

INSPECTION REPORT

WOOL CE VA FIRST SCHOOL

Wool, Wareham

LEA area: Dorset

Unique reference number: 113822

Headteacher: Lesley Craze

Reporting inspector: Tony Painter
21512

Dates of inspection: 30 June – 2 July 2003

Inspection number: 247412

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary aided
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	High Street Wool Wareham Dorset
Postcode:	BH20 6BT
Telephone number:	01929 462569
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Ron Millington
Date of previous inspection:	4 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Science Information and communication technology (ICT) Music Physical education Inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
Len Shipman 14061	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Kath Hurt 24895	Team inspector	The Foundation Stage English Art and design Design and technology	How well is the school led and managed?
Will Gale 21317	Team inspector	Special educational needs Mathematics Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary aided school, for pupils aged between four and nine years, is smaller than average with 138 pupils. It is about the same size as it was at the time of the last inspection. In recent years, above average numbers of pupils have joined and left the school during the school year, often the result of families moving home. Pupils are almost all from white backgrounds and none are from families with English as an additional language. The area around the school has some socio-economic disadvantages and pupils come from a wide range of social diversity. Fourteen pupils (10.1 per cent) receive free school meals, which is below the national average for this type of school. Children joining the school have an overall attainment level that is similar to that found in children of their age. Nineteen pupils (13.8 per cent) have identified special educational needs, mostly specific learning difficulties, and two have statements of special educational need. These figures are below the national averages.

HOW GOOD THE SCHOOL IS

This is a good school that cares well for pupils, encourages very good attitudes and gives sound value for money. Good management has led to improvements in teaching, particularly in encouraging pupils' personal development and confidence. This creates an effective learning environment that is having a positive impact on pupils' attainment, particularly in writing and elements of mathematics.

What the school does well

- Improved teaching is raising standards, notably in writing by the age of seven.
- Pupils with special educational needs are given very good support and helped to learn very well.
- Good management involves all staff and governors in making improvements.
- Very good support for pupils' personal and social development ensures that they behave very well and develop very good attitudes to learning.
- The school provides a warm and caring learning environment where each pupil is valued.

What could be improved

- Teachers do not make enough precise and effective use of information of what different pupils can do in planning to meet their needs.

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 November 1997 and effective management has ensured good progress from that time. Pupils' results in the National Curriculum tests at the age of seven have risen from below average in 1998 to average in 2002 and current results show continuing improvements, notably in writing. The school has taken successful action to remedy all weaknesses identified in the last report. Improvements have been made in all the identified health and safety issues and an outdoor area for the reception children has been established. Provision for developing pupils' research skills and multicultural awareness are both now satisfactory. Effective teamwork, with clear monitoring roles for governors and co-ordinators, is helping to identify appropriate further developments and ensure effective action. The overall quality of teaching is not as high as reported in the last inspection but it remains satisfactory. However, teaching now pays greater attention to developing pupils' confidence and social development, and this is creating a very good environment for learning. As a result, pupils' attitudes, values and personal development have improved.

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	B	C	C	C
writing	A	C	C	C
mathematics	B	D	C	C

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Children have a range of attainment and earlier experiences when they join the school but overall it is similar to that found nationally. A good start in the reception class successfully improves their attainment, particularly in their personal, social and emotional development. By the time they begin Year 1, most achieve the targets for that age. Pupils make satisfactory progress in Key Stage 1, shown in the school's clear records and reflected in the 2002 National Curriculum test results. The most recent results show continuing improvements, particularly in writing. The numbers of pupils leaving and joining the school restrict the overall levels of attainment in some years. There were particularly good results in 2000 when there were very few pupils with special educational needs. The National Curriculum tests at the age of seven have risen overall since 1998, faster than the national trend, particularly in the school's identified development areas of mathematics and writing. Pupils continue to make satisfactory improvements overall in Key Stage 2 and their attainment is around the expected level by the time they leave the school at the age of nine. However, the improvements in writing seen in seven-year-olds are less apparent because insufficient attention is paid to ensuring accuracy and neatness.

Throughout the school, pupils with special educational needs make very good progress towards the targets in their individual education plans. Good support often allows them to work at the same levels as the other class members and achieve very well. The 2002 mathematics results at age seven, for example, indicate that all pupils achieved the expected Level 2, which placed the school in the top 5 per cent of schools nationally. The school's assessment systems give increased information that teachers use to set higher but achievable targets for most pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and enjoy their school.
Behaviour, in and out of classrooms	Very good. Pupils are friendly and polite. There is no evidence of oppressive behaviour and there have been no exclusions.
Personal development and relationships	Very good. Pupils' social and personal development reflects the school's very caring ethos.
Attendance	Satisfactory. In recent years attendance has fallen but, due to recent school strategies, levels of attendance are now rising.

Pupils' very good behaviour and their very positive relationships with each other and the staff make a significant contribution to their happiness and attitudes to learning.

TEACHING AND LEARNING

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

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

Satisfactory teaching overall meets the basic educational needs of pupils. All observed lessons were at least satisfactory and there were many good features, notably in promoting pupils' personal development. Pupils with special educational needs are well supported, particularly through well-targeted work and help from good teaching assistants in lessons so that they make very good progress.

Teaching is good overall in the reception class, despite some disruption in the past year due to staff absence. The teacher uses a wide range of innovative strategies to develop children's confidence and they have a good understanding of their learning. This ensures that they have a good start to their education, particularly in their personal, social and emotional development. Children settle quickly and enjoy the wide range of interesting and purposeful activities.

English and mathematics teaching are satisfactory and teachers ensure that they give pupils sound basic skills. They give pupils opportunities to make connections between aspects of their learning, particularly when they use their literacy and numeracy skills in other subjects. Teachers in all parts of the school manage pupils and classrooms well and there are particularly good strategies in the reception and Key Stage 1 classes. This ensures that there is a good pace to learning in most lessons. This pace is further maintained as teachers use good resources and effective and probing questioning to extend pupils' thinking.

Teachers' very good relationships capture pupils' attention and promote learning. In some lessons, teachers plan activities that are well matched to pupils' prior attainment. In many others, however, teachers do not make full use of the school's developing assessment systems to match tasks precisely to the needs of all pupils. As a result, they miss some opportunities to push learning further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A wide range of activities meets the needs of all learners. Very good arrangements for personal, social and health education.
Provision for pupils with special educational needs	Very good arrangements are characterised by the headteacher's promotion of good practice.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision ensures pupils become mature and responsible. Excellent support for pupils' social development ensures pupils mature and co-operate well. Very good moral development helps pupils to behave well and take responsibility for their own actions.
How well the school cares for its pupils	Good, with many aspects very good. The school provides a warm and friendly learning environment. The monitoring of the pupils' behaviour and personal development are very good but more use could be made of the developing assessment systems.

The school has established reliable procedures to assess how well pupils are doing, which are consistently used across the school. This has successfully identified broad areas for development, particularly in mathematics and writing. The school has developed very good relationships with parents that help them to give significant support to the quality of education provided for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a very good lead in moving the school forward. Co-ordinators have a good overview of their subjects and are clear about what needs to be done.
How well the governors fulfil their responsibilities	Good. Governors play a full part in monitoring the school and have a strong awareness of its strengths and weaknesses.
The school's evaluation of its performance	Good. Clear systems of monitoring identify areas for development. Test and other data identifies broad priorities but could be analysed more precisely to identify ways to raise standards.
The strategic use of resources	Good. The school makes effective use of the resources available and does well in seeking best value for money.

Considerable development of the roles of all those with management responsibilities has created a strong sense of teamwork and shared responsibility. This is helping the school to make improvements. The school has a good number of teachers and support staff who work effectively together as a team. This ensures that all pupils are fully included in all activities. The accommodation is used effectively to display the pupils' work and is a bright and stimulating learning environment. Resources are good and the school makes good efforts to ensure best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

In addition to informal discussions, 15 parents attended a meeting before the inspection and 69 (50 per cent) replied to a questionnaire sent to all parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children are very happy and there is a purposeful atmosphere in school. Good teaching helps children to learn well. The school is welcoming and parents are encouraged to be involved. Staff are approachable and care for children well, helping them to gain maturity. 	<ul style="list-style-type: none"> The range of activities available outside lessons. Communication with parents.

Inspectors broadly endorse the parents' positive points but not the issues for improvement. Although there are many positive aspects of teaching, the overall quality is satisfactory rather than good. The range of extra-curricular activities is good. The school gives good information, particularly about how well children are getting on. Some parents feel that they have not been given enough information about significant changes of staffing resulting from maternity leave and illness in the reception class during the year. Inspectors examined the points made and feel that, although some aspects of children's education were disturbed, the school did everything in its power to minimise this and stabilise the situation. During the inspection, many parents were very positive about the current position.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children join the school with overall attainment that is around that found nationally for children of this age. They quickly settle into the reception class and their attainment improves in all aspects of their development. Very good relationships and a rich range of effective strategies give children confidence and they make particularly good gains in their personal, social and emotional development. By the time they begin the National Curriculum in Year 1, most achieve the majority of the learning goals set out for children of their age. However, some disruption of teaching over the past year has slowed progress in writing. Although quick progress is now being made, current standards are below expected levels.
2. The school's results in the National Curriculum tests at the age of seven have gradually improved over recent years. Overall standards are close to the national averages in all three tests of reading, writing and mathematics. Variations, such as the low writing performance in 1999, reflect the abilities of the particular groups of pupils involved. The most recent results, for which there are currently no national figures, appear to maintain this average position. However, the school's recent attention to writing development has been effective in substantially improving the proportion of pupils achieving the higher Level 3. Pupils with lower attainment or special needs achieve well because they are given good support. Pupils' attainment by the time they leave the school at the end of Year 4 is around the national average in English, mathematics and science. The school regularly tracks pupils' achievements and these records show that pupils make satisfactory overall progress through the school.
3. Better collection of information about how well pupils are doing is helping teachers to track progress and set more accurate and ambitious targets for pupils' attainment. The information is also used to identify broad areas for attention, such as writing, where boys had relatively weaker performance in recent years. However, the information is not systematically and precisely analysed to identify trends in achievement and particular developmental needs. Teachers therefore miss some opportunities to extend pupils' learning further and reach higher standards. The evidence of the inspection shows that standards are close to the national averages but are improving through the school. Improved curriculum arrangements and teaching suggest that higher targets are achievable. Most parents say they are satisfied with the standards achieved by their children.
4. The support and commitment of teachers and other staff ensure the full integration of pupils with special educational needs into the work of the class and school. These pupils often make very good progress. Many of them are working at the same levels of the National Curriculum as the other members of the class, which demonstrates the progress they have made since joining the school. The early identification of pupils' needs and the precise planning of individual and group literacy work are helping pupils to overcome weaknesses that might otherwise affect their progress in all areas of the curriculum. Pupils are making very good progress towards the targets in their individual education plans and they have a good understanding of the skills they need to master in order to make further progress.
5. Overall standards in English are average by the ages of seven and nine. Very good relationships and ample opportunities to discuss their work ensure that pupils make good gains in their speaking and listening through the school. This helps pupils to improve their learning in other subjects by expressing themselves and working well together. Year 2 pupils read confidently, with some thoughtful attempts at new words and to correct

inaccuracies. They begin to tackle reading more difficult information books. By the time they leave the school, most pupils read fluently and explain crisply the main points in the stories. They apply their reading skills well in research in different media, including using computers to find information. Writing skills are average and there are signs of improvement in Years 1 and 2, although the same improvements have not been made in the Key Stage 2 classes. Standards in Year 4, particularly as shown in the optional national tests, are below average. This is because pupils' work is often marred by untidy handwriting and careless mistakes in spelling and sentence construction.

6. Pupils' attainment in mathematics is around the national average at the ages of seven and nine. Teachers are now making increased use of national guidance, particularly when developing pupils' mental arithmetic skills, and this has led to improved achievement. In particular, less-able pupils make significant progress and frequently achieve standards that are close to average. Pupils apply their developing skills to increasingly demanding problems in number, shape and measures. They have good opportunities to use and apply their numeracy skills in other subjects, for instance when measuring out materials in design and technology and dealing with numbers and presenting data in science and information and communication technology.
7. Standards in science are average by the ages of seven and nine. Greater attention is being paid to developing pupils' skills of investigation. Key Stage 1 pupils develop a basic understanding of scientific investigations and record data carefully. Key Stage 2 pupils extend their sound knowledge and apply this to wider contexts. They begin, for example, to identify possible ways to investigate a problem, making appropriate predictions and accurate records.
8. Pupils' overall standards and attainment in other subjects is average through the school. Teachers use improved planning materials, including national guidance and materials developed in conjunction with other schools, to ensure pupils' overall satisfactory progress. These measures have had a substantial positive impact on attainment in design and technology and in information and communication technology.

Pupils' attitudes, values and personal development

9. Since the previous inspection, pupils' attitudes to learning, their behaviour and personal development have improved and are now very good. This reflects the positive views of the parents. Although levels of attendance have fallen slightly, they remain satisfactory and, due to the school's effective action, attendance is now rising.
10. Nearly all pupils come promptly and cheerfully to school. They are friendly and polite towards each other and adults. For example, they asked sensible questions of the inspectors, yet their approach was never intrusive. This helps develop pupils' confidence in their speaking and listening skills. They settle quickly into class routines. In lessons or assemblies, they are keen to answer questions and happily get on with their work unsupervised. This has a positive effect on their learning. In a mathematics lesson, for example, good use of open questions ensured pupils knew how to solve problems mentally, using different techniques. However, a few are easily distracted or fidget if sitting down for too long on the floor and this can influence others around them. Pupils with special educational needs enjoy their work. They are willing contributors to whole class discussions, often being amongst the first to offer answers. They are proud of their achievements and are confident in attempting all activities. When in difficulty, they are quick to request help. They are enthusiastic about working with other pupils and sustain their concentration well.
11. Behaviour in and around school is consistently very good. Because teachers consistently follow the school's policies to promote good behaviour, the pupils respond well. Pupils

know and accept the rewards and sanctions for good or unacceptable behaviour. In lessons, especially where teaching is stimulating, pupils pay close attention and this creates a positive climate for learning. There is a very good level of support for the individual needs of those pupils with behavioural or other special educational needs. There have been no exclusions. The school has successfully taken all reasonable steps to eliminate any form of racism or oppressive behaviour. At playtime, the pupils play happily and mix very effectively. There was no anti-social behaviour noted and no bad language was heard during the inspection. The pupils clearly know right from wrong and this is reflected by the absence of litter or damage in and around the school. Pupils handle resources, such as books, with care and consideration.

12. Relationships between pupils and the adults in school are very good. This is a fully inclusive school and, as a result, the pupils' social and moral development is very strong. Girls and boys work and play in harmony. The staff provide good role models for the pupils to aspire to and they listen to and talk with the pupils. This raises pupils' self-esteem and contributes towards improving their literacy skills. High expectations are set and the pupils clearly know that they are at school to learn and socialise. All adults are very sensitive to the individual needs of every child and this reflects the very positive school ethos. The 'Friendship Squad' and 'Friendship Bench' are successful strategies to ensure that every pupil has friends and support in their play. Pupils apply to join the 'Friendship Squad' giving their reasons and this too encourages a caring attitude for each other.
13. Pupils' personal development is very good due to the very successful personal and social education and many more opportunities for them to take personal responsibility. In many lessons, for example, teachers' questioning encourages pupils to give opinions and other pupils listen carefully and respond appropriately. Pupils increasingly express their ideas confidently and make key decisions as to how to do their work. Their levels of co-operation are impressive, as seen in a music lesson where Year 1 pupils shared their thoughts, took turns and tried out ideas. Pupils' independence is apparent in their improved study skills, a weakness at the time of the last inspection. By the time they leave the school, pupils are confident in using the library and finding information. Pupils explore wide-ranging issues and problems related to their personal experiences of school and the world outside in class discussions. Pupils willingly make charitable donations and raise funds for a wide variety of good causes. The school is hoping to create a school council in the near future to help provide more opportunities for the pupils to take responsibility further.
14. Levels of attendance have fallen from above average levels over recent years, mainly because of identified spells of widespread illness. However, a significant number of parents take their children on holidays in term time and this also reduces attendance. The school has recognised this and has tightened procedures after consultation with the education welfare officer. The latest data from the school suggest that levels of attendance are rising. Registration is taken effectively and without any fuss. Pupils are very punctual and use pre-registration time sensibly. This has a positive influence on their attitudes to learning.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is satisfactory overall and it meets the basic educational needs of all pupils. Although the proportion of better teaching is less than that noted in the last inspection report, there have been improvements overall. No lessons in the present inspection were unsatisfactory and teaching throughout the school now pays very good attention to developing pupils' confidence and their personal and social skills. Teachers have developed better planning in many aspects of the curriculum and this has had a positive impact on teaching. Much of their planning makes effective use of national guidance. Parents recognise and comment favourably on the good quality of teaching and teachers' high expectations of their children.

16. Teaching is good overall in the reception class, despite some disruption due to staff absence during the past year. This quality of teaching ensures that children have a good start to their education. All the adults working in the reception class have high expectations of the children and good understanding of how they learn. As a result, teaching is carefully structured to ensure that children develop the basic skills they will need for the rest of their education. The teacher makes extremely good provision for children's personal, social and emotional development with a wide range of innovative strategies to develop confidence and good understanding of their learning. Praise and clear expectations of behaviour encourage children to work and play happily together, and to behave well. As a result, children with a wide range of earlier experiences settle quickly and enjoy the clear routines of the class and school. Very strong and positive relationships form the foundation of clear routines that ensure that all time in the classroom is used effectively.
17. Throughout the school, teachers establish good classroom routines to ensure the pace of learning. Little time is lost, for example, in establishing order or arranging resources. Teachers have very good relationships with pupils that capture their attention and make them want to learn. They use a good range of resources to help pupils to understand and ask challenging questions to extend their thinking. Many teachers involve pupils well in discussions and these often allow pupils to articulate their thoughts well. Teachers have very good control of classes and use praise and respect for pupils well to motivate them. They place a strong emphasis on the development of pupils' basic skills of literacy and numeracy, particularly in the Key Stage 1 classes. To this end, they give pupils opportunities to apply their developing skills in other subjects. For example, pupils write in different forms throughout the school, particularly in subjects such as science, history and geography. Pupils use their numeracy skills when measuring accurately in design and technology and when displaying their collected data in graphs. The new ICT suite is contributing to pupils' skills and teachers give many good opportunities for pupils to search for information or present their work using computers. Teachers make increasingly effective use of the improving range of ICT resources to extend pupils' thinking. For example, they show confidence in using additional resources such as the interactive whiteboard.
18. Teachers' lesson plans for the most part set out clearly what pupils are to learn and teachers focus pupils' learning effectively when they refer back to these intentions during the lesson. In particular, they remind pupils of the objectives before activities, helping pupils to focus on what they need to do. In better lessons, teachers also make effective use of these objectives to check on pupils' learning, helping pupils to recognise their own achievements.
19. Teachers often use their informal assessments of the success of earlier work to provide structured activities for different groups of pupils to extend their learning. However, in satisfactory but less successful lessons, tasks were not pitched precisely enough to meet pupils' developmental needs. Although tasks were different, they often covered the same basic ground and did not do enough to help some pupils make good progress. Teachers therefore miss some opportunities to extend learning further, particularly of higher attaining pupils. Although the regular assessment systems are collecting much information, teachers do not consistently use this to ensure the sharpest match of tasks to pupils' prior attainment. As a result, pupils do not make all the progress they are capable of in every lesson.
20. Teachers and support staff work together well and classroom assistants play an important role in improving the learning of different groups of pupils. Assistants use the teachers' materials sensitively and effectively to pitch questioning and activities at the appropriate level to interest and challenge. Some teaching assistants give secure support to work in the new ICT suite that is helping to improve pupils' standards in ICT.

21. The headteacher and teaching assistants have a very good knowledge of pupils with special educational needs. They work closely with individuals and small groups, carefully identifying mistakes but also providing them with suitable praise to encourage them to make further efforts. Teachers make good arrangements for the inclusion of pupils with special educational needs in all class activities. This helps them to learn effectively by sharing in all the experiences of the class and benefiting from the example set by more-able members of the class. Great care is taken in arranging pairs of pupils so that those with special educational needs can gain confidence by developing close working relationships with their partner. The work set is usually at a suitable level of difficulty and pupils enjoy the challenge of more difficult work.

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

22. As was recognised in the previous inspection, the school provides a good range of learning opportunities for all its pupils. Since the last inspection, there has been good progress in refining the schemes of work for all National Curriculum subjects. Class timetables are well balanced, but with a suitable emphasis on literacy and numeracy. The literacy and numeracy strategies have been fully implemented, but national test results suggest that there were some problems in the initial stages of their implementation. In the last three years, the strategies have been gradually adapted to suit the needs of the pupils. The school has concentrated increasingly on areas of weakness and this has had a recognisable impact on standards in the national tests, especially in mathematics. In literacy, the process of developing a strategy which fully meets pupils' needs has been slower, but the recent concentration on raising standards in writing is having a beneficial effect.
23. The school has taken note of recent initiatives in other subjects and the broad planning shows that the curriculum covers required aspects. Arrangements for teaching subjects such as geography and history on a half-termly basis work well and ensure that there is continuity in pupils' work. Good links between subjects provide pupils with opportunities to work on common themes; for example, a local study of Bournemouth features in literacy, science, geography and history.
24. There is a very good emphasis on personal, social and health education (PSHE), including citizenship, and this permeates much of the work of the school. The school has developed a wide-ranging PSHE programme. Class teachers, teaching assistants and lunchtime supervisors, who have all been trained in the principles of the programme, implement this well. The introduction of class discussions, called 'circle time', is having a very beneficial effect in encouraging pupils to think about the good habits they need to develop in all lessons and at more informal times. Recent improvements in teaching, which have focused on helping pupils to express their thoughts and feelings, help class discussions to be purposeful and effective. Some of the strongest characteristics of pupils' good attitudes and behaviour are developed through the school's PSHE programme. They receive excellent support in developing social skills, such as taking responsibility for their own actions and learning to co-operate with others. These skills are practised at every available opportunity and become part of pupils' everyday routines. 'Buddying' arrangements work very well, with pupils showing a genuine concern for each other's progress and welfare. As a result, there is a very strong ethos with a tangible family atmosphere within the school. The strength of pupils' sense of community was shown during the week of the inspection by the display of concern for a pupil who had a playground accident. This resulted in frequent enquiries about his welfare and the almost immediate writing of 'get well soon' cards. The weekly *good work assembly* gives pupils opportunities to share their successes proudly with others and a strong feeling of mutual support is developed. These assemblies are well attended by parents and extend the social understanding of pupils well.

25. There are very good arrangements for pupils' moral development and staff examples promote very good attitudes and behaviour in pupils. Children in the reception class have a very clear structure to help them manage their behaviour and they show very rapid development of politeness, patience and taking turns. This is systematically developed and encouraged through the school by a clear moral code, consistently and diligently promoted by all staff. For example, staff provide frequent reinforcement of class rules, especially during whole class sessions, and plan activities which help pupils to develop a good sense of right and wrong. Teachers take every available opportunity to encourage pupils to consider the values and feelings of others. As a result, pupils are very clear about how they should behave and how their actions can have an impact on the lives of others. Giving to charities is a regular part of school life and pupils understand what their efforts are for. As part of a programme of citizenship, pupils are encouraged to take a pride in their local community and will frequently identify ways in which it can be improved. Year 4 pupils, for example, go carol singing around the village, raising money for charity. In lessons, pupils are encouraged to show initiative and many pupils take responsibility for preparing materials or tidying up, without having to be asked.
26. Since the last inspection, the school has made good progress in promoting pupils' spiritual development. Provision is now good, underpinning the effective Christian ethos. This aspect has featured as a major element of school improvement and staff are striving to promote opportunities for spirituality throughout the day. Teachers ensure that opportunities to develop pupils' spiritual understanding are clearly identified in lessons and they use these effectively to encourage pupils to reflect on the world and their place in it. In particular, pupils are encouraged to think about how fortunate they are, compared with many other children. There are good arrangements for explaining about the wonders of nature and the attractive features of the locality. Teachers help pupils to appreciate the successes of others at varying levels of achievement, for example, often focusing on significant progress made by the less able. All pupils listen attentively in assemblies and carefully consider the themes that are explored. For example, role-play helped pupils to compare this country and a poorer African country where water is precious and children must carry it for long distances.
27. Pupils are provided with a good idea of their local culture and the school is firmly rooted in the local community. The location of the school by the old church gives pupils a good sense of the traditions of village life and they can talk knowledgeably about the work which goes on around them. Their lessons give them a good foundation of recognition of aspects of music and art. However, the location of the school is somewhat isolated and many pupils begin with only limited understanding of how others live. The school has made good attempts to promote a better understanding of different types of culture, such as through opportunities to hear different types of music and take part in Indian dance. This has been further developed by arranging a trip to the National Gallery in London, which pupils still talk about with considerable enthusiasm. The school has made successful efforts to address multicultural education, which was identified as a weakness in the previous report, by incorporating a better range of examples in subjects such as geography and art, and by purchasing resources which support learning in these areas.
28. The school's arrangements for pupils with special educational needs are very good. The individual and small group work carried out by the headteacher (who is also the special educational needs co-ordinator) and the teaching assistants is very well planned and shows good attention to specific areas of weakness. Staff are careful to ensure that pupils working in separate groups begin their lessons with the other pupils and follow common themes, which provides them with a similar level of access to the curriculum. National schemes for the identification and support of pupils' needs, especially in literacy, are well implemented and are part of a concerted effort to raise standards. Individual education

plans are of very good quality, with specific targets that are of meaning to pupils as well as staff.

29. There are good arrangements for ensuring equal opportunities for pupils. Staff are well deployed to help those who might have most difficulty in gaining access to learning. Rooms are well organised to prevent any individuals or groups being overlooked. Teachers know pupils well and there is now increased scrutiny of the pupils' results to see if any groups of pupils are being adversely affected by curriculum arrangements. For instance, this has led to a review of the arrangements for the teaching of writing to boys.
30. The provision of extra-curricular activities is good. There is a good balance between indoor and outdoor, energetic and quiet activities, which means that pupils are able to choose an activity which best suits them. A few parents have commented about the lack of activities for younger pupils, since most are for Years 3 and 4. However, this is part of a deliberate policy, which focuses activities on older pupils who would gain most, and there are some lunchtime opportunities for younger pupils. Some pupils who live further afield and travel home by bus have more limited opportunities, but staff liaise closely with parents and help to organise alternative transport arrangements, wherever possible.
31. The school has very close links with the local community and makes good use of the resources it offers. There are frequent trips out of school to enrich learning and to provide practical reinforcement for the ideas that have been developed in class. Staff have a good knowledge of the locality and have built up a good level of experience of the type of visits that will interest pupils and lead to greater enthusiasm. Representatives of the community, who are able to talk about their work or lifestyle, are frequent visitors to the school. Good links with other schools in the local 'cluster' have been used to ensure continuity of pupils' learning as they pass from school to school. Continuing meetings of co-ordinators lead to a sharing of ideas and joint planning. There is good liaison with the local pre-school providers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The overall quality is good with many very good aspects. This is similar to that reported in the last inspection, although several aspects have improved. The school provides a warm and caring learning environment where each pupil is valued. The parents appreciate the high quality of care their children receive.
33. The school has good procedures to monitor and promote child welfare. The headteacher is the designated member of staff for child protection and staff have been suitably trained. The governing body has adopted the agreed procedures of the local department of social services. There are sufficient fully trained first aid personnel and a designated member of staff ensures first aid provision is effective. All appropriate health and safety maintenance records are in place and all injuries recorded. The governing body instigates risk assessments on a regular basis.
34. Procedures to monitor and promote attendance are good. Teachers accurately and consistently record attendance registers and the school secretary monitors them daily. The headteacher also ensures accuracy and compliance. Being aware that attendance levels were dropping, the school introduced a number of strategies. Causes and levels of sickness are monitored and the education welfare officer has been contacted in a few instances. Robust action was taken to dissuade parents from taking their children on holiday in term time. Rewards for good or excellent attendance were introduced. As a result, levels of attendance have shown a marked improvement over the last two terms.
35. Procedures to monitor and promote behaviour are very good. All staff, including the midday supervisors, work very effectively as a team. As a result, standards of behaviour

around school or at playtime are very high. There are clear and specific procedures to deal with bullying or racism. All pupils are integrated irrespective of their background. The midday supervisors have received training in behaviour management and they meet with the headteacher weekly. As a result, they are confident that all aspects of behaviour are improving. The views of the parents confirm this confidence.

36. The procedures for monitoring and promoting pupils' personal development are very good. Being a small school, some of the very effective monitoring is, by necessity, informal. The outcomes of this provision are very good. For example there are many opportunities to share pupils' achievements, such as the weekly *good work assembly*, the *praise award book* and the *citizenship book* on display in the foyer. Pupils' birthdays are celebrated and, in a registration period, the teacher gave the class an update on the welfare and progress of a pupil who had been injured. A wide variety of activities, supported by photographs, show how effectively the school harnesses links with the wider community. For example, pupils show reverence and respect with the Royal British Legion on Remembrance Day. Pupils' personal development and progress are clearly set out in their annual reports.
37. The school has developed reliable assessment procedures in English and mathematics, based on the National Curriculum levels of attainment. A range of specific tests for areas such as reading supplements these. Optional or compulsory standard assessment tests are conducted in each year and the recording of the results of these tests is thorough and reliable. Assessment procedures in other subjects are consistent across the school. They are well linked to the levels of the National Curriculum and provide reliable information about the standards pupils are achieving.
38. The use of the information gained from assessments of pupils' progress is variable. Where there is a concerted effort by the subject co-ordinator and class teachers to analyse the information thoroughly, staff are skilled in identifying areas of strengths and weaknesses in pupils' learning. This usually occurs at a time when subjects are receiving extra attention every two years as a result of the rolling programme of school improvement. Specific weaknesses are targeted and teachers make extra efforts to plan series of lessons with an additional focus on the weaknesses. This occurred recently when the standards of pupils' writing were analysed. At other times, the available data is not always used to the best effect and few changes are made to subject planning, which means it takes longer than necessary to improve the standards of pupils' work.
39. The monitoring of the progress of pupils with special educational needs is good. There is regular assessment of their progress towards the targets in their individual education plans and records show that the targets are frequently updated as a result of pupils achieving their objectives. Teaching assistants make a substantial contribution to the monitoring of progress by taking note of significant achievements, especially when working with pupils in small groups. They have developed particular skills in measuring pupils' progress in literacy and in their personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school's links with parents have improved since the last inspection and are now very good. This is reflected by the parent questionnaires, the pre-inspection parents' evening and those parents interviewed during the inspection. A number of parents raised concerns regarding the continuity of teaching in one particular year group. The school did everything in its power to minimise disruption and has now stabilised the situation.
41. Parents' views are gathered in a number of ways, such as a questionnaire. Teachers and other staff are always on hand to listen and respond to any concerns parents may have. This was evident at the start or end of each school day where staff and parents were happily talking to each other. The induction process for new or prospective parents and

pupils is good, with established links with the four local pre-school providers. As a result, pupils start their schooling with confidence and security and parents are fully included in supporting their children's education.

42. Communications with parents are very good. Routine publications such as newsletters and curriculum information give parents good insight into the life of the school. The comprehensive prospectus and attractively illustrated governors' annual report to parents both meet statutory requirements. The annual progress reports for each pupil are of high quality, providing parents with clear target setting and their child's attainment levels. Each report is individual and shows that teachers do have a very detailed knowledge of each child. There is a very good level of liaison with the parents of pupils with special educational needs. Parents are provided with thorough information about their child's targets. There are well planned discussions about pupils' progress during reviews, with a good level of consultation with parents.
43. Some parents felt there were inconsistencies in homework, such as re-issuing of books previously read. Inspection evidence shows that homework provision is satisfactory in supporting teaching and learning. Scrutiny of the homework diaries shows that many parents support teaching staff by ensuring homework is completed and recording their own comments. Teachers respond to those comments and homework is properly marked.
44. A lot of parents help in the life of the school to raise the quality of education. For example, two mothers worked with a small group of girls in the reception class making chocolate 'spider cakes'. As well as being great fun for themselves and the pupils, such help supports learning in subjects such as design and technology. The parents' group called the PTFA holds a wide range of fund raising activities. Profits from events purchase resources such as digital cameras for use in ICT and a keyboard organ for assemblies. These fund raising events also cement relationships between parents and staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership and management are good overall and the strengths found in the last inspection have been successfully maintained. The headteacher provides a very good lead in moving the school forward. She is enthusiastic and leads by good example, establishing effective systems and shared practices. These have been highly successful in creating the caring, supportive and purposeful ethos that is a strength of the school. This positive atmosphere and the way the staff, governors, pupils and parents work successfully together with a shared commitment to improve very clearly reflect the school aims.
46. There have been considerable improvements in the roles of those staff with management responsibilities. There are good communication systems and teamwork because the headteacher encourages all staff members to play their part in monitoring the work of the school. As a result, there is a strong sense of shared responsibility and involvement in action planning. Subject co-ordinators have regular opportunities to check what is happening and how well pupils are doing in their subjects. As a result, they have a good overview of their subjects and are clear about what needs to be done. Regular meetings by the senior management team identify specific areas for improvement and plans are adapted accordingly. The results of this can best be seen in the improvements in pupils' attitudes, behaviour and relationships that provide a very good springboard for learning. Developments in teaching are reflected in the rising standards in mathematics and writing in Year 2. These developments have been boosted considerably through performance management procedures. For example, appraisal targets have involved all staff in refining their teaching to bring about improvements.
47. The headteacher co-ordinates and provides very good management of the arrangements to meet the needs of pupils with special educational needs. A good range of training is

provided for staff, which helps them to give more effective guidance to pupils. All the adults working with these pupils know what each child needs to work on next. They focus their support successfully so that these pupils achieve results that are similar or close to national expectations. The money available for special needs is well spent and staff are well deployed to meet the priorities in pupils' individual education plans. There is a very good level of forward planning, which has enabled the school to steadily improve its arrangements, which have a clear focus on maximising the opportunities available to pupils and raising the standards of their work. The liaison between the headteacher, class teachers and teaching assistants is very good. Information is shared regularly and each member of staff has a good understanding of pupils' progress. There is reliable monitoring of the situation by the governing body, which is provided with regular updates by the headteacher.

48. The school has clearly defined systems for monitoring and evaluating its performance, with a rolling programme covering all subjects and aspects set out in the school improvement plan. Because of this, senior managers and all subject co-ordinators monitor the teaching and pupils' work effectively. A thorough analysis of test and assessment data has identified the right priorities for action and improvement. For example, they noted the lower achievements of boys in writing and took action to boost their interest and skills. There are good systems for checking how well pupils progress in each year group. Sometimes, however, these are not used as thoroughly as they might be to identify weaknesses in pupils' achievements. A good example of this is where valuable information from monthly writing assessments is not checked thoroughly enough to ensure that pupils are building their skills successfully. This results in the lower standards in writing in Year 4.
49. The governing body fulfils its statutory duties well. Governors provide very good support for the school in their strong commitment, support and involvement. Regular weekly meetings with the headteacher mean that the chair of governors acts effectively as a critical friend because he has a good overview of the school and its work. He and the governors play a full and very effective part in the monitoring process. Each has responsibilities within the school, such as following the progress of a year group as they move through the school. Some are involved in helping in school, but all visit lessons when subjects are highlighted for review in the improvement plan. They provide their own valuable feedback reports to add to the evaluations done by school staff. This means they have a strong awareness of the strengths and weaknesses that provide a clear steer for school action planning. However, as found in the last inspection, more could be done to check out the effectiveness of these actions and the school's financial decisions so that governors and the school critically evaluate their continuing success and impact on raising standards.
50. There are good support and induction systems in place for new staff and those taking on new responsibilities. Staff willingly help each other and there is useful information available for supply teachers. This has been invaluable during the past year in supporting temporary teachers covering staff absence in the reception class.
51. Educational priorities outlined in the school development plan are supported well through careful and prudent financial planning. There is a good understanding and use of the principles of best value. The school now has a finely balanced budget with little in reserve for emergencies. Past reserves have been used wisely so that the school now has plenty of good resources and equipment to enable it to deliver its curriculum effectively. The book stock, with some weaknesses at the last inspection, is now good. Funding for information and communications technology has provided much needed training, computer equipment and software. The use of funds for pupils with special educational needs to provide learning support assistants is successfully boosting their achievements. One of the factors contributing to the rising standards in writing in Year 2 is the effective use of funding for additional and early literacy support groups.

52. Successful teamwork and clearly defined roles mean that the school office runs smoothly and effectively, providing good support for the headteacher, staff and governors. The school's systems for financial administration are good. The finance officer manages budget spending effectively and keeps a close eye on how funds are progressing so that the headteacher and governors are able to concentrate on other priorities. The school makes satisfactory use of its available technology.
53. The staffing of the school is good, with sufficient teaching staff and a good level of support staff. A recent period of staffing disruption, resulting from the illness of a teacher, has now been resolved. A good range of well-targeted training helps teachers to refine and improve their teaching. This has included attention to improving provision for spiritual development and multicultural education, both identified in the last report as weaknesses. There is a good level of support provided by the dedicated and enthusiastic teaching support assistants. They attend training sessions to support teaching and learning. The conscientious cleaning staff continue to ensure the building is maintained in a clean and hygienic condition.
54. The school has dealt effectively with the accommodation and health and safety issues from the previous report. Although some parts of the building are dated, it has been maintained in a sensitive way to provide a good learning environment. As a result, the whole curriculum can be delivered effectively. The foyer provides immediate impact to any visitor, with a wide range of displays and school information as to the pupils' activities. Classrooms are laid out to allow teaching staff to circulate and provide each child with an opportunity for individual attention. Bright and stimulating wall displays create an effective learning environment. The school buys into the schools' library service of the local authority. As a result, their library offers a good range of books to support pupils' literacy and research skills, an improvement since the last report. The outside play areas are spacious and safe with playtime activities properly supervised. The school has successfully introduced a safe outdoor play area for children in the reception class. The butterfly garden and other countryside attractions remind the pupils of their rural heritage.
55. The overall quality and quantity of resources are good and the school has improved the quality and range of learning resources relating to multicultural development. The range of ICT resources has improved and this is leading to higher standards in the subject. Teachers make effective use of the extended range of resources to help pupils to learn. Pupils handle resources with care and confidence. For example, in assembly, a girl used the overhead projector with dexterity. Playtime resources are appropriate to develop the pupils' relationships and their natural athleticism.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The school has made good progress in establishing a secure foundation for growth in the strong personal and social development of pupils. To build on this and raise standards further, the headteacher, staff and governors should:

- (1) use existing assessment information more effectively to check and monitor pupils' achievements over time and indicate areas for increased attention;
- (2) make greater use of the assessment systems to make teachers' planning more precise by indicating clearly what pupils of different abilities should learn in lessons;

References in paragraphs 2-3, 19, 37-38, 48, 77, 81, 89, 91-92, 96, 102

- (3) improve standards in writing in Key Stage 2 by ensuring higher expectations for the accuracy and neatness of pupils' completed work.

References in paragraphs 5, 71, 76

The school has already identified aspects of these issues in its development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	8	16	0	0	0
Percentage	0	17	28	55	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 three 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)	138
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs

	YR – Y4
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	13
	Girls	16	17	17
	Total	28	27	30
Percentage of pupils at NC level 2 or above	School	93 (93)	90 (93)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	17	17	17
	Total	29	30	29
Percentage of pupils at NC level 2 or above	School	97 (90)	100 (90)	97 (90)
	National	85 (85)	89 (89)	89 (89)

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

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	121	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	0	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	0	0	0
No ethnic group recorded	17	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	23
Average class size	27.6

Education support staff: YR – Y4

Total number of education support staff	8
Total aggregate hours worked per week	170

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	325,439
Total expenditure	335,715
Expenditure per pupil	2,381
Balance brought forward from previous year	34,582
Balance carried forward to next year	24,306

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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 50%

Number of questionnaires sent out	138
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	3	1	0
My child is making good progress in school.	46	46	7	0	1
Behaviour in the school is good.	35	60	4	1	0
My child gets the right amount of work to do at home.	35	46	13	3	3
The teaching is good.	57	36	6	1	0
I am kept well informed about how my child is getting on.	39	45	12	3	1
I would feel comfortable about approaching the school with questions or a problem.	55	38	4	3	0
The school expects my child to work hard and achieve his or her best.	51	42	6	0	1
The school works closely with parents.	34	47	16	3	0
The school is well led and managed.	45	43	1	10	1
The school is helping my child become mature and responsible.	43	54	3	0	0
The school provides an interesting range of activities outside lessons.	21	39	18	14	8

Other issues raised by parents

A small but significant number of parents felt that they had not been kept in touch with developments in the reception class during the year. There were significant changes of staffing resulting from maternity leave and illness. Inspectors examined the points made and feel that, although some aspects of children's education were disturbed, the school did everything in its power to minimise this and stabilise the situation. Children have continued to make at least satisfactory progress and, during the inspection, many parents were very positive about the current position.

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

57. Children start in the reception class in the September before their fifth birthday. Their skills on entry are broadly average. There has been some disruption to the class due to staff absences in the past year. This was managed as well as possible and has now been resolved. Children's achievements are satisfactory overall. During the inspection, all the teaching seen was at least good, as it was in the last inspection. Sometimes it is very good, so that children are now moving forward rapidly in their learning. They are on course to reach the goals for their age by the time they move into Year 1 in all the areas of their learning except writing, where standards are currently lower. Very good teaching means that children exceed the goals in their personal, social and emotional development.

Personal, social and emotional development

58. Children settle quickly into their new class because there is a very good programme of visits and meetings between staff and parents to smooth the transfer. Useful information from these ensures that parents are well informed so that they can give good support to their children with such activities as reading at home. Very good teaching means that children play happily together, sharing and taking turns fairly. Relationships between adults and children are very good.
59. The teaching is particularly effective in encouraging children to organise themselves, to understand what they are learning and why, as they work at the interesting and purposeful range of activities. The teacher regularly chooses children to 'be the teacher', explaining to others what they have to do at the different activities set out for them. As they explain, the teacher models good attitudes and politeness that children copy, like putting her hand up, asking questions politely and listening carefully to what others have to say. Tidying away was a good example of this. A child gave the signal using a musical instrument, directing others to sit on the carpet after everything had been speedily packed away.
60. The teacher has a very good bank of strategies that help children to be aware of the needs of others. Children understand that, when the teacher wears her headband, they must not interrupt her as she works with a group. They take turns fairly on the computer because they are encouraged to use a sand timer. By the time they are ready to move into Year 1, children are happy, sociable and confident, with good skills in organising themselves and their learning.

Communication, language and literary

61. The teaching in this area is good. Most children reach the early learning goals overall in this area, but only the most able are secure in writing independently. The teacher makes good use of the National Literacy Strategy guidelines, adapting them well for the different abilities in her class. Children eagerly talk about their work, and do so confidently and willingly because there are many opportunities for them to take the lead in talking to their class. When a child 'teacher' was asked to explain a writing activity, she thought hard and gave clear instructions. 'You have to write your name ... copy some words on the spider ... do it neat', she said. As a result, other children knew what to do and took care in their writing when they chose that activity themselves. Later, when the teacher deliberately wrote untidily, she asked for their comments. Children told her clearly what was wrong and praised her next efforts with 'That's better'. Children are making good progress with their handwriting using the joined style that the school has recently introduced. However, because of changes in staffing, some children are currently not as secure as they might be in writing independently.

62. There is a good emphasis on teaching the basics skills of reading and writing in fun ways that children enjoy. Children were eager to write their name and the simple words they were learning because the teacher provided a spider shaped writing sheet for them to use. They listened carefully, and recognised the rhyming words as they sang the 'Incy, Wincy Spider' song. They enjoyed thinking of their own versions of the rhyme, such as 'and he can't really shout'. They develop a sound bank of words that they read on sight and use their knowledge of letter sounds to attempt to read and write new and unknown words. Parents give this a further boost by helping children with similar, well-chosen tasks set for homework. Because of these activities, children enjoy stories and most read simple texts independently.
63. Careful checks on what they need to do next, and tasks that help them make their next steps, mean that the less-able children and those with special educational needs make very good progress in reading and writing. For example, the effective support by a class assistant using a word matching game meant that these children were quicker and more accurate in reading and spelling words like *box* and *fox*. Later, they used these spellings when writing their own simple sentences.

Mathematical development

64. Good teaching means that children are nearly all achieving the goals for their age in their mathematical development. Children show excitement and pride in their skills because the teacher challenges them well and successfully shares her delight in their achievements. Registration time provides a rich source for extending counting skills. They point out numbers to 30 on the number line and confidently count '30 in class and one away, that makes 29'. They were all eager to write the numbers and signs of sums like $15 + 0 =$ on the board. The teacher's comments and questions challenged children well. For instance, when she said 'I don't think you know how to write ...' and 'I think this is too hard, but....', all their hands went up excitedly. They were eager to show that they could do whatever she asked of them in counting. The teacher praises their achievements and others celebrate by clapping when children get the answers right. Because of this approach, many children count, add and subtract to 20 and beyond accurately.
65. Very good teaching of shape was seen in one lesson where the teacher made good use of attractive resources that children find interesting. They showed a keen interest in the shapes of 'Salma's Presents' in a big class book. They had a good grasp of the features of different shapes because there were good opportunities to handle and talk about them in practical activities. The teacher used questions effectively, prompting children to observe and explain the shapes carefully so that they correctly identified a cylinder, cuboid, sphere and hexagon. Further questions meant they went further, explaining that a sphere rolls well because it has no corners.

Knowledge and understanding of the world

66. There are good opportunities for children in the reception class to develop their knowledge and understanding of the world. As a result of good teaching, most children achieve the goals in this area. They were absorbed in a 'spiders' theme during the inspection. A number of well-focused activities successfully strengthened their knowledge and understanding. Children carefully joined cardboard boxes, clay and pipe cleaners to produce their own spiders. With great pride, they painted their spiders black, and sometimes themselves. They knew that spiders have eight legs and made sure that their own models had the right body shape and number of legs. Others produced pictures of spiders using the computer. They learned to control the mouse and to click on and move shapes around. They confidently used the commands on the screen to print or delete their

work. They were equally confident in operating the tape recorder when listening to songs and rhymes.

67. Parent helpers make a valuable contribution to this area of learning. An example of this was when they worked with children making chocolate cakes. There was great excitement as the children mixed ingredients and used coloured sweets and sticks to create a spider shaped cake. Parents talked to the children as they worked so that they had a good understanding of the need for good hygiene when cooking.

Physical development

68. The teaching is good and children comfortably achieve the goals in their physical development by the end of their year in the reception class. There have been satisfactory improvements in the number and range of toys and equipment available for children's outdoor play, a weakness in the last inspection. There are now sufficient toys and a suitable outdoor play area to stimulate children's physical development. As yet, this is used mainly at playtimes, with some timetabled sessions when the weather allows. Planning for this is satisfactory, though not as strong as that found in other areas of learning.
69. However, good teaching means that children achieve well in sessions in the school hall. The teacher makes sure that children know how she expects them to behave. Because relationships are very good, the children do their best to please her and work hard. In one session with a minibeasts theme, they persevered with stretching and balancing to create wide and high shapes. They moved about safely, using the space well. They showed good imagination in their responses to musical instruments, darting in different ways as 'scampering' insects. Children listened carefully to their teacher's explanations, so they took care to land safely, not on their knees, when jumping and landing as frogs.

Creative development

70. Children reach the goals in their creative development and teaching is good. The class supermarket provides a good resource for role-play. Children play well together, showing good skills in discussing and negotiating who will be the shopkeeper and how the customers will be served. The teacher organises her classroom effectively so that there are good opportunities for children to develop their creative skills independently as they select their activities. When learning about the Creation they showed good imagination in their bright, bold paintings of creatures like butterflies. They produced some pictures of 'dazzling minibeasts' on the computer that showed an interesting use of colour and lines. They enjoy singing songs and nursery rhymes and sing tunefully, remembering the words well.

ENGLISH

71. Overall standards in English have risen since the time of the last inspection and are average for pupils at the end of Year 2 and Year 4. The school has correctly identified that girls do relatively better than boys in writing and has established a good action plan to address this priority. Standards in writing have improved in Year 2, where all pupils achieve well and standards are now above average. The school has made good use of funds for additional and early literacy support groups. They have made a significant contribution to the improved standards in writing in Year 2. However, this same improvement has not been established through Key Stage 2 and current standards in Year 4 are below average and lower than they were.
72. Throughout the school there are ample opportunities for pupils to develop their speaking and listening skills. Pupils comfortably reach the expected levels in Years 2 and 4. Teachers use questions effectively so that pupils learn to explain and describe their thoughts confidently. This is an important feature in lessons like physical education where pupils listen carefully to instructions and explanations, but they are also articulate when discussing their own and others' work. Teachers make good use of paired work with topics that successfully stimulate pupils to talk to their partner. In a lesson in Year 2, this meant that pupils were able to discuss possible slogans and information to add to a 'Children's Guide to Bournemouth'. In the class discussion that followed, they were well prepared and spoke clearly and succinctly as they decided how to order them to create the best impact on the reader.
73. Pupils attain satisfactory standards in reading. The school has resolved the deficiencies in the book stock and its organisation and the weaknesses in pupils' research skills. Good use has been made of the school's surplus funds in improving the stock of books for reading and research. The library now has a satisfactory stock of books that are well-organised using a simplified Dewey system. There are good quality books in each classroom that enable pupils to seek out information in subjects like history and geography. Although they have limited use of the library, pupils in Years 2 and 4 confidently and quickly find the books they need. They make good use of contents, index and glossaries when asked to find specific information.
74. Parents provide good support by regularly reading with their children at home. Reading diaries provide a useful communication link so that parents and teachers share information about what pupils can do and need to do next. Shared reading sessions, separate from the literacy hour, are well organised because teachers are clear about what pupils are to learn. In a short reading session in Year 3, lower attaining pupils enjoyed reading an adventure story with their teacher. Because she made sure that they understood words like 'adventure', they showed secure comprehension skills. They read competently and gave clear explanations of how the story began by 'setting the scene'. Pupils in Year 2 read confidently and sometimes use context clues carefully to attempt new words and to correct inaccuracies. They make reasonable attempts at reading more difficult information books. By the time they leave the school, most pupils read fluently and explain crisply the main points in the stories. Some more-able pupils show mature skills in their reading, giving detailed explanations when comparing the works of a wide range of authors.
75. Writing standards are improving in Years 1 and 2 where teaching is good. The school has introduced a new handwriting policy used in all classes, including the reception class, so that pupils now generally write neatly using a joined handwriting style. The teaching of handwriting and spelling through word families and joined letters is particularly effective in developing pupils' knowledge of letter sounds. This is boosting pupils' reading, writing and spelling skills considerably. Its benefits clearly show in their willingness to try to read and spell new and unknown words and to spell correctly those they know. Pupils in Year 2 produce lengthy, interesting and well-sequenced stories. More able writers are beginning

to use words imaginatively. A good example was a poem where a pupil wrote, 'Waves splashing against the shore and roaring as they come'.

76. Pupils in Key Stage 2 often work at the expected levels and more-able Year 4 pupils sometimes reach the higher levels expected by pupils in Year 6. However, this is not consistently so. Whilst most pupils write carefully structured reports and stories, only the more able choose words carefully to add liveliness to their work. Imaginative phrases like 'Calling me sweetly into the dagger-like, towering rocks' in a 'Siren's Song' are very effective, but rare. Careless mistakes in spelling and sentence construction and untidy handwriting mar the work of pupils of all abilities in Years 3 and 4, and detract most from standards in Year 4. More could be done to establish higher expectations of presentation and to encourage pupils to check their work carefully for errors.
77. There are useful systems in place with good potential for dealing with these issues. Teachers set monthly writing tasks that give very good information about what pupils can and cannot do. These are used to set targets for pupils to work on in their writing. However, they are currently not used consistently or effectively enough to bring about improvements in the oldest classes. Pupils often do not know what their targets are. Teachers write pertinent comments on pupils' work that clearly show what needs to be done, but these are not followed through rigorously enough in later work to bring about the necessary improvements. This is better in Years 1 and 2 where pupils are regularly reminded about the quality of work teachers expect. When pupils in Year 1 wrote about the life cycle of a frog, for example, they all wrote neatly and took care in punctuating their sentences with full stops because the teacher gave a timely reminder of the class target... 'Don't forget to use a full stop' ... as they settled to work.
78. Teaching is satisfactory through the school and teachers plan their lessons carefully using the planning guidance in the National Literacy Strategy. They manage their pupils very well because they forge very good relationships with them. As a result, pupils listen carefully when teachers are talking to them and behave very well in lessons. Sometimes pupils, including the more-able ones, do not achieve as well as they might because they do not concentrate and work hard enough when asked to work independently.
79. Brisk pace, challenging questions and exciting activities that are effectively matched to move pupils forward in their literacy skills were a feature of a very good lesson in Year 1. Pupils made rapid progress in reading and writing because the teacher gave them plenty of practice with basic skills, but in a fun way. There was great excitement and concentration in the introduction where everyone worked very hard. The lesson began with a spelling game where pupils speedily wrote words like *song*, *sung* and *bang* on their white boards whilst others with letter cards raced to be first to arrange their letters to spell the word. The teacher observed pupils closely, checking that they understood. 'Touch your nose if you hear the *ng* sound', she said, noting those who found it hard. Pupils' behaviour was exemplary because they found activities, like feeling the frog spawn, exciting. This generated a list of words like *goeey*, *slippery* and *slimy* that made their simple sentences more interesting.
80. Inclusion levels are high. Pupils with special educational needs make rapid progress in Years 1 and 2 and come close to achieving the expected levels in their writing. Their support is very well organised and effectively matched to their needs. In lessons, support assistants make sure that pupils know what to do and encourage them to work hard. In a very good lesson in Year 1, the teacher took time in the plenary to listen very carefully as one pupil, developing her speech and language skills, gave a thorough and clear account of the story she had just read with her support assistant. Her pride and enthusiasm were a testament to the very good support she received during the lesson.

81. The leadership and management of English are good. The senior management team and co-ordinator regularly monitor teaching and examine pupils' work and attainments to check how well they are doing. The issues identified in the school improvement plan are the right ones, namely raising boys' attainments in writing and making better use of target setting to improve pupils' skills, together with new developments such as the handwriting policy. The systems for checking how well pupils achieve as they move through the school are effective. However, more needs to be done to ensure that this information is better used so that pupils, especially the older ones, know exactly what they need to do to improve their written work and raise standards to build on their achievements in Years 1 and 2.

MATHEMATICS

82. Pupils reach levels which are in line with national averages at the end of Year 2 and Year 4. Standards are similar to those when the school was last inspected. In the whole period since the last inspection, there has been satisfactory improvement but, in the last three years, the results of national tests show that there has been a good level of improvement after a period when results deteriorated.
83. The school now achieves good results for lower attaining pupils and those with special educational needs and satisfactory results for the remainder. This is borne out in observations of lessons, which frequently show that the least able are often making the most significant progress and achieve standards which are close to the average. Pupils make consistent progress across most aspects of the subject, although they are less strong in applying their mathematical knowledge. Teachers have a good understanding of the National Numeracy Strategy and have now successfully adapted it to meet the school's circumstances. This may partly explain the improved results in recent years.
84. All pupils in Year 2 add and subtract numbers up to 10. They identify missing numbers in a number line or on a grid and understand what comes before and after certain numbers. The majority of pupils are confident in their use of the 2x table and can add three numbers together. More able pupils are developing effective methods for checking their calculations. Pupils are less effective in identifying number patterns and some do not recognise simple sequences, such as odds and evens. By the end of Year 4, all pupils can multiply using single units. Nearly all can round up and down to the nearest 10. More able pupils are beginning to work with negative numbers. Pupils with special educational needs are making good progress in their number work and can successfully complete quite large additions and subtractions. The levels they reach in number are often in advance of other areas of mathematics and better than in other subjects.
85. Pupils enjoy pure number work and they are particularly quick to respond to mental maths problems. They have more difficulty when applying their numeracy in context, such as when tackling a 'real life' problem. Some pupils misread questions or have difficulty in working out which type of calculation to use. Pupils will consistently apply new strategies they have been taught, but they are reluctant to think of their own methods or use a less familiar strategy. Pupils know about the importance of writing down numbers carefully to avoid errors and less-able pupils, in particular, are making good progress in improving their presentation in graphs and tables.
86. By the end of Year 2, all pupils measure using common standard units and most estimate the length of common objects with reasonable accuracy. A few less-able pupils find accurate estimation difficult. Pupils identify shapes and talk about the number of sides. They collate items of data into simple tables, for example grouping different types of data separately in different columns. Pupils know that it is often better to use symbols or abbreviations to make a chart clearer. By the end of Year 4, pupils measure perimeters and work out simple areas, such as the number of squares of a shape on a grid. All pupils recognise single lines of symmetry. More able pupils are confident in recognising shapes

with no lines of symmetry. All pupils can read information from bar charts, such as which is the greatest or the least common item. More able pupils can read information from simple line graphs.

87. Teaching is satisfactory. Teachers have a good knowledge of the National Numeracy Strategy and follow its recommendations in the planning of their lessons. Occasionally, they adhere too rigidly to the structure of the daily numeracy lesson rather than taking the opportunity for pupils to learn more flexibly. Teachers use correct mathematical terminology well and encourage pupils to be more specific in their language, such as using the term *vertical* rather than *up* when tracking co-ordinates.
88. The introductions to lessons are well organised. There are prompt, lively starts which encourage pupils to become involved. Good questioning techniques reveal how much pupils have remembered from previous lessons. Teachers are careful to ask questions of a broad cross-section of pupils, with an emphasis on those who are more reluctant. This often helps the less able and pupils with special educational needs to make contributions. Pupils enjoy whole class sessions. They listen carefully and are very keen to offer answers to number calculations. The arrangements for pairing pupils work well, with pupils frequently helping each other; for example, pupils often share number cards and identify when their partner has reversed the tens and units.
89. Teachers manage the movement from whole class work to groups well. They give clear instructions for each group and pupils have a good understanding of the class rules. They organise their own materials and are ready for work quickly. Other pupils always help the very few pupils who are uncertain of what to do. Teaching assistants provide good prompts to encourage the less able and those with special educational needs. They recognise when pupils are in difficulty and offer guidance on how pupils might approach their work. In the best lessons, teachers plan work which takes full account of pupils' abilities and takes note of their achievements in previous lessons. However, in some lessons, work is too easy for some of the more-able pupils, which results in them repeating activities, such as large number addition, which they have already mastered. Pupils' levels of concentration are usually good, except when they are engaged in overly repetitive work.
90. Teachers know the importance of gathering pupils together at the end of lessons to assess the level of their understanding. In most lessons, there is a good examination of the difficulties pupils have encountered. Individual pupils have opportunities to offer their solutions, which teachers demonstrate clearly on boards. Sessions at the end of lessons are characterised by good humour, with staff and pupils sharing enthusiasm for solving mathematical problems. Teachers usually make good judgements about when to change activities, if the timetabled session is too long, which happens on occasions in the mornings.
91. Teachers mark pupils' work thoroughly. The information gained from marking is sometimes used well to help plan subsequent sessions although, in some classes, the link between marking and planning is not clear. Leadership and management are satisfactory. The subject co-ordinator has a good knowledge of the subject and makes good efforts to collect information about pupils' progress across the school every two years, when mathematics is central to the rolling programme of subject improvement. At these times, new priorities are established, which often result in more effective teaching and improved levels of achievement. Between these times, monitoring of the subject is not as effective and does not always identify weaknesses in pupils' learning.

SCIENCE

92. Standards of attainment are average by the end of Year 2 and by the end of Year 4 when they leave the school. These are broadly as they were at the time of the last inspection. However, there have been variations from year to year and attainment has sometimes been high. Sound improvement has been made since the last inspection and teachers make greater use of national guidance to plan their lessons. Greater attention is paid to developing pupils' investigative skills through the school. The effective co-ordinator has introduced a number of developments in personal and health education that impact positively on pupils' science work. Events organised for pupils, such as Science Week, have raised the profile of the subject in the school. However, the school has identified that there is some repetition in the topics covered by pupils in different year groups. As a result, there is a need to identify more precisely what pupils should be learning at each point during their time in school.
93. Key Stage 1 pupils develop understanding of scientific ideas such as the properties of materials. By the end of Year 2, they can draw and describe simple electrical circuits and explain that some materials do not conduct electricity and cannot be used. They recognise and describe some simple pulling and pushing forces in daily life. They know the life cycles of some common animals such as frogs and butterflies, representing them as *cycles*. Teachers plan many of their lessons to include observations or investigations. For example, pupils measure and graph how far model cars go down a ramp. Year 2 pupils plant seeds and give them different amounts of water, heat and light. They make regular observations and record these carefully.
94. In Key Stage 2, pupils extend their earlier learning of the properties of materials such as thermal insulation and other specific uses. Year 4 pupils apply this knowledge when they suggest ways to keep an ice lolly cold for a longer period. The teacher guides their experiments firmly but pupils make predictions based on earlier knowledge and make accurate records of the data. Pupils develop good understanding of different types of plants and animals to be found in different habitats, such as pond, field and hedgerow. Many understand how habitats can be seen as *ecosystems* and that small changes can have substantial effects amongst other animals and plants.
95. The quality of teaching and learning is satisfactory. Teachers establish very good relationships and often devise interesting activities that ensure pupils maintain their concentration and behave very well. They manage classes well with well-established routines and explain activities clearly, so pupils know what is expected of them. Teachers lead and steer discussions effectively to capture pupils' interest. They explain and use scientific language well, for example when using terms such as *predator*, *consumer* and *producer* when talking about food chains. As a result, pupils use these terms correctly themselves when explaining their work. Teachers and classroom assistants provide good support for pupils with special educational needs and planning usually takes account of their needs so that they make good progress. Teachers present useful opportunities for pupils to develop their English, mathematics and ICT skills, particularly through carrying out and recording experiments.
96. However, teachers do not use assessments of what pupils can or cannot do consistently to adapt their planning. Although different tasks are generally set for groups of pupils, there is often little intrinsic difference in the scientific content. Pupils' past work shows few differences between activities for pupils of different ability levels. As a result, work does not always challenge the brighter pupils to ensure they reach higher levels of attainment. The good support for pupils with special educational needs is reflected in the high proportion of pupils who achieve the nationally expected Level 2 at the end of Year 2. However, although more-able pupils write more clearly about their work, they have fewer opportunities to extend their scientific thinking and understanding.

ART AND DESIGN

97. The attainment of pupils in Year 2 was above average at the last inspection. Now, whilst standards are average overall, the quality of observational drawing is good. Pupils in Year 4 attain average standards, as they did at the last inspection.
98. Pupils in Year 2 create a range of attractive tile and other patterns using paint and a printing technique. They closely observe a collection of cones, twigs and leaves so that their pencil drawings are detailed and carefully drawn, with good use of thick, thin, light and dark lines. This technique develops further in Year 4, where pupils produce their own interpretations of Pablo Picasso's *Guernica*. Their sensitive use of shading adds depth and interest to the shapes they draw.
99. There are valuable opportunities for pupils to experience art in other cultures. For instance, pupils in Year 3 created their own symmetrical patterns based upon the Kenyan art they had explored in pictures of pottery. Pupils show enthusiasm for their artwork because activities beyond the classroom successfully stimulate their interest. They widen their experience of three-dimensional art by working with visiting artists in a *Big Art Week*. They extend their knowledge of the work of famous artists when they visit the National Gallery in London. These kinds of activities also help to raise teachers' enthusiasm and expertise because of the training that is provided prior to the visits.
100. The quality of teaching and children's achievements are sound. A bicycle was used effectively as a subject for drawing in a lesson in Year 4. Because they had sketched their work first, pupils ironed out problems like the relative size of wheels and frame so that their drawings were accurate. The class teacher watched their developing drawings carefully, intervening with useful prompts and suggestions. This meant that pupils improved their work by adding extra details like the bottle carrier and the chain links. At the end of the lesson, a well-managed discussion drew their attention to the impact of thick and fine lines, and how best to use the pencil to achieve this. However, pupils would benefit from more opportunities to evaluate their own and others' work themselves so that they learn to identify what works well and what could be changed to improve it.
101. Careful attention to planning, evaluating and adapting their designs starts from an early age. Pupils in Year 1 drew plans and then adapted them to create more interesting sculptures from natural materials. They showed good imagination in their explanations of their work. For instance, one group explained how they had used shells to create rabbits and added details like the apple tree as they created their own 'pond area' sculpture. The teacher's questions successfully drew out their thinking so that they explained what they had changed and why.
102. The co-ordinator provides satisfactory leadership and management of the subject. The involvement in occasional projects successfully raises the profile of art. There are good opportunities that add much to teachers' expertise and confidence in teaching the subject, like training in salt dough sculpting and silk painting. A more rigorous approach to assessing and evaluating pupils' work is now needed to raise standards further.

DESIGN AND TECHNOLOGY

103. No lessons in design and technology were seen during the inspection because of the way the school organises its timetable for the subject. However, the range of work on display shows that teaching is satisfactory overall. Standards are average, as they were when the school was last inspected. Topics are carefully planned so that pupils learn new skills that they use when planning and making their projects.

104. Year 1 pupils successfully experiment with different ways of joining materials like straws and construction toys. A good range of experiences boosts their skills well in Year 2. Pupils plan their work carefully in projects such as making a pulley or a finger puppet. They made good use of computers when they designed milk floats, furniture delivery lorries and other vehicles with moving wheels. Pupils think carefully when drawing their designs, adding details like the materials they will use and showing how each part will be fixed. They take pride in presenting their models so that they are attractive and suitable for their purpose. Pupils think hard about the quality of their finished work. They make simple but pertinent observations, like 'It would not work because ...'.
105. There are good links with other subjects such as history. Pupils in Year 4 produced a gas mask and a suitable box for storing it when they were learning about Britain in wartime. They showed imagination and a sound awareness of different ways of creating movement when they produced books where the illustrations had moving parts. However, more could be done to encourage pupils to plan and design their own projects carefully and to evaluate their finished work critically to identify what works well and what could be improved.
106. The subject co-ordinator provides good leadership for the subject. This is an improvement on the last inspection. One area of significant improvement is the role of the subject co-ordinator, particularly in checking how well pupils are doing through use of a new assessment system. In line with the school improvement plan, the co-ordinator and governors have monitored the teaching and learning. As a result, the school has a good overview of what works well and there is a relevant action plan for further development of the subject.

GEOGRAPHY

107. Pupils achieve standards which are in line with national expectations at the end of Year 2 and Year 4. Standards are similar to those observed at the time of the last inspection. Since that time, a satisfactory level of improvement has been maintained. Very few lessons were observed during the inspection but other evidence, including a scrutiny of pupils' work and conversations with pupils and staff, has informed judgements on standards and the quality of learning.
108. At the end of Year 2, all pupils can list some comparisons between island life on Struay and their own area. They can describe a range of physical and human features of islands. Less able pupils are enthusiastic about attractive aspects of island life; the more able identify disadvantages as well as the advantages of living on an island. Most pupils are beginning to use geographical terminology in their writing. They refer to major landmarks in their own area and can describe the main features of journeys they have undertaken further afield.
109. By the end of Year 4, all pupils have a good understanding of the types of weather winds bring. They know about the Beaufort Scale as a means of measuring wind strength. They describe the main features of extreme climates. They have a satisfactory understanding of the main threats to the environment and frequently produce more detailed work when this is related to their local area. For instance, many pupils understand the effects of increased traffic in Wool and think of potential solutions to the problems this causes. More able pupils are beginning to understand the benefits of tourism as well as the damage it can cause to sensitive environments. Pupils usually present their work well; for example, diagrams of the *water cycle* are clear and well labelled. Some pupils' written work is, however, relatively brief and does not indicate the full extent of their understanding.
110. The co-ordinator has recently left but the school has sound plans for the continuing management of the subject. Planning follows national recommendations and covers a

broad range of activities. The strongest planning is for work based on the local area, where there is a wide range of resources to support pupils' learning.

HISTORY

111. Pupils reach standards in line with national expectations at the end of Year 2 and by the time they leave the school at the end of Year 4. Some groups of pupils in Key Stage 1 are on course to achieve standards above expectations. In particular, less-able pupils and those with special educational needs are making good progress and are reaching standards which are very close to expectations. Standards are at least as high and, in some cases, they are above those achieved at the time of the last inspection. There has been satisfactory development of the subject since that time.
112. Almost all pupils in Year 2 can write a 'mini-biography' of a famous figure, such as Florence Nightingale. They can place factual information in chronological order and identify the most important events in people's lives. More able pupils know that disease killed more soldiers in the Crimean War than injury. Most pupils can create a timeline on a computer, printing it in a form which is easily readable. They can usually think of at least one cause of significant events and the most able can link two or more causes. All pupils can compare past times to their own and they have a good general sense of why people in the past acted as they did. They know why so many people travelled on holiday by train in the early twentieth century and they can describe the different types of entertainment available to them. All pupils make good use of descriptive adjectives in their writing. More able pupils' writing tends to be characterised by better clarity and presentation.
113. At the end of Year 4, pupils know about the range of sources of information about the past. They can describe the type of information discovered by archaeologists and what types of materials survive longest in the ground. Pupils write accurate descriptions of some of the main features of the lifestyles of Celts and Romans and more-able pupils explain the reasons for the Celts' use of hill forts, using local examples such as Maiden Castle to illustrate their work. Most pupils can explain the direct consequences of events. They know, for instance, that the U-boat campaign caused food shortages during the Second World War.
114. Teaching is good. Lessons are well prepared, with their purpose carefully explained to pupils. Whole class sessions at the beginning of lessons are well organised. Teachers ask questions that draw out the level of pupils' understanding. Pupils respond by showing considerable interest in answering questions and discussing historical issues. They frequently ask 'Why?' and 'What happened after that?' Teachers have a good understanding of key historical terminology, such as 'evidence' and 'deduction', and they explain the meaning of specialist terms well. Their enthusiasm for history conveys itself to the pupils, although occasionally an over-emphasis on very general imaginative activities is of more limited historical value.
115. Teachers work hard to involve all pupils in lessons, often selecting less-able pupils to answer questions or to praise their achievements. They use a good range of documentary, pictorial and photographic resources, which pupils enjoy looking at. Occasionally, however, the written content of these materials is too difficult for the least able. Particularly good use is made of local materials, such as those related to the seaside and military activities. Pupils show considerable curiosity about their local area in the past and are keen to compare present day Dorset to earlier times. Regular trips to local historical sites, such as Corfe Castle, result in renewed enthusiasm from pupils. Teachers mark pupils' work regularly and provide regular advice on how they might improve their work.
116. The subject is temporarily without a co-ordinator. However, staff follow recommended guidelines in planning their lessons, which follow a logical pattern. The frequent lessons

when history is the chosen humanities topic for the half term help to provide pupils with regular opportunities to build on their previous learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards are around those expected nationally both by the end of Year 2 and for those pupils in Year 4. Pupils make sound progress through the school through an increasingly wide range of activities. Although standards are very similar to the time of the last inspection, good co-ordination of the subject has helped to improve the overall provision. The school has made improvements in the quality of hardware and software and in the more thorough planning that now takes place. These improvements are leading to rising standards. As a result, the co-ordinator is aware of the need to evaluate the curriculum to ensure increasing levels of challenge as pupils' skills increase.
118. Key Stage 1 pupils have regular opportunities to use machines such as computers and tape recorders. Through these, they learn how to control equipment and they quickly gain confidence in logging on and off, opening programs and saving their work. They use computers for tasks such as graphing data, drawing and word-processing. Year 1 pupils, for example, enter data about favourite foods and create graphs in different forms. They add titles to these, showing growing confidence with the keyboard. They drag and drop picture items on the screen, for instance to create street scenes. Year 2 pupils develop these skills further when using a good range of drawing tools to design wheeled vehicles. They write simple instructions to control a wheeled robot.
119. Year 3 pupils write programs in LOGO, attempting to create specific shapes such as a square. They are very familiar with the techniques of entering instructions and understand how they control the movements of the *turtle*. By the end of Year 4, pupils have greater confidence. They open documents and apply a good range of formatting features to improve the presentation. They describe their work using a growing range of specialist terms, such as *font* and *icons*. Pupils research information using the Internet and they include appropriate pictures to illustrate their work. Pupils with special educational needs are fully involved in the work that goes on and have good support, allowing them to achieve well.
120. There were few opportunities to see direct teaching of ICT during the inspection. However, it is clear from pupils' past work and teachers' planning that teaching is satisfactory. All staff have had recent training and this is reflected in their improving knowledge and understanding. This enables them to make effective use of the computers in the ICT suite. Teachers generally plan work in the suite that links closely to work in other subjects and this often helps to develop pupils' literacy and numeracy skills. Confident and experienced classroom assistants often enhance pupils' learning as teachers use opportunities to reduce group sizes and ensure greater personal attention and support. Teachers make less use of clearly matched tasks to extend and challenge different groups of pupils at appropriate levels of attainment. Pupils throughout the school look forward to using the computers and work hard when they are set a task to do. Often they discuss the work very quietly and sensibly in pairs and even the youngest pupils show good levels of concentration.
121. There are also computers in each classroom but these are not used so well, for example to allow pupils to consolidate and apply their learning. However, there are signs of increasingly effective work, such as in Year 3 where the teacher confidently used the interactive whiteboard to develop pupils' understanding of co-ordinates.

MUSIC

122. Pupils achieve average standards by the end of Year 2 and Year 4. Although the last report indicated higher standards in Year 4, satisfactory progress has been made overall. The co-ordinator has used her good knowledge and understanding of the subject to identify in her development plan clear ways in which the school can improve provision and raise standards. For example, teachers now have better guidance to support their planning and the school has purchased further resources to support teaching. School performances and a good range of extra-curricular activities, such as recorder clubs, are giving pupils additional opportunities to apply and develop their skills in the subject.
123. Throughout the school, pupils sing tunefully and with enthusiasm in assemblies. Even the youngest pupils make good attempts, although not all know the words or can follow them on the screen. Pupils showed much enjoyment as they sang hymns such as *Water of Life*. Pupils with special educational needs are fully involved in music lessons, often supported well to allow them to make good contributions. For example, in a Year 3 lesson, effective support encouraged pupils of all abilities to make good attempts at maintaining the melody and singing with expression. They tackled a difficult activity of keeping time in their heads, coming in at the correct point later in the song.
124. Teaching is satisfactory throughout the school, although some lessons seen were better. In most lessons, pupils listen carefully to music and to their teachers. Well-established routines ensure that little time is lost in establishing order. Teachers have very good relationships with pupils and use these effectively to create a positive and supportive atmosphere for learning. Better teaching, such as in Year 1, gives pupils responsibility to develop their own work and sets good levels of challenge. Pupils rise to this and perform well and with confidence, for example in representing different forms of weather with percussion instruments. Pupils use a good range of simple instruments, correctly identifying their names and the types of sounds that they make. By the end of Year 2, pupils work together in small groups to create simple but effective pieces of music describing aspects of the weather. Some of this work is above the standards expected by this age, structured with a clear beginning, middle and end.
125. Music lessons make a significant contribution to all pupils' personal development. Pupils respond well to lessons and most enjoy working together to develop their performances. Through listening to different forms of music, pupils discover different aspects of cultures and make some comparisons with their own lives. Pupils learn to be encouraging and to recognise others' achievements. Many are developing a good understanding of how to improve their own performances by working with others.

PHYSICAL EDUCATION

126. Pupils' attainment is around that expected for their age by the end of Year 2 and Year 4, as it was at the time of the last inspection. A wide range of activities and opportunities allows all pupils, including those with special educational needs, to make sound progress throughout the school. The school introduces pupils to an increasing variety of sports with some, such as hockey, supported through a good range of extra-curricular activities for older pupils. A parent, who also has a professional qualification in coaching, takes a football club and is developing good links with the local area. As a result of these developments, standards are rising.
127. Key Stage 1 pupils are quiet and attentive. Most clearly understand that they need to warm up before exercise and identify faster heartbeat as a sign that they are working hard. Year 1 pupils improved their kicking and receiving of a ball over short distances during a lesson observed, although some were less well co-ordinated. Working in pairs, pupils gave each other good support, offering advice and positive comments to help them. In Year 2, the teacher's effective questioning led pupils to identify appropriate techniques to improve their

throwing and catching. Through application of these ideas, pupils' performances improved well.

128. In the Key Stage 2 classes, work in games has many good aspects, often developed effectively in extra-curricular clubs. Teachers' good planning and organisation enable pupils to extend simple skills and to move with control and co-ordination. Skills in athletics improve and many pupils identify specific ways to improve their performances when jumping. Pupils are very aware of safety and health matters and they ensure they warm up in preparation for exercise and cool down after it.
129. Teaching is good overall and this is contributing to rising standards. Teachers' very good relationships motivate, challenge and extend pupils' learning. A particularly effective aspect of the teaching is the concentration on discussion amongst pupils to identify strengths and ways to improve. In some lessons, however, teachers allowed the pace of the lesson to drop during these discussions and this limited pupils' physical activity somewhat. Most teachers present good role models, with evident interest in physical activities and games. As a result, pupils' attitudes to learning are very positive. They are interested and respond enthusiastically to the challenges offered.
130. The co-ordinator has good levels of knowledge and interest. She makes every effort to widen sporting opportunities for all pupils. She has been able to introduce a number of new opportunities and make improvements to the overall curriculum. For example, she has extended the provision for hockey and other games.