promote cultural differences. The school is in a good position to continue to develop this area to ensure that all pupils have a good understanding of their own cultural heritage and recognise the advantages and responsibilities of living in a diverse society.

34. The community makes a good contribution to pupils' learning, which is an improvement since the last inspection. The physical position of the school, away from public view, meant that it was not well known to the local community. Since the present headteacher's arrival, not only has the school been widely publicised in the local press, but its pupils have taken part in many sporting and other contests. A higher public profile has been achieved. The

school was formed from two church schools, and maintains close links with both parishes. Pupils visit one or other of the churches for special services, and the churches are used in religious education and history. The headteacher writes about school activities in the parish magazine. The school choir took part in the Weymouth Music Festival and has sung at for example: nursing homes and churches. The school has regular visits from the emergency services, including a fire tender and its crew, the police, and a lifeguard. The Dartmoor Wildlife Centre visits every year, bringing some of the animals in its care for pupils to see. Pupils fundraise for local causes, such as the Children's Hospice in Poole. Year 2 pupils entered a competition organised by the local horticultural society. During the 'Music Week' held last year students from Weymouth College demonstrated unusual instruments. The local football club uses the school pitches.

35. The school established close links with the building firm which undertook the development of the new classrooms and offices, and much use was made of the building work for learning. It has no other links with commercial or industrial enterprises.

36. The school has good relationships with its partner institutions. Reception teachers visit all feeder playgroups, as does the special needs co-ordinator where necessary. There are particularly close links with the nearest playgroup; children come to school productions and visit classes. The school works closely with its eight partner primary and special schools, and with Wey Valley Community School, with which it shares a site. The schools run joint staff training sessions; headteachers meet twice a term; and co-ordinators meet on occasion. The school shares an information technology technician with Wey Valley Comprehensive School. Year 6 pupils are invited to join Year 7 classes on several occasions during the year, and Year 5 and Year 6 pupils attend Wey Valley school productions. The school takes Wey Valley pupils for work experience, as well as Weymouth College students and trainee teachers from Rolle College, Exeter. Wey Valley offers summer school classes in mathematics and physical education for more able pupils. Talented mathematicians can attend courses in mathematics at Budmouth Technical College. Overall pupils are well prepared for the next phase of education.

37. Provision for extracurricular activities is very good overall, its main strengths being for pupils in Years 3 to 6. This judgement represents an improvement from the last inspection, and may come as a surprise to some parents who felt dissatisfied with the extracurricular provision. This may be because there are no after school clubs for children in Years R to 2. Thereafter, however, pupils are offered clubs for football, birdwatching, netball, art, guitar, recorders, first aid, wildlife, orienteering, French, archaeology, line dancing, gymnastics, tennis and swimming. Music lessons are available from the county music service, as well as a library club and a choir. The provision includes more than clubs. The school has a programme of special activities, beginning with a picnic and fun evening for Year 2, and proceeding through camps in the school grounds for Years 3 and 4, to residential visits to Carey Camp near Wareham for Year 5 and a trip to France for Year 6. Pupils can participate in a number of local sporting competitions, and a mathematics challenge against other local schools. A theatre group visits the school regularly and presents performances for different year groups. A 'Music Week' was held when a wide range of different musicians visited the school and pupils were offered many musical opportunities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for child protection and for ensuring pupils' welfare are very good. This represents a considerable improvement since the last inspection, when they were only satisfactory. The child protection policy conforms to local guidelines. The headteacher is the child protection liaison officer, and has done a full training course. Other members of staff have completed parts of the training. The school works closely with all relevant external agencies. All staff are given a training session on child protection issues when they join the

school, and all records are kept in a locked cupboard. The headteacher is aware that she needs to update her training.

39. The health and safety policy clearly defines everyone's responsibilities in the school community. A 'risk assessment walk' is carried out annually by the school and electrical items are checked annually by the local education authority. All staff report any health and safety concerns in writing: parents tell the school if they think they have identified a hazard. Good records are kept of first aid and drugs administered, of accidents, and any training of staff in health and safety. The fire brigade inspected the premises last year: their recommendations have been fully implemented. All staff complete a one-day first aid course, and at least two staff keep their qualifications up to date. The school nurse has run extra training on specific topics where needed, for instance on dealing with diabetes. There is no dedicated medical room: the major first aid post is in the deputy headteacher's office, where a bed can be erected. There are small first aid boxes in most rooms. The school wants all pupils, whatever their medical needs, to participate fully in trips and visits, and ensures that any relevant medication is carried, together with full instructions. It was noted that pupils playing recorders share instruments: mouthpieces were only wiped with a tissue before being used by someone else. This is unhygienic.

40. After pupils arrive in the morning, the only access is through the security-locked front door. Visitors are asked to wear identifying badges, and anyone working regularly with pupils is police checked. The school suffered an arson attack in December 2001. As a result, close-circuit television is being installed. However, the school generally has few problems with vandalism and intruders. Its neighbours keep a close eye on things out of school hours.

41. The school's procedures for monitoring and improving attendance are excellent. The prospectus gives parents clear guidance on attendance, and the newsletter carries frequent brief reminders of its importance. Teachers take registers quickly and efficiently, and registration fulfils statutory requirements. Some teachers use the occasion as an opportunity for some mental arithmetic, or to encourage pupils to answer in another language. The doors are opened ten minutes before the start time and closed three minutes after it. Pupils arriving more than five minutes after the start time are entered as late, have to sign the late book and provide a reason for late arrival. An electronic system for monitoring attendance is used. Register entries are entered weekly, and a monthly printout is made. Individual printouts are supplied for pupils causing concern. The headteacher monitors attendance and punctuality records closely.

42. Procedures for monitoring and promoting good behaviour, and for eliminating oppressive behaviour, are good. This is an improvement on the last inspection. The school has worked hard to make practice more consistent, both by teaching and non teaching staff. Dinner staff have been given training and have regular meetings to discuss any concerns. Pupils know the two sets of basic rules, one for indoors and one for the playground, and each class produces its own rules as well. Rewards and sanctions are well understood and consistently used. Certificates are given termly for achievement, courtesy and effort: all pupils win at least one during a year. Specific guidance on identifying and eliminating bullying and oppressive behaviour is given to staff. A pupil whose behaviour begins to cause concern is monitored and their parents consulted. Because of the school's clear guidance and consistent management, teachers need to spend little time on consciously disciplining their classes

43. Procedures for monitoring and supporting pupils' personal development are good, an improvement on the last inspection. There is a detailed policy and scheme of work for personal, social, health and citizenship education (PSHCE), which includes planned progression in knowledge from year to year. There are separate policies on drugs and sex education, which are taught through PSHCE and through science. All classes take part in circle time when teachers and pupils can discuss important issues in a safe, supportive environment following recognised rules. The programme of gradually more challenging class

trips, with a residential element from Year 3 onwards, encourages pupils to become more responsible and independent. There are good arrangements in place for the induction of new pupils, for the support and monitoring of pupils with special needs, for the identification of particularly able pupils, and for pupils' transfer to secondary school. Weekly, termly and yearly trophies are awarded for particularly significant achievement in any area, including personal development. Pupils have some opportunities to develop their independence and sense of responsibility: a school council has been established this year, and older pupils act as guides on parents' evenings. Pupils in all years undertake classroom duties as required by their teachers.

44. Since the last inspection the school has made encouraging progress within the assessment process to the benefit of pupils' learning. Procedures for monitoring pupils' academic and personal development are good. The detailed policy for assessment, recording and reporting has been reviewed and is implemented in the majority of areas throughout the school. More methodical and thorough procedures for monitoring standards and evaluating progress are now in place, including detailed analysis of assessment data. The assessment co-ordinators, headteacher and teaching staff have worked hard to maintain a sensible level of change and improvement over time in relation to assessment and recording procedures.

45. Pupils are assessed appropriately using the national standardised tests for pupils at age seven and eleven, and the school has adopted the optional tests for Years 3, 4 and 5. Using this information and teacher assessments the school identifies pupils' attainment in mathematics and literacy, and groups pupils appropriately. Standards are regularly reviewed and pupils move groups accordingly. Pupils who require support are identified at an early stage and additional help is provided. In Year 6 the most able pupils in mathematics have the opportunity to attend Budmouth Technology College to benefit from specialist teaching and to be appropriately challenged. Individual targets are predicted over a period of time in the form of National Curriculum levels and regularly reviewed enabling pupils' progress to be monitored.

46. Assessment is identified as integral to the learning process and incorporated into lessons through teacher questioning and observation of both personal and academic development. Target cards are used for all pupils in numeracy and literacy, which enables pupils to be aware of their own attainment. Teachers discuss with individual pupils how they will progress to the next level. All staff have been involved in a review of work and the moderation of marking of standardised tests, and national levels agreed.

47. Alongside the more formal assessments, a number of planned assessments are identified throughout the year. For example, on going assessments are made against the national programmes of study in English, which are used to track pupils' progress, reset targets and influence planning. In most subjects, with the notable exceptions of ICT and music in Years 3 to 6, assessment opportunities are identified in planning, and information gathered from ongoing assessment helps to address the needs of pupils. Class teachers maintain their own record systems effectively. The marking policy has recently been completed but is in its infancy, now being trialled. Much of the marking of pupils' work is carried out in discussion with pupils in the Foundation Stage and Years 1 and 2. Where written comments identify ways in which pupils can improve their learning good progress is evident. However, at present the usefulness of the marking of pupils' work is inconsistent across the school.

48. The contents of pupils' profiles contain relevant and updated samples of selected work, records and completed assessment tasks as well as personal development. They are completed in discussion with the pupil's next teacher, which helps to maintain continuity and progress at the beginning of the year. The school's behaviour policy is implemented well in most classes. Pupils value the rewards they earn for academic success and personal development. Pupils treat adults politely and with respect. Pupils who are given responsibility

discharge their duties well, but this is an area for development. Too small a proportion of pupils have opportunities to take responsibility and show initiative.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has very effective links with parents. The home-school agreement clearly outlines everyone's responsibilities. Parents are invited to 'Meet the Teacher' sessions each September, and to a parents' consultation evening in the spring term. Meetings are held for prospective parents, and in the autumn after new reception pupils have been assessed. Parents of pupils involved in statutory assessment tests are invited to meetings about the tests. Teachers send out suggestions of ways in which parents can support learning. The school notes parents' interests so that they can be invited to contribute special knowledge of a particular subject. Parents are invited to attend services for Christmas, Easter and Harvest Festival, as well as drama productions. However, there are no class assemblies when pupils display and talk about their work.

50. Parents' views of the school are good overall. Just under half of the Ofsted questionnaires were returned, some with written comments. Twenty parents attended the pre-inspection meeting and six others attended a meeting during the inspection. On the basis of this sample, virtually all parents felt the school had high expectations of its pupils, that teaching was good, behaviour was good, and the school helped children to become more mature. They felt their children were making good progress, the headteacher and staff were approachable, and that the school was well led and managed. Most parents thought their children enjoyed school. As at the time of the last inspection, parents were concerned about irregular setting of homework, which is not always marked. Parents wanted more written information sent home, particularly about the topics which their children were going to be studying. They would like clearer information about children's progress and they would like to have their numeracy and literacy targets in writing. The findings of the inspection support parental concerns on these two issues. Some parents did not feel the school worked well with parents, and that extracurricular provision was not satisfactory. The findings of the inspection do not support these views.

51. Parents make a good contribution to their children's learning at school and at home. Homework set mostly gets done. Parents willingly support learning through the loaning of artefacts, through their own knowledge or interests, or through aiding their children with research projects. Their involvement has a very good impact on the work of the school, particularly through the 'Friends' group, which raised about £4,000 last year. Its funds have bought staging blocks, whiteboards and outside play equipment, amongst other items. It applies for grants on the school's behalf whenever possible. The social events which it organises are well supported by parents, staff and the local community. Staff, parents and governors worked together to effect temporary repairs after the arson attack last December. About twenty parents regularly help in school, some in class; others provide transport, help on offsite visits, or with after school clubs. Parent helpers felt well supported and appreciated by staff.

52. The quality of the information provided for parents is satisfactory, as at the time of the last inspection. The prospectus, which now fulfils statutory requirements, is an attractive, user friendly document with photographs. However, the governors' report does not fulfil statutory requirements. There are no precise figures for attendance and absence, nor appropriate details concerning the annual meeting and parent elections, required addresses are missing, and there are insufficient review references to the previous inspection's action plan. Information regarding security and the professional development of staff are omitted. School newsletters are very brief, and do not include accounts of pupils' achievement, or celebrate important events. At the last inspection no curriculum information was issued: this situation is little changed, although some verbal information is given in September. Parents can use the home-school reading book to raise queries with teachers. Reports are issued

during the spring term. Comments on personal development show that staff have a good knowledge of pupils. There are details of the curriculum covered during the whole year, thus providing information in advance about the summer term. There are no comments from pupils or parents. Reports on English and mathematics generally state what pupils know, understand and can do. Other subjects are more general, and comments often relate more to topics covered than to children's individual attainment. Some reports include targets: all parents are told their children's targets in literacy and numeracy during parent consultation evenings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership of the headteacher is very good. She ensures that the school has vision and that school development planning is securely based on the needs of the curriculum. She, and the deputy, lead the staff as a good team which is mutually supportive and is true to the school's aims and Christian values. The last report was critical of both standards and the quality of management. The current management team of staff and governors has made good progress in addressing the weaknesses previously identified.

54. The overall management of the school, which includes the contribution of the headteacher and all staff in their management roles, is judged as good. Co-ordinators manage subjects satisfactorily, but their ability to do so is limited by the lack of specific budgets whilst the school has sought to overcome a financial shortfall and a lack of opportunity to observe the work of colleagues to identify strengths and weaknesses. The latter is to be addressed with the redefining of co-ordinators' monitoring roles, using the successful models of literacy and numeracy, already established. The school has a good rolling programme for developing and reviewing policies and procedures, and is well run day to day. Office staff and learning support staff make a very positive contribution to the way the school works and, in particular, the good way parents and visitors are received enhances the good reputation. The clear majority of parents report that the school is approachable as a result. Areas for further developments in terms of managing communications, relate to the amount of curriculum information available to parents, and more detail of how pupils are achieving in subjects other than English, mathematics and science.

55. Governors support the school well. They are well organised in committees whose work enhances the school's impetus. They have been particularly active and successful since the last inspection in developing the school's accommodation to the point where all temporary buildings have been replaced with those of permanent good quality. Plans for a much needed new ICT suite are well underway. Governors have worked hard to help the school reduce its overspend, both in financial management and in fund raising. Apart from some aspects of music and some minor omissions in the governors annual report to parents, all statutory requirements are met.

56. The school is aware that the amount of time available for teaching each week is below average for Years 1 and 2 and well below average for Years 3 to 6. For older pupils this accounts for an hour and a half per week. Over the year this amounts to over two school weeks and has a negative effect on how much work can be covered. Nearly all subject co-ordinators report that time is an issue. Currently the amount of time spent on teaching geography and history in Years 5 and 6 is only just over half that recommended; and subjects including science have to be blocked to be taught for specific weeks of the term to overcome this. It is to the school's credit that standards are still in line with expectations. However, the lower than average proportions of pupils achieving the higher National Curriculum levels since the last report are an example of the effects of the restrictions of time.

57. There is a mixture of experienced, and more recently qualified teachers, appropriately deployed, who provide a good balance of curricular strengths. However, some senior staff are moving on for promotion; the governors need to ensure that high calibre people are

appointed to replace them to carry forward the good work that has been started in recent years. There is a very generous number of support staff, given the average level of pupils with special educational needs in the school, who make an effective contribution to pupils' learning. The school's strategy for performance management is securely in place; all teachers, including the headteacher, have targets. There are good induction procedures for newly qualified teachers, and for teachers new to the school. Areas for development in terms of staff knowledge and understanding are in music and some aspects of physical education.

58. The accommodation provides a very good learning environment. There has been a considerable improvement since the last inspection when the internal accommodation was judged too small, with three temporary classrooms in use. These have been replaced and 50 per cent of the school building is new, including four classrooms, new offices and staff facilities, a library area and infant toilets. It is a complicated structure, but of good quality and well maintained. However, the computer suite is housed in a corridor and can take only half a class. The governing body is currently fundraising for better accommodation for this purpose. Externally, the school has the use of generous grassed areas with the secondary school which shares the site. However, its wildlife area is in need of repair and renovation. A landscaped path was recently made, giving families approaching from the rear of the site direct access. The two play areas are not over generous for the pupil numbers, and although the infant play area has been enlarged to compensate for that part lost by the enlarged accommodation, its adventure play area has been left isolated and inaccessible to children. The bark safety flooring under the junior adventure play area needs replacing. The Friends Association is currently considering a different surfacing method. The storage of resources for subjects including music, mathematics and science is not satisfactory, partly because of the constraints of space.

59. Resources are adequate to deliver the curriculum in many areas, but there are inadequacies in subjects, and some 'tired' looking equipment which has been brought about through insufficient funding to buy more. In science, there is insufficient equipment to enable all pupils to take part in experimental work. This is one of the reasons given for teachers performing an experiment whilst pupils watch, instead of the pupils having first hand experience themselves. In information and communication technology, the quantity and quality of hardware is much improved and is well used, although there are still insufficient computers, and insufficient software to enable ICT to be used throughout the curriculum. In music, the full National Curriculum programme of study is not being implemented in Years 3 to 6. When it is, there will be a need for further resources, particularly for listening and appraising. In physical education, whilst the resources are adequate, some need replacing, particularly gymnastic mats. Good use is made of visits and visitors to enhance the curriculum, and the county museum service is well used to provide artefacts for the teaching of history and geography.

60. The school now makes good use of financial resources, and all grants, including money for special educational needs and staff training, are used for designated purposes. As a result of extra spending on staffing, particularly to maintain a higher than average number of support staff hours, the school has been in a position which may result in an overspend. This is being systematically addressed and for 2001 – 2002 the 'books will balance'. However, during this period there have been severe restrictions on spending in some areas and few subjects other than literacy and numeracy have significant, designated, specific budgets. This has had negative effects on resources particularly in science and music. Notwithstanding this situation resources are satisfactory overall and accommodation is considered very good. The school provides a very good learning environment and an overall, at least satisfactory level of education for below average expenditure per pupil. When provision and standards are considered in the light of spending the school is judged as giving satisfactory value for money, which is an improvement on the unsatisfactory judgement of the last report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve the school further the headteacher, staff and governors should:

- **Ensure** that sufficient time is available for full coverage of all National Curriculum programmes of study:
 - Increasing teaching time available during the week to that recommended for pupils of this age group;
 - Confirming that an appropriate balance of time is spent on each subject consistent with national recommendations.

Paragraphs: 9, 23, 25, 56, 85, 88, 90, 91, 106, 110, 117, 123, 129.

- **Develop** still further, as intended, the role of subject co-ordinators to include the monitoring of teaching, in addition to work already undertaken in planning, resources and standards.

Paragraphs: 23, 54, 79, 93, 99, 105, 110, 122, 128.

- **Improve** the quality of teaching, making yet more use of the expertise and good practice already in the school by:

- Increasing the pace of some lessons;
- Developing class management techniques for inexperienced teachers;
- Ensuring that all pupils are appropriately challenged;
- Fully implementing the school's homework policy;
- Developing further the quality of marking to show pupils how to make improvements;
- Making more use of information and communication technology to support other subjects.

Paragraphs: 8, 9, 18, 21, 27, 47, 73, 77, 83, 91, 93, 105, 109, 117, 122.

- **Develop** further opportunities to promote pupils' independent learning; particularly improving the teaching of investigational and experimental skills in science.

Paragraphs: 7, 18, 21, 88, 90, 91, 93.

- **Raise** standards in music by:

- Ensuring full coverage of the National Curriculum programmes of study;
- Raising teachers' confidence, knowledge and understanding of the subject with a view to improving provision.

Paragraphs: 9, 21, 25, 26, 118, 120, 121, 122.

The following minor issues should be considered for inclusion in the governors' action plan:

- Developing the quality and amount of curriculum information available to parents with regard to what is to be taught, and how well pupils are progressing against the National Curriculum.

Paragraphs: 27, 50, 52, 54, 109.

- Improving resources particularly for art and design, science and music. Planning the budget to account for systematic improvements in resources for all subjects over time.

Paragraphs: 59, 60, 87, 93, 94, 129.

- Increasing, as intended, space and resources to support the teaching of information and communication technology.

Paragraphs: 26, 55, 58, 59, 111, 114, 116.

- Ensuring that statutory requirements for the governors annual report to parents are fully met.

Paragraphs: 52, 55.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	20	32	21	6	0	0
Percentage	2	25	40	26	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	303
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	70
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	22	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	24
	Girls	18	22	22
	Total	39	44	46
Percentage of pupils at NC level 2 or above	School	85 (84)	96 (93)	100 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	23
	Girls	22	22	22
	Total	43	44	45
Percentage of pupils at NC level 2 or above	School	93 (86)	96 (84)	98 (88)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	31	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	22	18	30
	Total	38	32	47
Percentage of pupils at NC level 4 or above	School	76 (72)	64 (76)	94 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	17
	Girls	20	21	28
	Total	34	35	45
Percentage of pupils	School	68 (52)	70 (74)	90 (66)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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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	2
White	301
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	23.85
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	193

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000 – 2001
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	£
Total income	540597
Total expenditure	517303
Expenditure per pupil	1631
Balance brought forward from previous year	10525
Balance carried forward to next year	7819

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	301
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	42	7	2	0
My child is making good progress in school.	39	54	5	1	1
Behaviour in the school is good.	39	54	4	0	3
My child gets the right amount of work to do at home.	23	45	18	7	7
The teaching is good.	47	46	4	0	3
I am kept well informed about how my child is getting on.	32	37	23	6	1
I would feel comfortable about approaching the school with questions or a problem.	67	24	6	1	1
The school expects my child to work hard and achieve his or her best.	57	40	1	1	1
The school works closely with parents.	33	46	15	6	1
The school is well led and managed.	57	37	4	0	3
The school is helping my child become mature and responsible.	46	46	5	1	3
The school provides an interesting range of activities outside lessons.	22	41	19	2	16

Due to rounding percentages may not total 100.

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

62. Two teachers and two nursery nurses teach the children in the Foundation Stage in a large attractive classroom. The oldest children start full time in September, while the younger ones start part time. Attainment on entry is average; this is confirmed by baseline assessment. By the end of the year most pupils will have achieved the Early Learning Goals and a significant proportion will have exceeded them in personal, social and emotional development and communication, language and literacy. A good curriculum is provided that includes opportunities to explore, investigate and participate in structured play. The teaching is good overall; at least satisfactory, frequently good and very good, with very effective contributions from the nursery nurses. There is a very good induction programme which helps children settle into school. Close links have been developed with the feeder playgroup and with the private nursery where after school care is available.

Personal, social and emotional development

63. Baseline assessment showed this to be the weakest area for the group of children who started school last September. It is great credit to the staff that this area was given priority and has been addressed so well that children's attitudes to learning and their behaviour are good and frequently very good. Children were often seen co-operating well, taking turns, for example, in the role play area, and in the water play area shampooing the dolls' hair, as well as in formal lessons, sharing instruments in music. Children read in turn during guided reading. They do not all call out and interrupt, but put their hands up when they want to speak. This great improvement is the result of consistently high expectations and very good management of young children.

Communication, language and literacy

64. The high quality planning, continuous assessment and specific target setting are the strengths of the teaching in this area, as a result of which children make good progress. Most children talk clearly and in complete sentences. They confidently engage visitors in conversation. Most children can read a range of familiar words and sentences and a few higher attaining children are reading very well towards Level 2 of the National Curriculum, the standard expected for seven year olds. Most pupils are beginning to associate sounds with letters and many can build words like 'pig, pond, went'. They understand the sequence of a story. They can write a speech bubble for the characters to re-tell the story. The higher attaining children write their sentence almost independently, whilst others write with support from the teacher using the guided writing technique. Very good teaching and positive learning attitudes will ensure that these children achieve the Early Learning Goals by the end of the year, with a significant proportion exceeding them.

Mathematical development

65. Children are making satisfactory progress in this area and are on course to meet the Early Learning Goals by the end of the year. Planning is good so that children effectively build on their prior learning. All children can count to ten and identify numbers that are missed out. Many can count to twenty. They understand that two sets can be added together, for example, three boys and two girls and know how to use the addition and equals signs when recording. Children enjoy playing number games and using the computer to reinforce their learning.

Knowledge and understanding of the world

66. Children are provided with rich and varied experiences for this area of the curriculum which enables children to achieve the Early Learning Goals by the end of the year. Attractive meaningful displays in the classroom promote the changing seasons and the festivals associated with them, for example harvest, Christmas and Easter. Children can use modern technology, tape recorders, digital cameras, computers and programmable toys. They have investigated a wide range of materials and select appropriate materials when making imaginary animals. They learnt how materials change when making iced fairy cakes. They use the computer frequently in the classroom and in the ICT suite with a teaching assistant. They have a good knowledge of the keyboard and are developing good mouse control. A group of higher attaining children demonstrated skills above expectations when they drew a fish and filled in the colours. This session made an effective contribution to spiritual and social development, learning was good and the children were amazed at the power of machines; they worked well collaboratively and treated the teaching assistant with respect.

Physical development

67. Wheeled toys, balls and hoops, are used in the safe secure play area which makes an effective contribution to children's physical development. Children have regular timetabled lessons in the hall when they demonstrate good control when travelling around, under, over and through balancing and climbing equipment. In the classroom, children use construction sets, malleable materials and tools with appropriate control. These children are on line to achieve the Early Learning Goals by the end of the year.

Creative development

68. Children are provided with well planned opportunities for painting, for example using appropriate colours to create hot and cold pictures, adding white to paint to create shades from lightest to darkest, using the sponge technique and very fine brushes to make Easter cards. The children enjoy frequent opportunities to play in the stimulating role play area – this term it is Noah's Ark. They regularly sing a range of songs sometimes accompanied by a guitar, sometimes a tape recorder. Overall, the teaching in this area is good and will enable the children to achieve the Early Learning Goals.

ENGLISH

69. The standards in English for pupils currently of seven and eleven years of age are in line with those expected nationally. However, they do not compare favourably with similar schools. Standards were judged to be satisfactory at the last inspection: the school has improved considerably since then and more than kept pace with the rising trend in standards nationally. When judged by average point scores, which give extra weighting to those pupils who do better than average, the school's results for eleven year olds have been below the national average over the last three years. Results are affected by varying levels of special educational needs. The current Year 6 are poised to improve on this as a result of good teaching and the effects of the National Literacy Strategy.

70. The improvement noted during the inspection is due to the successful implementation of the National Literacy Strategy within the last two years, the high priority which has been put on professional development, the high quality planning and monitoring, together with the commitment by teachers to improve their knowledge and expertise.

71. The younger pupils show good skills in speaking and listening. From the outset pupils learn to express themselves in full sentences. They are keen to answer questions and volunteer information. The oldest pupils display very good skills in speaking and listening in

the debates which were the culmination of their work on discussion and argument texts. The higher attaining pupils debated foxhunting, and other groups 'Is it time to throw away school uniform?'

72. Standards in reading tests and other assessments indicate that pupils make steady progress in reading and achieve the expected standard at seven and eleven years of age. A significant proportion achieve higher levels, Level 3 in Year 2, and higher attaining pupils reach Level 5 in Year 6. This year two pupils are expected to achieve the very high Level 6. Younger pupils are developing a range of strategies, good use is made of target setting and progress is regularly assessed. However there is not a culture of regularly reading to an adult and many pupils do not read frequently at home – if such a culture were established it could have a significant impact on standards. Reading for the older pupils is well managed. Pupils keep individual reading logs, standardised tests and regular assessments are used to track progress. Pupils are able to use their knowledge of reading effectively to make inferences about a story or the characters. Pupils read from a variety of genres and cultures, which make a satisfactory contribution to their cultural development.

73. Standards in writing are in line with those expected nationally, throughout the school. All pupils, including those with special educational needs, make satisfactory progress. Writing has been a focus within the school; teachers for the older pupils have attended the a grammar for writing course to increase their knowledge and understanding in this area. Teachers for the younger pupils are booked on a course next term to develop early writing skills. Although pupils are setted for literacy, in some lessons, especially for the younger pupils, the match of work with pupils' prior learning is not sufficiently accurate to enable all pupils to make good progress in each lesson. Target setting and assessment are used well to challenge pupils to achieve high standards. Literacy is used satisfactorily across the curriculum, but there are too few opportunities to use ICT particularly in classrooms to support writing through drafting, editing and revising work.

74. Pupils in Years 1 and 2 are learning to write non fiction text using headings, sub-headings, bullet points and diagrams. Pupils in Years 3 and 4 are learning how to use dialogue effectively in a story, whilst the oldest pupils are studying a variety of texts. They can write a coherent passage containing an introduction, build an argument and end with a recommendation. In the classes for the oldest pupils the higher attainers are well challenged and the lower attainers well supported by teaching assistants – a good example of inclusive education.

75. Spelling is taught systematically to the youngest pupils. They are developing good strategies to sound out unfamiliar words in order to improve their spelling. Older pupils learn spellings and spelling rules. The look, cover, write, check approach is used consistently. Spellings are tested weekly and standardised tests are used to track progress. Older pupils are frequently encouraged to check their work for accuracy.

76. Standards in handwriting are satisfactory throughout the school. Pupils in Year 1 are beginning to join their letters but fifty per cent of pupils in Years 3 and 4 do not use a joined script. However, by Year 6 the majority of pupils write confidently using cursive script.

77. The quality of teaching for pupils in Years 1 and 2 ranges from barely satisfactory to very good but the quality is not consistent in all classes. The main weaknesses in the teaching are the slow pace and tasks that are not sufficiently well matched to pupils' prior learning. Sometimes there is inappropriate use of teaching assistants: for example, when the class teacher worked with a group of five pupils and the teaching assistant was responsible for the other seventeen. Teaching for the older pupils ranges from unsatisfactory to very good. The main weaknesses in the unsatisfactory teaching by an inexperienced member of staff, was poor class control, the inability to capture and sustain pupils' interest, and the poor match of work to pupils' prior learning. Features of the very good teaching are the variety of teaching strategies used within the lesson, high expectations and the pace which resulted in

good learning. Teaching is consistently good, very good and sometimes excellent for the oldest pupils. High quality planning, evaluative marking, very good relationships and the setting of interesting challenging tasks are the main features of this teaching.

78. Pupils' attitudes and behaviour are good in most lessons. Pupils listen attentively and are keen to participate and be active learners. They work collaboratively in pairs and small groups, work with concentration, independently and as a whole class: for example during debates.

79. The management of English is very good. In the last two years, since the co-ordinator was appointed, the National Literacy Strategy has been successfully introduced, a policy written for each strand of English including the library. Satisfactory resources have been purchased. Good assessment procedures have been introduced, and more recently target setting. In-service training has been provided on levelling pupils' work so that all teachers have appropriately high expectations and know what they are trying to achieve. Monitoring of planning, pupils' work and teaching and learning has improved teachers' knowledge, expertise and self esteem. The books in the library have been audited. It has been restocked as a result of a sponsored spell. The library is managed well by a teaching assistant. As a result of this provision pupils are acquiring good library skills. To further improve standards it is essential that the initiatives that have been introduced within the last two years continue to be rigorously monitored.

MATHEMATICS

80. The 2001 national test results show that the attainment of Year 2 pupils was close to the national average and below that compared with similar schools. Year 6 pupils attained standards below schools nationally and well below those compared with similar schools. Standards in mathematics vary from year to year showing a rising trend in Year 2 and a fall in Year 6 over the last four years. These results include a significant number of pupils who joined the school in Years 3 to 6. The inspection evidence indicates that the pupils in Year 2 are maintaining average standards, with pupils currently in Year 6 achieving the expected level for their age in numeracy and all areas of mathematics. Pupils with special educational needs are very well supported and make good progress.

81. Pupils gain a sound base of skills and understanding in all mathematical areas so that they increase in confidence and competence in the recall of number facts, including learning and using tables. By the age of seven, pupils know that multiplication is repeated addition, and division is the inverse operation. They can add money and give change. They recognise halves and quarters and patterns in number sequences. They use rulers and measure with increasing accuracy. They recognise and name shapes and are beginning to make comparisons of their properties. Pupils handle data and interpret block graphs accurately.

82. By the age of eleven pupils work out calculations in their heads and on paper with increasing accuracy. They explain their working, methods and reasoning clearly using correct mathematical language. They can solve problems using larger numbers and recognise more complex patterns in number, using a calculator when appropriate. Pupils understand the importance of place value. They are conversant with fractions and decimals, and in finding averages and percentages. They develop skill in the measuring of angles. Most pupils use and interpret a range of charts, graphs and diagrams. They make sensible estimations in measuring activities and of the answer in numerical problem solving. They find the perimeter and area of shapes and explore their reflection.

83. The quality of teaching and learning in Years 1 and 2 is sound overall with some very good, but occasionally unsatisfactory teaching. In Years 3 to 6 teaching varies from unsatisfactory to excellent but is good overall. Where skilful questioning is used well to assess what pupils know and have understood, it ensures all pupils are fully involved and

challenged at their own level. Most pupils show interest and enthusiasm for mathematics, particularly where teaching is good. Pupils are well supported enabling all pupils to achieve well within the lesson. Teachers use a good range of mathematical vocabulary, which results in pupils being able to explain their work using the correct terminology. Where teaching is very good the pace of lessons is brisk with teachers having high expectations of the quantity and quality of work within a given time. The good organisation of lessons enables pupils to recognise their own mistakes and emphasises the need to check their answers. Enthusiasm is engendered by interesting work, which is challenging yet achievable and the lessons are fun. The highest attaining pupils are given sufficient extension work particularly in Years 5 and 6, and this helps them to achieve well. In the least successful lessons the pace is slow, learning objectives unclear, subject knowledge unsatisfactory, resulting in pupils becoming confused by the task set.

84. Pupils use mathematics to help learning in other subjects. For example, pupils are involved in drawing geometric shapes when developing skills to control the 'turtle' on the computer. Where mathematical tasks are encouraged as homework, it has a good influence on learning.

85. Since the last report the introduction of the National Numeracy Strategy has been well led by the co-ordinator, all teachers are familiar and secure with its contents and standards are beginning to improve. The three-part lesson structure is soundly established and planning is good. However, the time given to oral mathematics within a lesson is often too limited to benefit pupils' quick recall of knowledge. Target cards for individual pupils help to improve their learning in subsequent lessons. The formal test results are well analysed to be useful in future planning. The school uses non statutory assessments to track pupils' progress from year to year. Detailed assessment procedures are beginning to have an impact on standards.

86. Pupils are set into three groups for the learning of mathematics and teaching is appropriate for pupils' ability. The 'Springboard' and 'Booster' groups in Years 5 and 6 make positive progress from the well structured programme and very good teaching. The most able pupils in Year 6 make significant gains from the opportunity for specialist teaching and challenging work at Budmouth Technology College.

87. The range of resources is adequate and they are well used. However, many are 'tired' and in need of replacement. Some basic resources need supplementing to ensure all pupils in the class benefit from their use.

SCIENCE

88. Attainment in science at the end of Year 2 and the end of Year 6 is in line with expectations for pupils of these ages. This is a similar judgement to that of the last inspection. Pupils' knowledge of a variety of scientific facts is good. However, particularly in Years 3 to 6, pupils' ability to think creatively to establish connections between causes and effects, and to test ideas with evidence from observation and measurements, is unsatisfactory. This is because pupils are not provided with enough opportunity to pose questions and decide how the answers can be found.

89. By the end of Year 2, most pupils know about the stages in a human life cycle, from baby to grandparent. They tried to match pictures of their teachers with pictures of them when they were young. As well as being good fun, this illustrated well how we change as we grow up. Pupils can name the parts of their body and know how important it is to keep clean and healthy. They have compared the human life cycle with that of a butterfly and a frog. They have considered how animals move, using two, four, or lots of legs, hands, wings or, as in the case of a snake, its whole body. Pupils have investigated a variety of materials, and are able to group them according to their characteristics. For example, they grouped materials

according to whether they were man-made or natural, smooth or rough, and bendy or rigid. Pupils can sort objects according to the material they are made of, such as plastic, metal, fabric or wood.

90. By the end of Year 6, pupils develop further their knowledge of the human body. They can describe the skeleton and the function of certain bones, such as the skull to protect the brain. They know about the major organs of the body, and how the heart works as a pump for circulation of the blood. They know how and why their pulse rate changes during and after exercise. Pupils have a sound understanding of what a plant needs to keep healthy, how seeds are dispersed by insects, wind or birds, and what conditions are necessary for the seeds to germinate. They know that plants and animals can be classified, and they make use of keys. Pupils understand that plants and animals are suited to their habitats, and make use of food chains to indicate feeding relationships in a habitat. Pupils can describe what happens to materials when they are heated or cooled, and understand the difference between reversible and irreversible changes as seen in melting or burning. They know that gravity and air resistance are forces, and can relate balanced and unbalanced forces to floating and sinking. Whilst most pupils have a good knowledge of many of the above facts, they are less competent in the skills of scientific enquiry and this explains the apparent difference between the results of formal assessments and the judgements of this inspection. The majority of testing that takes place is performed by the teacher, with pupils simply copying down facts and results from the board. Pupils do not have enough first hand experience in deciding what to do, the form of evidence needed, and the type of equipment or materials required, as these are decided by the teacher. This limits pupils' independent learning and their progress in scientific enquiry.

91. Because of the system of 'blocking' subjects, it was not possible to observe any teaching in Years 1 and 2. However, scrutiny of pupils' work and of teachers' planning indicates that there is appropriate coverage of life processes and living things, materials and their properties, and physical processes. However, there is too limited coverage of scientific enquiry. In Years 3 to 6, there is a mixture of teaching, some has good elements, but too much has unsatisfactory elements, rendering it unsatisfactory overall. The better lessons are characterised by:

- Very good relationships where pupils feel happy and confident to get on with their work;
- Good planning with clear lesson objectives which are made known to pupils, thus ensuring that they know what they are doing with a positive impact on learning;
- Effective questioning which promotes discussion and pupils' thinking;
- Good use of the correct scientific vocabulary.

Where these are present, pupils make satisfactory, and sometimes good, progress. However, on many occasions, there are unsatisfactory elements which are hindering pupils' progress. These include:

- Too much teacher direction, with little or no opportunity for pupils to use their knowledge or initiative, especially in scientific enquiry;
- Insufficient attention to the different abilities within the class, with too much copying from the board and therefore all pupils having exactly the same notes, and some not being challenged sufficiently;
- Inconsistent application of the school's marking policy, with some work being very well marked and helping pupils to understand how to improve, whilst at other times books are not marked, or marked with a tick when work is incorrect;
- Insufficient knowledge and understanding of the subject, with incorrect information being given, for example concerning what constitutes a fair test;
- Insufficient use of ICT, especially in classrooms, for such purposes as logging data from experiments, analysing data using spreadsheets, or viewing things impossible to see first hand.

92. Pupils with special educational needs are supported appropriately, enabling all pupils to be equally included in the lessons and make satisfactory progress.

93. There has been insufficient progress in science since the last inspection. This is not at all attributable to the present co-ordinator who only took up the post at the beginning of the year. This followed a period of unsatisfactory leadership, which was reported in the last inspection, and a year with no-one in post. Planning has improved and is now thorough. Teachers plan across the year groups and follow the Qualifications and Curriculum Authority guidelines, which ensure that all pupils are given the same opportunities, and that planned lessons build on prior knowledge and understanding. Assessment is developing well, although there is a need for more rigorous analysis of test results to identify specific strengths and weaknesses. There is insufficient use of literacy or numeracy skills, as most written work is copied pupils are rarely required to create their own writing or measure. Some use is made of ICT, although this area is underdeveloped. There are insufficient resources to allow the satisfactory development of pupils' investigational skills, which often results in the teacher performing the test instead of several groups of pupils. This was evident in a lesson where pupils should have been using forcemeters. The monitoring role of the co-ordinator has not yet had time to develop. Whilst teaching in the Foundation Stage it is essential that she is able to find out exactly what is happening in the rest of the school in order to have any impact.

ART AND DESIGN

94. The last report found standards in art to be in line with national expectations at the end of Year 2 and Year 6 with appropriate coverage. This is still the case, as is the continued lack of resources for exploring styles of different artists.

95. Art work is closely linked with design in this school, with particularly good features in work in Years 5 and 6 in producing different elements of hats before making and decorating the finished article. Pupils in Years 1 and 2 have a satisfactory knowledge and experience of how to mix colours and show a suitable understanding of proportion: for example pupils' portraits and self portraits are of sound, and for higher attainers good, quality. By the end of Year 2 pupils have satisfactory skills in drawing and shading; good examples being still life sketches of lamps with good line and texture.

96. Pupils in Years 3 to 6 develop work in two-dimensions and three-dimensions, designing on paper before making and decorating. Years 3 and 4 masks in African style are a good extension of a study of African art which has close links to geography. This is a good example of the school's emphasis on cultural development, triggered by the last report. Pupils are introduced to sculpture and clay work which gives good opportunities to explore texture and traditional patterns. Art is used effectively to support and illustrate other subjects, notably geography and history.

97. Throughout the school pupils are encouraged to evaluate their work and that of others. This makes good use of literacy skills and provides the basis for more formal appraising of techniques and the work of famous artists. The school is aware of the need to develop this work further. Pupils respond well to art lessons and behaviour is good. They respect the support of adults, including governors and parents who regularly help in art to allow smaller groups. For example in Years 5 and 6 this enables teachers to concentrate on groups in fabric printing which would not be possible in health and safety terms otherwise.

98. The quality of teaching observed in the few lessons which could be seen in the inspection, ranged from satisfactory to good. Staff manage pupils well and ask good questions to prompt pupils to express opinions. All pupils are fully included in all art activities and satisfactory records are kept of coverage of the curriculum. There are good initiatives in

beginning to assess how well pupils are doing against expected levels and this is helping to modify the scheme of work as necessary. However, some staff report that there is not always enough time to develop art work to the full and this is in need of review.

99. The co-ordinator for art has produced a good portfolio which shows how art progresses as pupils move up through the school and does monitor standards. Presently she has had too little opportunity to monitor how other staff actually teach art and this does not guarantee consistency. However, teachers plan well together for classes of the same age groups and pupils get the same range of experiences. Areas for future development are in:

- Ensuring enough time is available to cover all aspects in sufficient depth;
- Increasing and improving resources to fulfil all recommendations of the scheme of work devised by the Qualifications and Curriculum Authority.

DESIGN AND TECHNOLOGY

100. By the end of Year 2, pupils' attainment in design and technology is in line with national expectations. When they leave the school at the end of Year 6, attainment is above national expectations. Both these are improvements since the last inspection, and are due to an improvement in the curriculum and in teachers' knowledge and understanding of the subject. The new co-ordinator, appointed since the last inspection, has been instrumental in both these areas.

101. In Years 1 and 2, pupils are able to design and make a house for a toy. To do this, they have looked at a variety of houses, including an igloo and a tent. They have used knowledge gained in design and technology, for example to use a waterproof material for the roof. They have discussed, and understand, the requirements of their house, such as windows and doors, and have trialled different methods of hingeing. They make every effort to follow their plans, but realise that sometimes they need to be adapted. Good use is made of language when pupils are discussing their project, with appropriate words encouraged, such as transparent and structure.

102. In Years 3 to 6, pupils develop further their designing and making skills, include mechanisms, and pay good attention to the quality of the finished product. In Years 3 and 4, pupils have made pop-up monsters using pneumatic devices, some with syringes, and some with balloons. Good links are made with science, and pupils understand that air is being used as a force to move something. In Years 5 and 6, pupils have made slippers after investigating the various types available and conducting a product analysis. In both instances, pupils have successfully gone through appropriate processes, such as:

- Gathering information and generating ideas, communicating them with labelled diagrams and plans;
- Producing lists of materials required;
- Assembling and joining accurately, making products that are accurate and well finished;
- Identifying which particular features work, and what could be done to improve the product.

103. In Years 5 and 6, pupils took a great deal of care and pride in their work, and the quality of the slippers made was particularly high.

104. Teaching of design and technology is good. Teachers have a good understanding of the requirements of the National Curriculum, and inspire and motivate pupils well. This produces enthusiastic learners who perform well and make good progress. Lessons are well planned and prepared, with clear objectives which are made known to pupils. This ensures that pupils know exactly what they are trying to achieve. Expectations of work and behaviour are high, with pupils being very well managed. All pupils, including those with special

educational needs, are included well, and take a full part in all lessons. Good photographic records of pupils' work are kept that give a clear indication of the good standards achieved.

105. The last inspection reported that, 'teaching lacks overall co-ordination and support'. Very good progress has been made in this direction with the appointment of a new co-ordinator. Her leadership has ensured that there is now a good scheme of work which ensures full coverage of the National Curriculum, and enables pupils to build on previously learned skills. All documentation, from planning to evaluation, is exemplary. Teachers are well supported and now have a good understanding of the subject, which has led to improved teaching and learning. The use of teaching assistants, particularly for food technology in a well equipped kitchen, is having a beneficial impact on standards in this area. The co-ordinator is well aware of the school's areas for development. These include: development of the co-ordinator's monitoring role, especially through lesson observations; improvement of the quantity and storage of materials; and development of the use of information and communication technology.

GEOGRAPHY AND HISTORY

106. The school organises topic themes with either a history or a geography bias. Opportunities arise for the inclusion of mathematical, art and literacy skills to be developed in these topics. The plans for each year group are sound and cover the areas within the programmes of study for geography and history. In Years 1 and 2 subject areas are blocked across an extended period of time, which whilst this helps pupils to learn facts, does not provide sufficient time and opportunities for skills to be revisited on a regular basis.

107. It was not possible to observe any geography lessons in Years 1 and 2. However, discussions with pupils and the scrutiny of their work indicate that standards in geography and history are in line with national expectations throughout the school. Pupils in Years 1 and 2 are beginning to recognise the geography of the immediate locality. They are familiar with the effect of change in climate and seasons. They recognise different geographical features between St Lucia and Weymouth, such as rainforests. They identify building materials used for homes in other countries and some of the different foods eaten. Pupils are beginning to use geographical language and draw and label plans, which identify key features. Pupils in Years 3 and 4 are familiar with finding places on maps and atlases. They have a sound knowledge of some of the lifestyles within countries in Africa. They recognise the effect of the weather on crops and fruits grown. By Year 6 they have a developing appreciation of the effect of location and climate through the study of contrasting localities, such as India. Pupils gain information from a variety of sources and are able to read charts, maps and graphs. Pupils with special educational needs make satisfactory progress.

108. With geography the main focus in Years 3 to 6 no lessons could be observed in history. However, it is apparent that pupils' knowledge of historical facts is developing throughout the school. From an early age pupils are gaining an understanding of chronology. They are able to distinguish between ways of life at different times. For example, they recognise items within the home that are no longer used. They use a timeline to place monarchs, events and important people in order. They experience a variety of sources from which to gain understanding, which include diaries, videos and books. They recognise that different sources provide different information. Pupils recall accurate information about the Fire of London and are beginning to ask questions and discuss the cause and effect. By Year 6 pupils demonstrate an understanding of the aspects of history studied: for example some of the problems faced by Henry VIII. They have good factual knowledge and understand some of the characteristic features of the period studied.

109. Lessons are well planned and pupils know what the objective of the lesson is. The very good use of resources stimulates interest and provides many opportunities for questions. Good examples of this were seen in the demonstration of how much water is carried by the

women in India; and pupils in Years 1 and 2 enjoyed role play, linked to history, in the bakery in Pudding Lane. Teachers' skilful questioning, secure subject knowledge and enthusiasm for the subject aid pupils in their learning and ensures that pupils respond positively. The school makes good use of visits in the locality to increase pupils' knowledge and understanding. Residential visits to France, and pupils involved in orienteering gain further geographical skills. Tasks are given at the end of each topic which assess pupils' learning. Where homework is provided pupils' work is completed and their learning extended. However, insufficient information is provided to parents of the areas to be covered each term so limiting valuable support and learning opportunities. The marking of pupils' work rarely provides sufficient ways in which they can improve.

110. Since the last inspection standards in geography have been raised by the end of Year 6. A scheme of work has been adopted and is being adapted to ensure skills build on those previously learnt. Greater emphasis has been given to the study of places, which contrast with their own. However, the study of Africa in Years 3 and 4 is too wide and leads to pupils becoming confused about countries and continents. There continues to be insufficient time given to the teaching of history and geography, which hinders pupils from making greater progress. Resources are adequate but there is a need to extend the range and ensure that all are of a good quality. Good use is made of the local authority's resource centre. The co-ordinator currently undertakes a limited role in monitoring the planning and attainment in geography and history, having insufficient time to observe colleagues at work.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Since the last report found standards to be below expectations in information technology for seven year olds, and well below for eleven year olds, a new set of much more rigorous national recommendations have had to be implemented. The school has done very well to introduce the new scheme of work and has been very successful in raising standards of pupils' attainment to satisfactory at the end of both Year 2 and Year 6. This is in spite of still having too little space and resources to teach the subject to full classes at the same time. Current success is due to:

- The input of the very good subject co-ordinator (recognised as an 'advanced skills teacher' of the subject by the DfES) particularly well supported by the high quality ICT teaching assistant;
- The creation of a small suite for direct teaching of the subject;
- Much improved planning derived from national guidelines;
- Some improvements (with still more to do) in staff training for ICT.

112. Although it has been difficult, given major changes in the curriculum and restricted time, expertise and resources, all required aspects of ICT have been attempted and pupils, including those with special educational needs, are achieving well and making good progress. Children in the Foundation Stage have a good introduction to using computers in the suite. They already show very good skills for their age of loading and controlling programs, and are learning to save their work. This is a very positive sign for the future of ICT in the school, with a very secure basis to build on.

113. Pupils in Years 1 and 2 were observed using computers to sort and handle data as part of work in mathematics, producing Venn diagrams and graphs. They showed sound mouse and key board skills and as a result of good support from a combination of the teaching assistant and the teacher made good progress in interpreting information. Pupils have a satisfactory knowledge of how to import clip art features into their on-screen writing to make it more interesting. Work on the Great Fire of London, which at the same time included interrogating a CD ROM for information, is a good example.

114. Year 3 and Year 4 pupils were seen accurately giving instructions to control an on-screen 'turtle' to make it describe particular mathematical shapes. This enhanced not only ICT work but consolidated understanding of the properties of squares, rhombi and octagons. Work with the co-ordinator in Years 5 and 6 on spreadsheets showed the more able pupils have good skills, and that average pupils and those with special needs are close to what is expected of their ages. Discussions with Year 6 pupils shows that they have a sound understanding of the principles of producing multimedia presentations and have a healthy interest in the subject. Pupils have opportunities to use protected Internet sites for research and there are newly established e-mail links with schools for example in Australia. However like other aspects of the subject such opportunities are limited by lack of space and resources. The school has its own web site which it uses effectively to display pupils' work and activities.

115. Throughout the school pupils are encouraged to appreciate how ICT affects and can benefit everyday life, and elements of what is known as 'modelling' are explored when pupils occasionally follow programs to support other subjects.

116. Pupils of all ages and abilities are enthusiastic towards the subject and show excellent care for equipment and resources. Working together in ICT has positive effects on pupils' social development. All pupils have equal opportunities to use computers. However, although the quality of equipment is now good, there is still too little of it, and too little space available and pupils have to wait too long (sometimes weeks) to practise and consolidate what they have learnt. The school is aware of this and has ambitious plans to build a new suite and upgrade resources in the next year.

117. The quality of teaching observed varied from satisfactory, to very good in Years 5 and 6 and was satisfactory overall. However work sampling indicates that although each classroom has at least one computer too little use is made of ICT to develop other subjects on a day to day basis. Too much dependence is placed on the relatively infrequent lessons in the small suite and pupils do not spend the recommended amount of time involved in the subject each week. It is clear that some teachers lack confidence and expertise in ICT and a programme of training is on going to overcome this. The school is aware that this will be even more important when the current expert co-ordinator leaves in the summer.

MUSIC

118. Attainment at the end of Year 2 in music is in line with national expectations, but at the end of Year 6 it is below. The difference occurs because of the different attention paid to the National Curriculum requirements. In Years 1 and 2 the requirements are now being met, whereas all areas are not covered adequately in Years 3 to 6. Good attention is paid to singing, which is very good throughout the school and a considerable strength. There is a good range of extracurricular activities.

119. In Years 1 and 2, the majority of pupils know how sounds are made and how they can be changed. They know that some instruments make sounds in similar ways, and that they can be grouped accordingly. Most appreciate the difference between high and low, or short and long sounds. Pupils are beginning to create their own music: for example to represent the sound of water. They are beginning to represent their compositions graphically so that they can read and play from them.

120. In Years 3 to 6, performing takes a major role in the curriculum, with recorder playing and singing being to the fore. The quality of singing is very good, with pupils well able to keep in tune and in time, often in two parts. They sing with a good deal of enthusiasm and obvious enjoyment. Recorder playing is more problematic. It does not fit well with a two year rolling programme, as, for example, the present Year 6 had to start at the level Year 5 had reached, thus repeating much of the work they did last year. Pupils who join the school have difficulty

in getting to the required standards to be able to join in with all others, as it is taught as a whole class activity. Pupils at the end of Year 6 are not therefore reaching the expected level after four years of playing. Some pupils are given opportunities to play percussion instruments to accompany singing and recorder playing. Some are able to read traditional notation for rhythms. However, insufficient attention is given to listening and appraising, and pupils' knowledge and understanding in this area is weak.

121. The quality of teaching varies considerably throughout the school. In Years 1 and 2, planning is now thorough, the requirements of the National Curriculum are being met, and teaching is satisfactory. However, there is a big difference in the confidence and competence of teachers to teach music, and pupils' progress mirrors this. Pupils are being well motivated and overall, satisfactory progress is now being made. Many lessons in Years 3 to 6 are taken by a learning support assistant who makes a valuable contribution to the school's music in many ways. Other lessons are taken by class teachers, who rely on taped programmes. It is obvious that teachers lack confidence to develop the work on the tape. They do not motivate or inspire pupils sufficiently, and higher ability pupils are not always challenged. Music does not have a high enough priority with some teachers, and evidence shows that too often, music lessons are not taken. There is insufficient planning to ensure full coverage of the National Curriculum, or to show how pupils are building on previously learned skills, which is the major factor in the judgement that teaching is unsatisfactory. Pupils with special educational needs are encouraged to take part in all activities, which they do, with enjoyment. There are some difficulties with recorder playing, for pupils who join the school other than at the normal time, as they find it difficult to join in the whole class lesson. A health and safety issue is evident when pupils use recorders that others have played without thorough cleaning.

122. The co-ordinator has only been in post since September, so has not had a chance to make a significant impact throughout the school. However, her obvious knowledge and understanding of the subject is beginning to bear fruit in Years 1 and 2, where she plans with the other teachers and supports where necessary. Her skills are not being used in Years 3 to 6, either in a teaching or monitoring role. As the subject is not meeting statutory requirements in this age group, it is essential that development takes place in:

- Planning to ensure full coverage of the National Curriculum, and to ensure that lessons build on the skills pupils have learned;
- The knowledge and understanding of teachers to enable them to take their lessons with confidence;
- The use of information and communication technology;
- The provision of sufficient resources to enable the curriculum to be taught.

Overall there has been insufficient progress since the last inspection.

PHYSICAL EDUCATION

123. Standards of physical education are in line with national expectations at the end of Year 2 and Year 6. This is the same as in the last inspection. Pupils of all ages, gender and ability are fully included in all activities and all requirements of the National Curriculum are met. An appropriate percentage of time is spent on the subject for pupils in Years 1, 2, 3 and 4, but in Years 5 and 6 this is more than recommended.

124. Pupils in all years are involved in gymnastics, both on the floor and apparatus and their attainment and progress are satisfactory. Pupils of all age groups show that they have a sound awareness of what their bodies are capable of and of how to use space. Dance is taught from Year 1 with the use of commercially taped programmes featuring stories such as the Pied Piper to stimulate pupils and support teachers. This results in satisfactory

standards, with the best lessons being where teachers have the confidence to stop the tape to make teaching points.

125. Pupils were observed showing satisfactory skills for their ages of sending and receiving a ball both in games and whilst at play during break times. Year 5 and Year 6 and some of the more able pupils from younger age groups show good understanding of tactics in games. All pupils demonstrate that they appreciate the need for rules and that playing well as a team leads to success. Pupils represent the school in matches against other schools with frequent success: for example in football. Working together in physical education makes a positive contribution to pupils' personal development.

126. Pupils respond positively to physical education, listening to the teacher and usually following instructions. However, at times noise levels are too high in the hall, and in a Year 3 and 4 hockey session some pupils became overexcited, and their play in a small space, showed signs of being dangerous.

127. All required elements of the National Curriculum programmes of study are taught and pupils have good opportunities for outdoor adventurous pursuits: for example when taking part in residential trips and in the popular orienteering club. No swimming was observed during the inspection, but school planning shows health and safety is well catered for and records indicate that the vast majority of pupils can swim at least the required 25 metres before they leave. The curriculum is enhanced by the good range and number of sporting activities, particularly for pupils in Years 3 to Year 6.

128. Observed teaching of physical education ranged from good to unsatisfactory, and was good overall. Strengths are in planning, good relationships, good consideration of health and safety, and encouraging pupils to evaluate their own and others' performance to make improvements. For example in a Year 3 and 4 rugby session pupils made good progress as a result of the teacher's comments and were extended mentally as well as physically. Weaknesses in teaching are the result of some teachers' inexperience, with pace too slow, pupils and space not effectively managed, and pupils insufficiently challenged. Although the co-ordinator has not been able to observe all staff taking physical education, the school is aware of strengths and weaknesses in teaching. The co-ordinator and senior staff provide good support to teachers in order to make improvements.

129. Physical education is well managed, with sound planning and evaluation. In the best instances teachers keep records of pupils' achievements in the subject, but this does not appear to happen in all classes which could mean that such information would be lost if a member of staff were to leave. The school has good facilities for the subject and benefits by sharing a site with the local comprehensive school. Good links with other schools, and participation in joint initiatives to promote sports such as tennis and kwik cricket have resulted in extra resources. There are sufficient resources to teach all aspects of the subject, but the absence of a budget for physical education makes planning for the replacement of worn equipment difficult: for example mats for gymnastics are very near the end of their safe usage. Regular safety checks on apparatus are carried out appropriately and equipment is well stored and accessible. Pupils have been taught how to transport apparatus safely. Overall the satisfactory nature of the subject has been maintained since the last report. However a variety of parents and pupils report that physical education lessons are too often abandoned mostly because the field is waterlogged and requires better drainage; and occasionally for other work and activities: for example extra literacy or numeracy, or practices for school productions. In order to preserve the balance of the timetable, such interruptions need to be kept to a minimum.