

INSPECTION REPORT

**OWERMOIGNE CHURCH OF ENGLAND FIRST
SCHOOL**

Owermoigne, Dorchester

LEA area: Dorset

Unique reference number: 113763

Headteacher: Mrs Helen Boyce

Reporting inspector: Mr Douglas Hayward
21234

Dates of inspection: 14th – 16th January 2003

Inspection number: 247404

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Moreton Road Owermoigne Dorchester Dorset
Postcode:	DT2 8HT
Telephone number:	01305 852643
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Mike Cullingham
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Douglas Hayward 21234	Registered inspector	Mathematics Information and communication technology Physical education Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught?
Mrs Helen Barter 9052	Lay inspector		Pupils' attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development How well does the school work in partnership with parents?
Mr Richard Evans 20692	Team inspector	English Design and technology Geography Music	How good are curricular and other opportunities? How well does the school care for its pupils?
Mrs Janina Hayward 29946	Team inspector	Science Art and design History Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Owermoigne is a small first school for pupils from four to nine years of age. It is situated in the village of Owermoigne, near Dorchester, but most of its pupils travel to and from school by bus each day from the surrounding area. The school accommodation is very cramped. For example, classrooms are small and there is no hall. Each week pupils have to travel to a nearby school to use its hall for physical education lessons. **Nevertheless, the school uses its limited accommodation as well as it possibly can.** Almost all pupils are white and all speak English as their first language. The proportion of pupils with special educational needs, including those with statements of special educational needs, is broadly average. The percentage of pupils eligible for free school meals is slightly below average.

In 2002 the school was awarded an achievement award by the Department for Education and Skills for pupils' high achievement in national tests. It was also awarded the nationally recognised Investors in People award in March 2002. Children join the reception class at the beginning of the year in which they are five. Most have attended pre-school groups beforehand. When they start school children's attainment is as expected for their age. The school's membership of the Dorchester Area Schools Partnership (DASP) has a major impact and provides many opportunities to extend its work.

HOW GOOD THE SCHOOL IS

Owermoigne is a very effective school. It is one of the most successful schools in Dorset in helping pupils to make progress from the time they start school to the age of seven. It has helped seven-year-old pupils to attain results in reading, writing and mathematics that have been consistently high for the last three years. Teaching is good, and often very good, and helps pupils to achieve high standards. The school is highly regarded by parents, well managed and provides very good value for money.

What the school does well

- It provides a very good start to children's education in the reception class.
- It provides good, and often very good, standards of teaching. Teachers work very well as a team and are committed to the success of Owermoigne. They are very good at planning work that is at just the right level and have very good relationships with pupils.
- It helps pupils of all abilities, including those with special educational needs, to make good progress and achieve high standards.
- It helps pupils to attain very high standards in reading.
- It has a very strong and well established partnership with parents.
- The headteacher provides good leadership. Her clear educational direction has ensured that the school has maintained its high standards.

What could be improved

- The accommodation. The school struggles to make the best of very cramped classrooms and lacks facilities that many schools enjoy, for example a school hall.
- The role of subject co-ordinators in monitoring and assessing standards of pupils' work in the foundation subjects.
- Teachers' marking, so that pupils know what they have to do to improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997, when it was judged to provide satisfactory value for money. It now provides very good value for money, which is a significant improvement. Seven-year-old pupils' results in national tests are much higher now, as a result of improved teaching and a clearer idea of how they can improve their work, especially in reading, writing and mathematics. The school has successfully dealt with all the key issues identified for improvement in the previous report. It sets challenging targets for pupils to achieve and it is in a strong position to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A*	A*	A*
writing	A	A*	A*	A*
mathematics	C	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Seven-year-old pupils' results in 2002 place them in the top 5 per cent in England in reading and writing and in the top 25 per cent for mathematics. The school's results in the last three years have been extremely good and demonstrate the importance that it places on teaching basic skills. These results are even more impressive when considering the small number of pupils who take the tests. Each pupil accounts for approximately 5 per cent of the total, which can give rise to significant changes in the school's results from year to year, depending on the ability of the pupils. **Nine-year-old pupils maintain this progress and go on to attain high results in voluntary tests that many pupils of the same age take throughout the country.** During the inspection, standards for seven-year-olds were above average in reading, writing, mathematics, science, geography and information and communication technology. Standards were as expected in other subjects. Standards for nine-year-olds were above average in English, mathematics, information and communication technology, geography, history and music. They were as expected in all other subjects. Time limitations meant that it was not possible for the inspection team to make a judgement on standards in music throughout the school, or for physical education for infants and art and design for juniors.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy learning. They work very hard, concentrate well and respond very well to their teachers.
Behaviour, in and out of classrooms	Behaviour in lessons is usually very good. Not all pupils behave as well as they should outside lessons.
Personal development and relationships	Very good. Pupils get on well with each other and help each other in lessons. Children in the reception class settle quickly and grow in confidence.
Attendance	Good. Better than in most primary schools. Pupils come to school on time. A very good bus service ensures a prompt start to the day.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

Twenty-three lessons were observed and no unsatisfactory lessons were seen. Teaching is good in over 80 per cent of lessons and very good and, on one occasion, excellent in over a third of lessons. This is high quality teaching. Teaching is extremely effective in Years 2 and 4 and helps pupils to attain high standards in national tests. Very good teaching was seen in all classes. Teaching strengths include; very good relationships with pupils; very good planning; the ways in which teachers help pupils and their use of praise. These help pupils to be confident learners. They are willing to 'have a go' at answering questions and know that their ideas will be valued. Work is also planned at just the right level that will provide challenge and help pupils to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Poor accommodation for children in the reception class makes it difficult to develop their physical skills. Infant and junior pupils enjoy a wide and varied curriculum. The school provides a good range of educational experiences outside the classroom, for example sport and music.
Provision for pupils with special educational needs	Good. Work is carefully planned to match their needs and they receive very good levels of help from teachers and learning assistants.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Satisfactory overall. The school helps pupils to work together and to appreciate each other's points of view. There are only limited opportunities for pupils to develop an understanding of cultures other than their own.
How well the school cares for its pupils	It cares well for them. Teachers know and look after their pupils very well. There are very good procedures for assessing pupils' progress in English and mathematics. Assessment of pupils' attainment and progress in other subjects is not as well developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has worked hard and successfully to raise standards. Staff, parents and governors think highly of her leadership. Not all curriculum co-ordinators have opportunities to monitor standards of work and teaching in their subjects.
How well the governors fulfil their responsibilities	Governors are knowledgeable and supportive and know the school's strengths and areas for development.
The school's evaluation of its performance	The school is very good at looking at the difference it makes and how it can most effectively help pupils to make progress.
The strategic use of resources	The school uses resources well to provide a high quality of education.

The school is generously staffed by a team of well-qualified and hard working teachers. Many aspects of the school's accommodation are poor; for example, isolated classrooms limit pupils' access to resources and restrict practical activities. The school copes well under difficult circumstances.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Five parents attended a meeting with the registered inspector before the inspection and 64 returned questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Most parents think that teaching is good and helps their children to make good progress.• They think that the school is well led and they are happy to discuss any problems with staff.• They say that they are well informed about their children's progress.	<ul style="list-style-type: none">• Some parents would like to see more extra curricular activities.• A few disagree with the amount of homework that the school sets.

The inspection team agrees with parents' positive comments. The school has sought parents' views of homework and, in the opinion of the team, homework is appropriate. Inspectors feel that teachers give their time generously to provide a wide range of additional activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter school at the beginning of the school year in which they are five years of age. Many attend one of the playgroups in the area with which the school liaises. Most schools have, until recently, carried out simple assessments to find out what children know and can do when they start. National arrangements for finding out what children can do have changed this year and formal assessments will be carried out at the end of their reception year against national criteria. In the past, however, assessments have shown that when children start at Owermoigne First School their attainment is as expected.
2. Children settle quickly into the reception class and benefit from caring, supportive teachers and staff and well-planned lessons and activities. The accommodation is cramped and barely affords space to develop the range of activities that children should experience, despite the overwhelming efforts that staff make to compensate. Nevertheless, children make good progress. By the end of the Foundation Stage¹ most will attain the Early Learning Goals² and some children will exceed them.

The infant classes (Years 1 and 2)

3. The results of the 2002 tests and assessments for seven-year-olds show that the percentage of pupils attaining Level 2³ and above was very high in reading, writing and science and average in mathematics. The pupils' results in reading and writing place them in the top 5 per cent of results nationally. The reason that results in mathematics look disappointing in comparison is because one pupil did not manage to attain Level 2. In a small school like this, each pupil counts for over 5 per cent of the total marks, whereas in a larger school they might count for 1 or 2 per cent. This can make a big difference to grades. The percentage of pupils attaining Level 3 was very high in reading, well above average in writing and science and above average in mathematics.
4. The school's results have generally been consistently high over the last four years (**see standards table on page 8**). Boys and girls attain very similar results and the school has maintained a steady trend of improvement. This is especially difficult in a small school, where the ability of each year group might differ from year to year. Consistently high results reflect the success of the National Strategies for Literacy and Numeracy and the school's own emphasis on the importance of basic skills. For example, teachers use their own time at lunch to hear pupils read and to suggest ways in which they could improve. Many schools now refer to the progress that pupils make over time as 'value added'. That is, the difference that the school makes to pupils' attainment and how it helps them to make progress. **Data supplied by the local education authority show that Owermoigne is one of the most successful schools in Dorset in helping pupils to make progress from the reception class to the age of seven.**
5. The school also tracks pupils' progress very carefully from the time they start school. Detailed assessments made by the teacher in the reception class show how children are making steady progress towards the Early Learning Goals. They also reveal areas where

¹ The Foundation Stage – this was introduced in 2000 and forms a separate stage of education for children from the age of three until they reach the end of the reception year.

² Early Learning Goals – these are targets for children by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

³ Levels – by the end of Year 2 pupils are expected to attain Level 2 in reading, writing, mathematics and science. Those who attain Level 3 are, therefore attaining above nationally expected levels.

children might need more support in school or additional time at home to practise. Teachers predict pupils' future grades in tests very accurately and very carefully monitor their progress towards attaining them. Additionally, the school very carefully analyses pupils' results in national tests to see whether improved or additional teaching can help them to do better. Ninety-five per cent of parents agree in their questionnaires that their children make good progress. Considering pupils' attainment when they start school and their results at the age of seven, most make good, and often very good, progress in the infant classes.

6. During the inspection standards in Year 2 in reading, writing, mathematics and science were above average. Although these judgements are slightly lower than the grades obtained by pupils of the same age in last year's tests, it should be remembered that these are different groups of pupils. The proportion of pupils identified with special educational needs in Year 2 is much higher than last year. Despite the good progress that these pupils are making, and the fact that they are achieving the best standard of work that they can, teachers do not anticipate that they will attain the same high grades as last year's group of pupils. Standards in the foundation subjects were higher than those expected in information and communication technology and geography and as expected in design and technology, and history. No judgement was possible in physical education or music.

Key Stage 2 (Years 3 and 4)

7. By the time pupils leave Owermoigne First School at the end of Year 4, standards in English and mathematics are above those expected nationally. Although schools are not obliged to set tests for pupils in Years 3 and 4, national tests are available and many schools use them to gauge whether or not pupils are making progress. As pupils are expected to attain Level 2 at the age of seven, so they are expected to attain Level 4 at the age of eleven. Level 3 is, therefore, seen as an expected level for most pupils at the 'midway stage' at the end of Year 4.
8. In the 2002 non-statutory tests, pupils in Year 4 attained high results and consistently outperformed pupils in the rest of the county in reading, writing and mathematics, as can be seen from the table below. The only area for improvement for the school, and which it has already identified, is in raising the number of pupils attaining Level 4 in writing.

Year 4 tests 2002	Reading	Writing	Mathematics
% of pupils at Level 3 (the expected level)			
Owermoigne	90%	71%	100%
Dorset	77%	60%	74%
% of pupils at Level 4 (higher than expected)			
Owermoigne	48%	0%	48%
Dorset	36%	11%	35%

9. The reasons for a lower than expected percentage of pupils attaining Level 4 are discussed in paragraph 80. During the inspection, standards in English, mathematics,

information and communication technology, geography and history were higher than those expected for nine-year-olds. Standards in science, design and technology, and physical education are as expected, and reflect the difficulty that this school, as well as many others, has sometimes found in ensuring wide subject coverage, at the same time as attaining high results in English and mathematics. No judgement was possible in music or art and design for nine-year-olds.

Across the school

10. There has been a significant improvement in standards for seven and nine-year-olds since the previous inspection in several subjects, for example in English, mathematics and information and communication technology. The reasons for this are:
 - the school has become very good at tracking and recording pupils' progress from the time they start school to ensure that they are doing as well as possible;
 - the school makes sure that pupils with special educational needs do work that is well matched to their needs and that they have very good support from learning assistants to help them make progress in lessons and in individual work;
 - the school has higher expectations of what pupils can achieve and is constantly looking for ways in which it can ensure that they are 'stretched'. For example, it has recently introduced a system of regularly reviewed target setting, where pupils know what the teachers' expectations of them are;
 - better teaching (**see paragraphs 18 - 27**). Teachers know their pupils well, have high expectations of them and know when they could do better. They implement the National Strategies for Literacy and Numeracy very effectively. Teaching in this inspection is much better than it was five years ago and that has a positive impact on standards of work and the progress that all pupils make;
 - the school has chosen to use its budget to maintain classes containing only one year group. Teachers prefer this organisation which they find effective. Planning is precise and matches pupils' needs closely.

11. There are no pupils with English as an additional language and only three pupils from minority ethnic groups. They are fully included in all activities. The school also monitors the relative performance of girls and boys to establish any trends. This is important in all schools, and especially so in small schools such as Owermoigne, where class numbers might be small with an imbalance between numbers of boys and girls. The school also keeps a careful eye on pupils' results when they leave school and go on to the next stage of education. Information supplied by the middle school enables Owermoigne to follow and record their progress and their results in national tests at the age of eleven.

12. Pupils with special educational needs make good progress. Their work is carefully planned and their individual education plans are regularly reviewed. Learning support assistants are carefully briefed by class teachers and help pupils to learn. Recently the school has had a significant number of pupils joining from other schools and areas. Its good record keeping systems have enabled it to track their progress effectively, identify where additional support might be needed and help them to make progress.

Pupils' attitudes, values and personal development

13. Pupils continue to have positive attitudes to school. They enjoy learning, work very hard and respond very well to their teachers. This has a very good impact on the standards that they achieve. Their behaviour in class is very good and has improved since the last inspection, although they do not always behave as well as they might outside the classroom. Parents say that their children like school and they are being helped to be responsible and to grow up well.

14. Pupils' attendance is good which means that there is very little disruption to their learning. Attendance levels have remained above average since the last inspection and there are no unauthorised absences. The punctuality of all pupils is a particularly good feature. The school is very well served by an efficient bus service which brings pupils to school and collects them on time every day.
15. In lessons, pupils settle down quickly to their work, pay attention and show interest. They readily join in discussions and are confident to ask and answer questions. Pupils work productively and try very hard with all the activities provided for them. Pupils show high levels of enthusiasm and motivation when stimulated by interesting work. In a physical education lesson, pupils in Year 4 worked with great concentration and effort as they performed the movements of the 'Iron Man' after he has fallen down the cliff. They worked very well together in pairs, watched and appreciated each other's performances and made mature suggestions about how these could be improved. Pupils continue their interest in learning outside the classroom; for example, they bring in newspaper cuttings so that they have interesting information to share in geography lessons.
16. Overall, pupils' behaviour is good. In lessons, they listen attentively to the teacher, co-operate with one another and are well behaved. Pupils respond well to teachers' expectations for behaviour and small reminders about their class rules. Outside the classroom, pupils' behaviour is less consistent. In assemblies, when their teachers are not present, pupils are more restless than usual. When moving around outside, pupils are not as well behaved as they might be; for example, they let doors swing back on others and barge past when making their way to the toilets. In the playground, pupils' play is quite boisterous, although they get on well with each other and mix with different age groups. There have been no exclusions from the school.
17. Pupils make very good progress in their personal development. The school is an inclusive community in which pupils develop confidence and learn to get on with one another. In lessons, they develop good social skills and work well together in small groups and pairs. They have very good relationships with their teachers and this helps to promote an atmosphere where pupils feel they are able to express their ideas and feelings. Pupils respond well to small opportunities for taking responsibility, for example classroom jobs and operating the projector in assembly, and readily help adults when asked. Pupils who are elected to the school council are proud of their roles and are beginning to learn to share their views, although their ability to take initiative in the activities of the school is not yet fully developed.

HOW WELL ARE PUPILS TAUGHT?

18. During the inspection twenty-three lessons were observed. The quality of teaching is good overall, with a significant number of lessons where very good teaching was seen. In fact, very good teaching was observed in every class. Of the twenty-three lessons observed, one was excellent, seven were very good, eleven were good and four were sound. The quality of teaching has a significant impact on the standards that all pupils attain, including those with special educational needs. Teaching in the reception class is good. There is a great deal of care and support that help children to settle quickly, and well planned activities that ensure that they attain the Early Learning Goals. Teaching is very good overall in Year 2 and Year 4 and the impact of that can be seen in the way that the school has managed to maintain very high results in national tests for seven and nine-year-olds.
19. Across the school the National Literacy and Numeracy Strategies are well known and are used appropriately by teachers to extend pupils' skills and knowledge. The subject co-ordinators' work in introducing them and developing their use has been a major factor in their success.

20. Teaching is significantly better than in the previous inspection, and especially the number of very good lessons observed. Strengths identified in that inspection are still apparent, for example teachers' planning and preparation, lesson pace and their use of praise. The criticism in the previous report regarding pupils' noisy behaviour in lessons has been resolved. Teachers have high expectations of pupils' behaviour and it was very good in over half the lessons. Teachers are good-humoured and usually control pupils' behaviour very well. They use reminders about class rules appropriately to remind anyone who calls out. Other strengths identified during this inspection include the quality of support for pupils with special educational needs and teachers' probing questioning.
21. Teachers have very good relationships with their pupils. Teachers know them well, like and care for them, and want them to experience success. Good relationships with pupils were very apparent in a lesson where they helped to promote an atmosphere where pupils felt able to express personal feelings and ideas.
22. Teachers are very good at raising pupils' self esteem, and their use of praise is a very important part of that. Pupils talk about what they can do and why they like certain things, rather than talking about what they cannot do. This confidence and positive attitude have a positive impact on their learning. There is a clear emphasis in lessons on urging pupils to 'have a go' at answering questions, regardless of whether they are right. Pupils know that their suggestions and ideas will be genuinely appreciated. Teachers' comments, such as '*You have remembered really well. Fantastic!*' and '*That's brilliant! It took a little time to click but you did remember*' are much appreciated by pupils. One teacher's praise for the quality of pupils' movements in a physical education lesson resulted in them trying even harder to perfect their style.
23. Teachers use questions very well to make on going assessments of what pupils know. Lesson introductions set the scene and give opportunities for pupils to show how much they know. Inevitably some pupils are apprehensive about giving answers, but teachers promote an ethos where they genuinely want pupils to 'have a go' and emphasise that this is more important than 'right' or 'wrong' answers.
24. Teachers are very aware that pupils might not always understand, no matter how good their explanations are. Questions such as '*Who's not sure about this method?*' or '*What about that answer?*' provide opportunities for the teacher to assess whether pupils do understand or whether the topic needs to be repeated. In two lessons teachers showed very good awareness by recognising that pupils had found work difficult and altered their planning accordingly, one by saying, '*We'll finish this in the plenary*' and the other by reassuring the class that they would have opportunities to do the work again the following day. Their good questioning also provides many opportunities for pupils to respond to questioning using appropriate subject vocabulary.
25. Teachers use time and resources well. They use information and communication technology extremely effectively, for example the interactive whiteboard in mathematics lessons. Learning assistants make a valuable contribution to pupils' learning, in small groups and working individually with them. Teacher-prepared worksheets are interesting and appropriately graded to match pupils' different abilities.
26. Homework is used effectively throughout the school to extend learning. All pupils take reading books home and their reading diaries form an effective dialogue between school and home regarding pupils' progress. The quality of teachers' marking is variable and does not consistently offer pupils advice about what they have to do to improve. Work is not always regularly marked and when it is, it is often no more than ticks or a few words of praise. Teachers are refining their use of targets in English and mathematics and these are beginning to show pupils and parents where improvements are required.

27. Across the school, pupils with special educational needs receive well-focused support, which enables them to make similar progress to their classmates. The work in lessons is well planned for them and learning assistants provide good support. Very useful and effective individual education plans have been drawn up, although pupils are not yet involved in discussing them.

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

28. The school offers a curriculum that is broad and balanced, and caters well for the intellectual, physical and social development of the pupils. All subjects of the National Curriculum are taught and religious education is in accordance with the Dorset Agreed Syllabus. Teachers' planning of their work is securely underpinned by policies and schemes of work that are up-to-date and based on national guidelines. These ensure that there is full coverage of all elements of each subject. Short-term plans have clear outlines of what is to be learned and opportunities for evaluation are included. The school's allocation of time to each subject accords reasonably with recommendations, although time guidelines for the length of the lesson hours are not met for junior pupils. The school's allocation of teaching time to Years 3 and 4 is 22 hours 45 minutes. This is 45 minutes per week less than the nationally recommended guideline of 23 hours 30 minutes.
29. In Years 1-3 the school has adopted a system of cross curricular 'rotation' for the teaching and learning of art and design, design and technology, information and communication technology, and music. During the term pupils spend a few weeks working on a project in each discipline. In Year 2, pupils design and make a puppet, and investigate the possibilities of creating and combining different sounds from percussion instruments. In Year 3, pupils investigate the need for and use of databases, and use a digital microscope to study patterns in different materials. Pupils enjoy the challenge and variety of the rotation and this motivates them well to want to learn and make progress.
30. A good programme of personal, social and health education extends the curriculum. Sex education is incorporated into the teaching of science, and linked with consideration of human relationships and values in the personal and social education programme. There are good links with other areas of the curriculum, for example discussion in Year 1 on ways of getting to school, linked well with geography. In Year 2, pupils considered different situations in which they could make right or wrong choices. They had to think through what the moral consequences of their choice might be. In these and similar lessons, pupils' speaking and listening skills progress well.
31. The curriculum is extended and enriched by a wide range of visits to museums, music and dance festivals, and historical sites. Many visitors to the school also broaden the pupils' experience and learning. These include specialist teachers of information and communication technology, artists and musicians, an author and an illustrator. The provision of extra-curricular activities is restricted by the necessity to bus the majority of pupils home after school. However there is a popular swimming club, and a football club organised on Saturday mornings. Both are well supported by parents.
32. There are very good links with other schools. The school's curricular provision is very well supported by its membership of the Dorchester Area Schools Partnership (DASP). This is a consortium of small first schools and is, in turn, part of the local 'pyramid' of schools which includes the middle and upper schools. The partnership provides frequent and productive opportunities for headteachers and subject co-ordinators to meet and share in curriculum design and development. For example, they have produced a common scheme for information and communication technology. It also provides

opportunities for joint activities such as choral concerts, outdoor education and residential courses. Teachers undertake joint in-service training and shared planning sessions, and are able to share resources. The school's promotion of 'healthy living' has been recognised by a 'Healthy School' award for the fourth time.

33. As reported at the last inspection, provision is good for pupils' moral and social development, and satisfactory for their spiritual and cultural development. The overall good provision is reflected in pupils' good attitudes to school, their behaviour in lessons and their developing maturity.
34. Provision for spiritual development is satisfactory. Pupils' singing is uplifting in assemblies although, when not all staff are present, some pupils are restless and talkative and, as a result, a calm, reflective ethos is lacking. Pupils' interest and enthusiasm for learning add much to pupils' development. In a dance lesson, for example, they felt a real sense of achievement in what they did because the teaching was excellent and they were totally committed to their work. The youngest children in the reception class show delight in new experiences such as looking at, touching and tasting oats before cooking them. In a lesson in Year 3, a pupil looking at fingerprint patterns said, with amazement, *'Every person in the whole universe has got different fingerprints!'*
35. Through the 'Shield Project' and the programme for 'Life Skills', pupils are given the opportunity to reflect on their own qualities and abilities, to explore friendship and to learn how to resolve conflict. They show good social attitudes and moral understanding when they write sentences, on crosses, such as *'it matters to me that people are kind to the environment'* and *'It matters to me that people don't upset each other'*. They understand how to get on with others by 'building bridges' such as *'By asking other people if they would be my friend'*. Pupils are involved in setting their own class rules for behaviour, which most follow well. Pupils' participation in activities such as the swimming club, singing for local people and visits outside school, including a residential visit, also teach them to get along with others in different environments.
36. Provision for pupils' cultural development is satisfactory. The school promotes an understanding of pupils' own beliefs and culture within a mainly white community and makes good use of the local community and heritage to develop pupils' knowledge of where they come from. When the opportunity arises, the school introduces pupils to the beliefs and cultures of other people in the world, for example a visit to an exhibition of Ghanaian crafts. They explore the values of other faiths in religious education, but their appreciation of the breadth of the diversity of cultures is underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. There are very good procedures for assessing pupils' attainment and progress in English and mathematics. The school gathers a wealth of data from national and voluntary tests, which it carefully analyses. From this the school is able to track each pupil's progress and to predict their level of attainment at the end of each term or year. This information also enables targets to be set for individuals and groups of pupils and helps teachers to plan their work appropriately. These very good assessment procedures have been an important factor in maintaining the school's very high results in the national tests. Pupils' high standards of reading are a strength of the school because teachers hear them read very regularly and record their reading levels. Consequently they know each pupil's capability and are able to move them forward at a good rate.
38. Teachers' assessments of pupils' attainment in science is satisfactory in Year 2 where it is required as part of the national assessments, but it is less systematic in Years 3 and 4. The school has not yet developed a uniform system of recording the assessment of pupils' work in the foundation subjects. Teachers write evaluations of some lessons on

their planning sheets but there is a wide range of detail, and often insufficient reference to the pupils' achievements. The evaluations are of teaching rather than learning. The very good practice developed in the Year 2 class provide a model for the school to follow in all subjects.

39. This is a small school where teachers and staff know and care well for all the pupils and their families. Parents appreciate the pastoral support that is provided for their children and say that they can approach the school if they have any concerns about their children's welfare or progress.
40. Pupils' health, safety and well-being are promoted well. The school is aware of pupils' backgrounds and needs and follows child protection procedures correctly where they have concerns. Staff care sensitively for pupils who are unwell or hurt themselves. They carry out risk assessments where appropriate, for example the safe arrival and departure of pupils who come to school by bus. The school has a good internet safety policy that all parents sign.
41. Procedures for monitoring and promoting attendance are good and comply with statutory requirements. This is an improvement since the last inspection. Pupils' attendance and punctuality are good and the school rarely has to follow up unexplained absences.
42. The school's procedures for monitoring and promoting behaviour are good and have improved since the last inspection. In the classroom, teachers are consistent in their expectations that pupils will behave well. They treat all pupils alike and have very good relationships with them. Pupils respond positively to this. Individual pupils with behaviour problems are monitored well through individual education plans and are managed well by teachers. Class rules are evident in all classrooms and are easily understood by pupils.
43. Pupils report that there is rarely any bullying in the school, although some commented on difficulties last year when there was a considerable amount of staff turnover in Year 3. They say that these problems are now resolved. While strategies to manage pupils' behaviour are now secure in the classroom, they are less effective outside lessons, for example when pupils are in assembly without all staff present. The school's accommodation is poor with isolated classrooms and buildings. Pupils' behaviour is not managed as well as it might be when they move outside the classroom.
44. Procedures for monitoring and supporting pupils' personal development are good. Staff are welcoming, know the pupils well and help them to grow in confidence. This provides a good foundation for their learning. Systems of reward and the celebration of achievement in the termly praise assembly are appreciated by pupils and provide good motivation for them to improve. The school has very good links with nursery schools and the middle schools, which means that pupils move smoothly on to the next stage of their education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. As reported at the last inspection, there is a very strong and established partnership between parents and the school. The school works very effectively with all parents to ensure that they are involved as much as possible in their children's learning and in supporting the school in all its activities. This has a very positive impact on the quality of pupils' learning. The strong links between the school and parents are all the more commendable considering the infrequent physical contact because of the distance between the school and most homes.
46. Parents are very pleased with all areas of the school's work. They say that there is a 'family' atmosphere in the school, which has a very good impact on their children's

attitudes to learning, behaviour and personal development. They feel that the school expects their children to work hard and do their best and are pleased with the standards that they achieve as a result. Parents say that it is very easy to speak to teachers about any concerns and that these are always dealt with seriously and to their satisfaction.

47. Parents have very few criticisms. A few are unsure whether the school provides the right amount of homework, although inspectors find that it is appropriate. The school sought parents' views on homework at the last annual meeting of the governing body and has held meetings, for example to explain to parents how to hear their children read, to try and remedy these concerns.
48. The quality of information provided for parents is good. Many pupils come to school by bus, but parents say that this is not a disadvantage and that they feel very well informed about what is going on through regular newsletters and telephone contact. They say that the notice they receive about meetings and events is very good. Parents feel that it is easy to speak to teachers about their children's progress, both informally and at regular consultation meetings where they also see their children's work.
49. Pupils' end of year reports meet requirements and give parents good information on their children's achievements in English, mathematics and science. Reporting in other subjects of the curriculum is less informative however because teachers do not have sufficient assessment information to enable them to report precisely on what pupils know, understand and can do. As a result, there is a lot of similarity between reports. Since the last inspection, the governing body has improved its communication with parents. It has done this through its high quality annual report and the discussion groups held with parents at the annual meeting where their views were sought, for example on the best time to hold consultation meetings so that as many parents as possible can attend.
50. The school is fortunate to have very good support from parents in its work. Many parents regularly help in school and give good support to activities such as reading, swimming, music and visits outside school. There is a very active parents, teachers and friends' association which holds fundraising and social events and encourages all parents to support the school and to get involved with its activities. There is very good involvement of parents in their children's learning at home and school. Most hear their children read and support homework activities. The school works hard to involve parents in pupils' learning by inviting them to workshops in numeracy and literacy as part of its Basic Skills Plan. There is excellent attendance at parents' evenings, praise assemblies in church and concerts. The extent of parental involvement in the school has a very significant impact on pupils' learning and contributes to the 'family' atmosphere that they describe.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are good. The headteacher provides clear leadership and educational direction for the work of the school. This is an improvement since the last inspection, when the judgement made was one of sound leadership by the previous headteacher. The current headteacher has worked hard and successfully to raise and maintain standards. Since the last inspection standards have risen significantly. The school has a clear commitment to improvement. The staff provide very good support and work with the headteacher as an effective team. All key issues from the previous inspection have been successfully addressed, although it is not possible to comment on standards in physical education and music for infants, or art and music for juniors. The headteacher is highly regarded by the staff and governors and 98 per cent of parents, quite rightly, acknowledge that the school is well led and managed.
52. The school has clear and appropriate aims that are reflected in its daily life, as well as being evident in school documents and its priorities for development. These have been

translated into child friendly language as, '*Learning as much as we can about all that we can*' and displayed throughout the school. The good work of the school has been recognised by the Department for Education and Skills with an Achievement Award for high achievements in Key Stage 1. The school also earned the Investors in People status and is fully involved in the Health Promoting Schools Scheme. These awards are a tribute to the hard work and dedication of the whole school team.

53. The headteacher receives excellent support from the senior teacher with whom she works closely and who plays a significant part in the running of the school. Together they are effective in implementing change and in monitoring and evaluating external and internal test and assessment results to measure the extent of the school's improvement.
54. There is a good programme for monitoring teaching and learning in mathematics and English that has had a positive impact on raising standards. It involves the headteacher, senior teacher and subject co-ordinators. Monitoring is carried out through direct observations of teaching, a careful study of curriculum planning, work sampling, discussions with teachers and a review of resources. This good practice has yet to be developed fully in science and the foundation subjects. The headteacher has, quite rightly, recognised this as an area requiring development and has included it in the school development plan. The plan itself is devised by the school staff and governors, contains actions, costs, responsible personnel and time scales for completion and is clearly linked to the school's aims. However, some success criteria lack sharpness, the plan lasts for only one year, and it does not include objectives to provide an overview of the school's long term development.
55. The involvement of the governing body in the management of the school is good. Governors are fully aware of the school's strengths and areas for further development. The chair of governors and the headteacher meet regularly. The governors have worked through a most useful self-review pack produced by Dorset Governor Services. As a result, they say they are better informed about their role and work more effectively for the benefit of the school and all the pupils. There is an effective committee structure, including a school improvement group to oversee the work and life of the school.
56. There is good and effective management of special educational needs. Pupils' individual education plans are precise with clear targets that can be assessed to measure progress. The school actively encourages parents to attend the meeting to review and discuss their children's progress and agree future targets. As yet, pupils are not involved in this process unless they have a statement of special educational need. Teaching assistants are well informed and successfully deployed. They work closely with teachers and are very capable. They make a significant contribution to pupils' progress.
57. There is good management of the school budget by the headteacher and the governors. They know how they want to use the budget and spend it effectively. A decision to fund pupils in single age classes has been implemented. This is unusual for a school of this size but has undoubtedly had an impact on helping to raise standards. Additional funding from the school budget is appropriately allocated to pupils with special educational needs. The governing body is well aware of, and applies 'best value' principles. The day to day financial control and administration are good. The school secretary is also the school's finance officer. She uses technology effectively to monitor the budget and provides regular information on expenditure and income for the governors. She is efficient and provides a welcoming first contact with the school.
58. The match of teachers and support staff to the requirement of the National Curriculum is good. Staff are appropriately qualified and experienced and there are very good procedures to support newly qualified teachers and for trainee teachers. There are good

training opportunities for the professional development of all staff. The performance management policy for teaching and support staff is implemented very effectively.

59. The standard and quality of accommodation are poor. Classrooms are very cramped, allowing few opportunities for practical activities. There is very little wall space to display pupils' work and classrooms are isolated from the main building. Certain elements of the Foundation Stage curriculum cannot be regularly taught because of the lack of space. The range and quality of learning resources are satisfactory and meet the requirements of the National Curriculum. Although a recent temporary building has given some disabled access to the office accommodation, all classrooms, other than that for the reception class, are inaccessible to wheelchair users.
60. The condition of the accommodation means that pupils have to move around a great deal, for example using the toilets and meeting together in a classroom for whole school assemblies. Although their behaviour in lessons is very good overall, behaviour outside lessons is not always managed well. Whilst there is very little room outside for pupils to run around and 'let off steam', the headteacher does not set clear enough expectations of the boundaries of behaviour. For example, raising an awareness of others and extending the responsibility that older pupils have to act as monitors and set a good example.
61. Taking into account:
- the good, and sometimes very good, standard of teaching;
 - the progress that pupils make and the standards they achieve at five, seven and nine years of age;
 - the good leadership and management;
 - the best possible use the school makes of poor accommodation;
 - the school's work in promoting the partnership with parents;

the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. **In the context of its many strengths and to improve the quality of education still further, the governors, headteacher and staff should:**

review the use of accommodation to ensure that it promotes very good attitudes by:

- **ensuring calm movement around the school at all times;**

- ensuring a sufficient staff–pupil ratio in assembly;
 - providing resources for pupils to use at lunchtime and playtimes;
 - further developing the responsibilities given to older pupils around the school, for example as monitors;
- (paragraphs 16, 34, 43, 60 of the main report)

improve management and monitoring responsibilities by: *

- ensuring that co-ordinators for all subjects have regular opportunities to monitor lessons and pupils' work to raise and maintain standards;
 - ensuring that co-ordinators introduce systems of assessment in science and the foundation subjects and use it as a guide to future learning.
- (paragraphs 49, 54, 98, 101, 103, 108, 127 of the main report)

- This area has already been identified by the school for future action in its development plan

The following minor points for improvement should be considered as the basis for an action plan

review the quality of teachers' marking to ensure:

- that greater consistency is achieved between teachers in marking pupils' work;
 - that it offers advice about how work can be improved and how pupils can raise their attainment even further;
- (paragraphs 26, 80, 90 of the main report)

review the amount of lesson time available to ensure:

- that it is increased in line with current guidelines;
- (paragraph 28 of the main report)

review the school's handwriting policy to ensure:

- that it provides clear guidance about letter formation;
 - that pupils and teachers follow it.
- (paragraph 80 of the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	7	11	4	0	0	0
Percentage	5	30	48	17	0	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	92
Number of full-time pupils known to be eligible for free school meals	13
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	15
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.6
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
	2002	8	10	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	18	17
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	94 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	17	18
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

The existing guidance, is that test and examination data should be excluded from inspection reports and parents' summaries if the year group is 10 or fewer. This also applies to year groups of boys and girls separately.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	89	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	15
Average class size	18

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	88

Financial information

Financial year	2001/2002
	£
Total income	271,010
Total expenditure	253,763
Expenditure per pupil	2,440
Balance brought forward from previous year	14,679

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 – 62%

Number of questionnaires sent out	103
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	60	35	3	0	2
Behaviour in the school is good.	53	44	3	0	0
My child gets the right amount of work to do at home.	50	35	15	0	0
The teaching is good.	80	18	2	0	0
I am kept well informed about how my child is getting on.	52	45	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	22	2	0	0
The school expects my child to work hard and achieve his or her best.	81	17	2	0	0
The school works closely with parents.	50	40	10	0	0
The school is well led and managed.	63	35	2	0	0
The school is helping my child become mature and responsible.	52	46	2	0	0
The school provides an interesting range of activities outside lessons.	37	34	29	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children get a good start to their education in the reception class, despite the poor standard of accommodation they have to put up with, which affects the quality of education that the teacher can provide, despite her best efforts. This is true of many areas, but particularly so for opportunities to promote children's physical development. There is no direct access to an area where they can freely play, using small and large play apparatus and no covered area for use in wet weather. Children have to change in school and walk to the village hall for one session of physical education each week. If it is raining they cannot go.
64. The very limited classroom space also makes it difficult to organise separate areas where different aspects of the Early Learning Goals can be developed. Consequently some activities are much more teacher directed than is often found in good Foundation Stage settings, but out of necessity rather than choice. This means that sometimes children cannot express themselves freely, for example in the role-play corner, because it is so cramped. Children enter school with expected attainment in all areas of learning.

Teaching

65. Teaching is good overall, and occasionally very good, and helps children to make good progress. The teacher's planning takes full account of the areas of learning and the Early Learning Goals. Very detailed assessments are made on a regular and frequent basis of children's progress and aptitudes. These help to identify any who might need additional support and their progress towards the newly introduced Foundation Stage Profile.⁴ A particular strength is the relationship that the class teacher and the learning assistant develop with the children. They work effectively together as a team and manage the children very well. They have high expectations of behaviour, which they apply consistently. There are firmly established routines so that children feel secure and know what is expected. The role of the learning assistant is not always proactive enough when the teacher is talking to the children, introducing activities.

Personal, social and emotional development

66. Staff use every available opportunity to develop children's confidence, self esteem, ability to make decisions and an awareness of the needs of others. Most children travel to school by bus each morning, which means that their parents cannot accompany them into their class each day. Staff travel with them for the first week or so when they start school. Children accept this as a matter of course, but it does mean that they have to develop a degree of responsibility and independence much more quickly than many children of the same age. Children have good attitudes towards each other and listen carefully to what others say. They take turns and play fairly. They have to be very aware of the impact of their actions on others in such a small space and they manage this very well. Good teaching ensures that, when they leave the reception class, almost all achieve the standard expected in this area.

⁴ Foundation Stage Profile – this is a newly developed means of assessing children's progress towards achieving the Early learning Goals. Assessments will be reported nationally and will eventually provide an indication of how much progress pupils have made from the end of the reception year to the end of Key Stage 1.

Communication, language and literacy

67. By the time children enter Year 1 almost all will have achieved the Early Learning Goals. The solid start they make, their progress in this area and the early development of literacy skills are three reasons why seven-year-old pupils' skills in reading and writing are so high and have been so for the last four years.
68. There are good opportunities to develop children's speaking and listening skills in whole class discussion. The cramped accommodation means that there is more teacher exposition than would normally be the case. It does mean, however, that there are many opportunities for children to listen carefully and to respond to the teacher's good questioning. The learning assistant plays an important part in prompting children in their practical activities and they respond well to her. Children do have opportunities to take part in role-play, but the available space is extremely small and there are occasions when their role play has to be curtailed because of the impact on other nearby activities. For example, a very purposeful activity in the *'Three Bears' House'* could not be followed through because there was not enough room for children to go for a *'walk in the woods'*.
69. Many children are beginning to form letters correctly, can recognise letters and can associate a sound with a specific letter. The teacher introduces a letter and sound each day and children like this phonic activity very much. Some children are already reading the early stages of a reading scheme. They learn their 'new words' conscientiously and are learning how to look at the pictures in books to help them make sense of the words. Children write about their activities, for example, *'I played football in the house. Mummy was cross'*.

Mathematical development

70. Children make good progress in all areas of mathematics, for example counting, recognising numbers, learning about shapes and using sand and water to explore the capacity of various objects. The limited accommodation does mean; however, that wet activities have to be well organised and supervised and cannot consistently be freely provided for the children. Nevertheless, most children will reach the expected level by the time they start in Year 1.
71. The teacher makes very good use of times such as registration to develop children's mathematical awareness. For example, asking children to work out 'how many' are away or present and the concepts of 'more' and 'less'. Children's use of mathematical vocabulary is good. They can identify and name common two-dimensional shapes, for example 'squares', 'circles' and 'triangles'. They are developing a good understanding of counting on using practical equipment, underpinned by good oral and mental work in which they develop the ability to calculate in their heads. Their frequent practice with number has made them aware of concepts such as 'add', 'equals' and 'how many'.

Knowledge and understanding of the world

72. Children make good progress in developing their knowledge and understanding of the world, and many will attain the expected standard by the end of the reception year. However, the lack of free access to an outside area means that they have few opportunities for spontaneous 'discovery', for example looking for insects and handling items of interest that they find.
73. Children use the classroom computer to develop their mouse skills in 'dressing' a bear. They learn about different people who help them and, with help, write about their 'special places', for example *'cycling along the path near the beach'*. They learn about the work of people who help them, for example the emergency services, and know that *'Police*

officers make sure people aren't naughty'. They learn about parts of the body and can correctly place on a drawing features such as the 'head', 'fingers' and 'neck'. They learn about healthy food and decide on the contents of their own 'healthy lunchbox'.

Physical development

74. There was very little evidence on which to judge children's attainment in this area of learning. The weekly physical education lesson in the village hall did not coincide with the inspection. Children were observed during playtimes and lunchtimes and played confidently and well together, but playground space is also limited and the adventure equipment is only available in dry conditions. The teacher plans a good range of activities in the classroom to develop pupils' motor control, for example a game of skittles to develop pupils' underarm throwing and they develop small physical skills through cutting and colouring.

Creative development

75. There was little opportunity to see children engage in creative activities. Once again, restricted space means that creative activities have to be carefully organised; for example, a range of paints cannot be freely available. Children recognise and name colours and use pencil crayons well to colour in drawings to accompany their work. They sing very well and have regular opportunities to do so in school assemblies. They are tuneful and know many of the words by heart. By the end of the reception year many children are likely to attain the expected standards.

ENGLISH

76. Pupils in Year 2 attain standards that are above national expectations in all aspects of English and they all make at least good progress. They maintain this good progress across Years 3 and 4 and leave the school having achieved standards that are above average in speaking, listening, reading and writing. The current judgement represents significant improvement since the last inspection and is the result of carefully focused lessons in line with the National Literacy Strategy and good management by the subject co-ordinator. Pupils with special educational needs also make good progress as a result of carefully planned lessons and work. Teaching assistants support these and other pupils very well, contributing positively to their learning.
77. Pupils' high standards of behaviour and good attitudes produce a very good environment for learning in class. They listen carefully to the teacher and to each other. Teachers' skilful questioning draws responses from pupils appropriate to their level of learning. For example, in a lesson in Year 2 where pupils were considering making right and wrong choices in life, the teacher provided good opportunities for many of them to offer an opinion. They answered well, speaking thoughtfully in sentences. They listened carefully to each other, valuing the opinion of others. Throughout the school pupils feel able to express opinions confidently because of the very good relationships which have been built up. Pupils in Year 4 who were heard reading spoke fluently about what they had read and described their favourite books and authors, giving good reasons.
78. The high standards of pupils' reading and their enjoyment of books are strengths of the school. There are several reasons for this. The school has devised a comprehensive system of assessment, tracking individual pupils' progress and setting targets for achievement. Good teaching of letter sounds early in the school gives pupils, including those with special educational needs, confidence in tackling unfamiliar words. Teachers hear pupils read individually as frequently as possible, often at lunchtime. There is good dialogue between teachers and parents in the pupils' reading diaries. Several parents come in to school to read with individual pupils. Pupils have a good knowledge of books.

They know the difference between fiction and non-fiction books. Several describe encyclopaedias which they have at home. Some older pupils belong to local libraries and know how to find a non-fiction book.

79. Pupils make good progress in writing in Years 1 and 2. In Year 1 higher attaining pupils write sentences showing understanding of the use of capital letters and full stops. They join some sentences with 'and'. The spelling of familiar words is usually accurate. They write properly sequenced sentences on, 'how to make a jam sandwich'. Lower attaining pupils make good progress in writing sentences, although their use of capital letters and full stops is less consistent. All pupils produce good work in written answers to comprehension questions on their reading. Pupils in Year 2 build well on their learning in the previous year. They write in different styles, including stories using a writing frame, instruction booklets and letters. Pupils successfully extend their writing across the curriculum to include science, religious education and personal and social development. The standard of pupils' writing is above average. Pupils with special educational needs, who make up almost one third of the pupils in Year 2, receive very good support in their writing and they too make good progress. The school has devised its own scheme for handwriting, which is taught in separate lessons. The formation of some letters does not lead to a practical or legible script.
80. Pupils in Year 3 show increasing confidence in using language, writing in a variety of styles. These include description, play scripts, stories with dialogue, and poetry. They understand the use of parts of speech such as adjectives and adverbs to enrich their writing. Higher attaining pupils correctly use different forms of punctuation. In Year 4, pupils successfully write extended narratives considering plot, setting, characters and structure. They broaden their range of writing and compile factual booklets containing researched information. The quality of many pupils' writing in choice of vocabulary, awareness of style and expression of ideas, is high. The presentation of pupils' work, including their handwriting, is not always satisfactory. In their anxiety to finish a task some pupils are satisfied with work presented in a slipshod manner. Spelling is also often below the expected levels of accuracy. In their handwriting lessons pupils carefully form letters and words, copying from the teacher's model. However, they do not sufficiently use this good practice in their general writing.
81. In the three literacy lessons observed during the inspection teaching was good in one and very good in the other two. Teachers have a secure knowledge of the National Literacy Strategy and use it flexibly to promote good or very good learning. Their weekly planning is meticulous and shows how pupils' learning builds upon previous work and how it will be later developed. In a very good lesson in Year 2, the class read from their 'Big Book' on water. Skilful questioning by the teacher drew from the pupils' knowledge of a good range of types of non-fiction. The teacher carefully directed the questioning to include pupils of differing levels of ability so that those who initially did not offer to answer were drawn into the discussion. Very good phonic work had pupils sounding out and successfully reading words such as 'reservoir', 'cistern' and 'storage'. Later in the lesson pupils showed that they knew the purpose of a glossary and working well in pairs and threes, devised one of their own, relating to the text.
82. Teachers maintain a good balance between parts of the lessons where the whole class is taught, and group and individual work. Lessons have clear objectives, which are shared with the pupils and reviewed at the end. Teachers have very high expectations of pupils' work and behaviour. Very good relationships and behaviour in the classroom allow teachers to move lessons on at a good pace. Pupils' learning consequently develops very well. Assessment procedures are good. In addition to lesson evaluations teachers compile considerable data from national and voluntary tests. They use these carefully to track pupils' progress and to set targets for pupils to achieve by the end of the term or year.

83. Teachers mark pupils' work in detail, praising good achievement and offering helpful comments. However their marking concentrates too much on the content of pupils' writing. There is insufficient comment on low standards of handwriting, spelling, punctuation and presentation, where these occur. The headteacher and the co-ordinator have monitored English lessons and discussed with teachers their outcomes and success.

MATHEMATICS

84. Standards for seven and nine-year-olds are above national expectations. This is an improvement on standards in the previous inspection, which were judged to be satisfactory. The reasons for the improvement in standard are:
- the use of the National Numeracy Strategy which helps teachers to focus their planning;
 - the monitoring of work and lessons by the subject co-ordinator;
 - an emphasis on applying pupils' mathematical knowledge to solving problems;
 - very good teaching for pupils in Year 2 and Year 4, that consolidates the work pupils have already covered and leads to high standards in national tests (**see paragraphs 3, 4, 7 and 8**).
85. Throughout the school the National Numeracy Strategy is implemented well. Teachers recap pupils' previous work and also set out the new work that they are going to cover. The mental arithmetic sessions at the beginning of lessons are well organised and the pace is good enough to keep pupils involved, not knowing when they will be asked for an answer. Good strategies ensure that all pupils are involved and interested in these mental arithmetic sessions, whatever their ability. For example, pupils have opportunities to quickly discuss and confirm their answers with a friend. Additionally, teachers set different sums for pupils to work out depending on their ability. Plenary sessions are not quite as successful. The main problem is that there is usually too little time given to reinforce pupils' understanding.
86. By the end of Year 2 pupils have a secure understanding of number; for example, they understand fractions, can count forward and back and use their ability to add, subtract, multiply and divide to solve problems, for example working out the cost of Christmas presents. There is a very good emphasis in worksheets on presenting problems in different ways, for example in words and in numbers, so that pupils have to use their knowledge of numbers in different ways. There is good evidence in their work and in mental arithmetic sessions that pupils are confident to try different strategies to work things out.
87. By the end of Year 4 the progress pupils make as infants has been maintained. The fact that almost half the pupils last year attained Level 4 as nine-year-olds indicates how well they make progress. Pupils have secure knowledge of how much different numbers are worth in a sum, are able to halve and double numbers confidently and can calculate the difference between large sums of money. They know the properties of regular and irregular 2-D shapes and can calculate their perimeter. They are also able to work out the co-ordinates of numbers on a graph.
88. Pupils' attitudes to mathematics are very positive. Their behaviour in lessons is generally good and they co-operate with each other well and share resources when required. They settle quickly to their tasks and their level of concentration is good. Only when expectations of behaviour are not made clear do they sometimes disturb others. When they are required to be actively involved in lessons they are invariably well motivated, for example when they are expected to use digit cards or small whiteboards to display their answers to mental calculations.

89. Teaching is good overall. Lessons are well planned and suited to the needs of individual pupils. Pupils with special educational needs are well supported by learning assistants. They do not tell them the answers, but working individually they are able to guide pupils towards the right method of working out and reassure them that they are doing well. Teachers carry out thorough on going assessments of how well pupils understand. For example, their questioning enables them to assess whether pupils understand, or whether they require additional help. In two lessons teachers were perceptive enough to realise that pupils had not fully understood the work and amended their plans for those lessons accordingly.
90. Teachers' marking is often no more than a tick or a very brief comment, but in most cases it does not suggest ways in which work could be improved. This contrast markedly with the very high quality of the half termly assessments that teachers carry out on pupils' work to assess their understanding of specific mathematical ideas. The presentation of pupils' work also varies from year to year. There is no school policy on setting out work and, consequently, it is neater and more accurate in some classes than others. Although teachers use technology well to complement their lessons, for example, interactive whiteboards, there is only occasional use of computer programs by pupils.
91. The co-ordinator for mathematics provides very good subject leadership. Regular monitoring of lessons and work has meant an increase in standards and very good support for staff.

SCIENCE

92. Standards for seven-year-olds are above those expected. All pupils, including those with special educational needs make good progress. This represents an improvement for seven-year-olds since the last inspection when standards were in line with national expectations. The attainment of boys and girls is similar. The improvement in seven-year-olds pupils' standards in science is due to:
- good teaching that encourages them to think as scientists and make predictions;
 - a 'hands on' and practical approach to teaching science;
 - work that pupils find exciting and challenging and is related to everyday life;
93. Pupils in Years 1 and 2 have good knowledge, skills and understanding in all areas of the subject. They describe how to make a simple electrical circuit to light a bulb, talk about growing conditions for beans and know why water, light and soil are needed. In work on materials, they sort them into 'hard' and 'soft', 'smooth' and 'rough', 'sharp' and 'blunt'. Higher attaining pupils in Year 2 know the meaning of, and can use appropriately, words such as 'flexible', 'transparent' and 'waterproof'. A higher attaining pupil in Year 1 wrote, *'To make ice you put water in a freezer. If you want to get water, you take some ice and make it hot and it will change back to water.'* In an investigation to test the best material to keep a drink warm, one pupil wrote, *'To make the test fair, all the cups are the same size and have the same amount of water,'* and recorded her observations in a chart. Pupils know that a force is a push or a pull and can change the shape of objects. In a topic on health and growth they label the main parts of the body, describe the functions of teeth and know that they should not eat too much fat.
94. Standards in science for pupils in Year 4 are as expected at this age. The judgement for nine-year-olds is the same as that made in the last inspection. All pupils in Year 3 and 4, including those with special educational needs, make sound progress and build on the knowledge they gain as infants. For example, they know the function of the skeleton and accurately label bones such as 'rib cage' and 'skull'. Pupils in Year 4 identify the elbow as a 'hinge joint' and a higher attaining pupil explained that, *'Arteries carry the blood away from the heart.'* They know that a crocodile clip, battery, bulb and wire is needed to make

a circuit, but are unable to explain the meaning of the word 'conduct'. In a topic on dissolving materials, one higher attaining pupil predicted that *'The bi-carb will make the water cloudy because it is thick and white'* and that *'The custard will turn the water a bit yellow because with milk it turns yellow'*. The reason why standards are not as high as they could be is that pupils have too few opportunities to carry out investigations that will help them to make decisions for themselves. For example, choosing appropriate materials and opportunities to 'get things wrong' so that they have to re-consider their decisions.

95. Pupils' attitudes to science in the very few lessons observed were good overall. Infant pupils were, generally, more enthusiastic than juniors. They talk animatedly about things that they have seen and there was a real sense of awe and wonder as one of them called out in amazement about a pat of butter in someone's hand, *'Its melting!'* and another, *'It looks like cheese on toast! The heat made it melt!'*
96. Only two lessons were observed. Planning is detailed and good use is made of the beginning of lessons to recap on previous learning. Teachers use questions well to encourage pupils to predict. In a good lesson on changing materials pupils knew they were going to be scientists and discussed the characteristics of a good scientist before carrying out an investigation. The teacher made it clear to them what they were going to learn and they recorded their ideas. Pupils made good progress in their understanding and concluded that *'When you have got a warm hand it makes the chocolate go all runny. When you put the runny chocolate on a cold plate it goes all hard'*. In a sound, but less effective lesson, pupils predicted what would happen and considered what was required to make a fair test, but spent too long discussing how to carry out the experiment. Consequently they became fidgety and called out.
97. New technology is beginning to be used effectively in some lessons. For example, pupils in Year 2 used a digital microscope to compare strands of hair. Results from experiments are recorded as bar charts using data handling programs. Planning is detailed and takes into account pupils' different abilities. Tests are set at the end of each unit of work to assess how much pupils have learned. Marking is linked to the presentation of work or restricted to a symbol or very brief comment. It does not generally tell the pupils what they have done well and understood and how they can improve. So far there has been no monitoring of science work and lessons to ensure that standards are as good as they should be.

ART AND DESIGN

98. During the inspection, only two art activities were planned, which formed part of the school's cross-curricular approach to art. Standards for seven-year-olds are as expected. This is a similar judgement to the one made in the last inspection. There was insufficient evidence on the walls and in sketch books to make a judgement on standards achieved by pupils aged nine. There is no portfolio of work to demonstrate progress in the development of skills. The art co-ordinator is recently appointed. She has begun to look at pupils' work but has not yet had an impact on standards. The purchase of a published scheme of work for art means that the number of resources available to teachers has improved.
99. Pupils in Year 2 know how to mix green, purple and brown and how to produce lighter tones, such as grey and pink by adding white. They have little experience of three-dimensional work. They know the artist Matisse and produce vibrant pictures in his style using a computer graphics program, but they are unable to name any other artists or examples of their work. They use the digital camera to take pictures of articles around the school which they then sketch, evaluate and sketch again with improvements. Pupils in Year 2 make observational drawings of photographs of buildings with particular

attention to pattern and detail. Their drawing skills are sound. They carefully copy patterns of decoration and shape.

100. Pupils in Years 3 and 4 keep sketch books but they currently contain very little work. A number of pupils in Year 4 cannot explain which primary colours to mix to make other colours. They know the artists Van Gogh and Leonardo da Vinci but do not know the styles in which they painted. In Year 3, pupils study different types of pattern. They use a digital microscope to look closely at patterns in materials and sketch detailed overlapping scales of a fish. They produce satisfactory pencil sketches of Ghanaian artefacts when looking at art from other cultures and sound observational drawings of flowers and fruit.

DESIGN AND TECHNOLOGY

101. Pupils' standards across the school are similar to those expected. This represents some lowering of standards since the previous inspection when they were found to be above average. The current judgement is based on an observation of lessons, a scrutiny of teachers' planning and discussion with pupils. Evidence of what pupils have constructed and created this year is very limited. The subject co-ordinator has taken on responsibility only recently and has not had time to set up systems to assess pupils' work to ensure wide coverage and steady progress from year to year.
102. In Year 2, the teacher led a very good discussion on the term's design and technology project. This is to design and make a puppet. Pupils discussed different kinds of puppets, their purpose and their method of animation. The discussion offered very good opportunities for them to speak at some length and was well supported by examples of puppets which were on show. In the practical session, well supported by a teaching assistant, pupils referred to the earlier introduction and began to consider the suitability of materials and methods of making. Pupils in Year 3 have a choice of sandwiches to compare and evaluate fillings. The teacher had prepared good evaluation sheets, raising pertinent questions. These elicited individual responses such as *'juicy'* and *'too much onion'*. Pupils' books in Year 4 showed that they have designed and made a picture frame, a monster with moving parts, a model boat and a purse. The quality of design is satisfactory with labelled design sketches and stepped procedures for making carefully recorded. Their purse designs have a good flow-chart of procedures and thorough evaluation of the finished articles.
103. Two lessons were observed. Teaching was good in one lesson and very good in the other. Teachers have a good subject knowledge, plan the activities in great detail and prepare and use resources very well. They communicate their enthusiasm so that pupils engaged in design and technology activities enjoy them and are anxious to produce well-finished articles. Teachers evaluate lessons within their planning, which is based on nationally produced guidelines. There is however no uniform system of assessing and recording pupils' attainment. The school's provision of resources is satisfactory.

GEOGRAPHY

104. Pupils' attainment at seven and nine is higher than expected. All pupils, including those with special educational needs, make good progress. This is a similar finding to that of the previous inspection. The judgement is based on an analysis of teachers' planning, discussion with teachers and pupils, and a scrutiny of past work.
105. In a good lesson in Year 1 pupils discussed pictures of houses and homes. They readily distinguished outward features such as 'roof', 'chimney' and 'windows'. Drawing on their experience of their own houses they talked about and drew different types of house such as 'detached' and 'terraced'. Higher attaining pupils added features such as a garage, a

path and a conservatory. In another similar lesson pupils discussed their journey to school. This involved good geographical learning such as routes and different types of transport. The pupils gave good reasons as they spoke about the advantages and disadvantages of walking or being driven to school. The teaching was informative and drew many pupils into the discussion.

106. Pupils in Year 3, in a good topical lesson, discussed places and events in the news. For example, they identified local areas which had recently experienced flooding. They gave good reasons why floods occur and knew that stormy weather was also responsible for the collapse of Brighton Pier. In a good link with literacy, they worked in pairs composing headlines such as 'Terror of flood' and 'Flooding disasters'. Pupils show good understanding of keys and symbols used in maps. They compare old and new local maps noting additional features on the latter. Pupils show good skills in analysing photographs of Weymouth and comparing the location with 'where I live'.
107. Teaching in the lessons observed was good. Teachers show good subject knowledge, plan their lessons well and make good use of resources. Very good relationships in the classroom enable pupils to put forward their ideas with confidence. The high quality of teaching fully engages pupils' interest so that they listen attentively and are keen to learn. Teachers make good links with other subjects, for example in considering the locality they write about the long history of Moigne's Court and its origins. In one lesson the teacher set tasks for the pupils which matched their levels of ability but an analysis of pupils' written work in another class showed that sometimes they were all expected to complete the same task.
108. There is no consistent system of assessment and this is a weakness of subject management. Teachers evaluate the outcome of lessons on their planning sheets in varying degrees of detail. Resources for the subject are adequate but the school acknowledges the need to expand them.

HISTORY

109. One history lesson was timetabled during the inspection. Judgements are made on a scrutiny of work in books and on walls, teachers' planning and discussion with pupils. Although there is no subject co-ordinator to monitor standards, it is evident that work covers a wide range of topics and becomes more challenging from year to year.
110. Standards for seven-year-olds are those expected. This is the same judgement that was made in the last inspection. All pupils, including those with special educational needs, make sound progress. Standards in history for pupils in Year 4 are higher than those expected for pupils of this age and all pupils make good progress. This represents an improvement since the last inspection, when standards were satisfactory. The improvement in pupils' standards in Year 4 is due to:
 - good and thorough coverage of topics;
 - pupils' enthusiasm for the subject;
 - exciting and stimulating activities;
111. Pupils in Years 1 and 2 know the difference between 'then' and 'now' and are developing their sense of the past and how it compares with today. For instance, they know that Florence Nightingale made hospitals cleaner and helped *'to make things better in hospitals for everyone'*. They know, for instance, that a hundred years ago, when one pupil's great grandmother was born, children 'got caned at school' and, 'people rode on carts pulled by horses.' They mark on a time line when major events take place, for example the end of the First World War. Higher attaining pupils in Year 2 distinguish between facts and opinions.

112. Pupils in Year 3 and 4 know that artefacts are a source of evidence from the past. They know that past times can be divided into periods of history and can place them in the correct order. For example, pupils in Year 4 can place the Bronze Age, the Ancient Greeks, the Romans and the Vikings in the correct order. They have a good understanding of people in history and are able to talk about the impact of their actions. As part of their topic on Romans, pupils in Year 3 produced an excellent presentation, now published on the school website, using a multi-media computer program, depicting their visit to Dorchester museum and Maiden Castle.
113. The quality of teaching in the lesson observed was very good. Pupils handled artefacts from World War II with great care and respect. They were mesmerised when the teacher removed a gas mask from an old suitcase and gasped in amazement when they realised that people wore them. The management of pupils seemed effortless, because they were so well motivated. By the end of the lesson pupils used newly acquired historical knowledge and terminology very well in a role-play situation. Pupils' attitudes and behaviour in history lessons are very positive. They are excited by past events and want to discuss them. The activity in the lesson observed clearly developed pupils' spiritual awareness. For example, by discussing feelings experienced by evacuees and the loss of relatives in wartime.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards for seven and nine-year-olds are above those expected and all pupils, including those with special educational needs, make good progress. This is an improvement since the previous inspection and is a result of:
- very good leadership and management;
 - recent national training for staff and a consequent improvement in staff confidence;
 - a better range of equipment for use by staff and pupils.
115. Pupils in Year 2 can use the mouse and keyboard controls well. They confidently choose the font size and colour and are able to position their words to give the greatest impact. They save their work and print off the results unaided. Not many pupils use computers at home for anything other than games, so the progress they make in developing their word-processing skills is good. They also use a programmable robot to control its movements and know how effective data handling programs can be in displaying mathematical information.
116. Pupils make good progress, and use information and communication technology increasingly effectively. They have contributed to the school's information website. In Year 3 they used computers very imaginatively to prepare a very informative multi media presentation about their trip to Dorchester Museum and Maiden Castle, linked to their history topic. The pupils typed in on the pages what they wanted to write about and then inserted digital camera photographs from their visit. They completed the presentation by adding sounds where appropriate.
117. Pupils' attitudes to information and communication technology are very positive. They learn specific skills as well as seeing how it can be applied in other subjects and are keen to use computers as often as possible. In a very small computer area they behave well and respond to instructions sensibly.
118. Only two occasions were observed when information and communication technology was taught and both were good. Teachers' very good subject knowledge enables them to answer pupils' questions or solve problems quickly and confidently. Teachers say that recent training and support from other teachers have helped them to use computers on a much more regular basis. Teachers' own use of equipment such as an interactive whiteboard and overhead projectors is very effective in lessons.

119. The subject co-ordinator has a high level of personal subject skill and is able to support staff well with identifying the potential use of information and communication technology in their planning. A recent staff appointment has also added significantly to staff expertise and the school has already made plans to extend the number of computers it has in a newly developed suite. Accurate assessments of the pupils' skills are made in Year 2, but are not as good in other classes.

MUSIC

120. It is not possible to make a secure judgement on pupils' standard of attainment. The only musical activities which could be heard and observed during the inspection were two groups in class activities, and the singing of a hymn in assembly. The previous report found that pupils' attainment was in line with national expectations and the limited evidence from the present inspection suggests that standards have not deteriorated. One group in the lessons observed showed good understanding and control of rhythm and pulse. In the other pupils knew how to draw different sounds from classroom percussion instruments. They played them with satisfactory contrasts of loud and soft sounds. In both lessons, pupils in the groups made satisfactory progress.
121. In one lesson, pupils were interested in the challenge and successfully created different sounds by shaking, tapping or playing the instrument with a beater. In this exercise, pupils showed good understanding of timbre and dynamics. It developed well as one pupil holding up flash cards with pictures of the instruments acted as 'conductor' of the group. The group worked extremely well together without adult supervision. Their work did not disrupt the other groups and they handled the instruments carefully and shared them sensibly.
122. The singing in assembly was of good quality. Pupils sing with commitment and enjoyment. Their tone and diction are good and they sing with a good feeling for rhythm and intonation. The school choir is in demand to perform in the local community. They participate in the Dorset Music Festival and give an annual Christmas concert.
123. Teachers plan the group work carefully and in good detail. It is appropriate to the ages of the pupils. Teachers' relationship with pupils and management of lessons are very good. This means that pupils have confidence and motivation to work together largely unsupervised. Teachers' musical knowledge and understanding are sound and the activities they devise are interesting and challenging to the pupils.

PHYSICAL EDUCATION

124. Only two lessons were observed during the inspection, both of them in Key Stage 2. The pupils use the hall of another school several miles away on a weekly basis. Infant and junior classes take it in turns to go. As well as gymnastics, teachers run a very successful swimming club one night each week and almost all pupils learn to swim by the time they leave Year 4. Pupils also take part in competitive games matches. Standards in physical education are as expected for nine-year-olds and all pupils, including those with special educational needs, make sound progress. This is an improvement since the previous inspection when pupils' progress was judged to be unsatisfactory. No judgement can be made on standards for infant pupils.
125. Junior pupils set high standards in aerobic activities. They exercise strenuously in their lesson and are able to interpret parts of the Iron Man story to move in different ways. Pupils in Year 3 work hard to follow the types of hand and leg movements performed by Indian dancers. In both types of lessons pupils are sensitive to the need to listen carefully to instructions and move confidently, working individually and in pairs.

126. Most pupils have at least good attitudes to their work and in one lesson they were excellent. They have due regard to their own safety and that of others and behave well, although for one or two pupils the expectation of total attention was not always apparent in their work.
127. Only two lessons were observed. Teachers in both lessons had excellent levels of personal skill and knowledge and were able to set extremely good examples and provide high quality ideas. One excellent lesson saw pupils working at a consistently high and demanding level where the teachers' use of praise motivated them to even greater efforts. In a satisfactory lesson there were not enough demands in terms of physical exertion. Pupils did not have enough time to comment on others' performance and then there was too little time allowed for them to improve. The subject co-ordinator has had few opportunities to monitor lessons, although the school's need to timetable lessons in another school make this difficult to organise.