

INSPECTION REPORT

SHAFTESBURY CE FIRST SCHOOL

Shaftesbury, Dorset

LEA area: Dorset

Unique reference number: 113778

Headteacher: Mr C. J. Foster

Reporting inspector: Ms H. M. Carruthers
22167

Dates of inspection: 2 - 5 June 2003

Inspection number: 251325

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Mampitts Road Shaftesbury Dorset
Postcode:	SP7 8PG
Telephone number:	01747 852901
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs R. Wetherilt
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22167	Ms H. M. Carruthers	Registered inspector	Art and design Physical education Foundation Stage	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
10329	Mr B. Sampson	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
19623	Mr M. Cahill	Team inspector	Science Design and technology Information and communication technology	How well is the school led and managed?
21541	Mrs L. Murgatroyd	Team inspector	Mathematics History Music Special educational needs English as an additional language Educational inclusion	
3855	Mr D. Langton	Team inspector	English Geography	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

Shaftesbury CE First School is situated on the eastern edge of Shaftesbury. This popular school draws its pupils from a wide area. Its 294 pupils (153 boys and 141 girls) aged from four to nine are taught in 11 single age classes with an average class size of 27. Fifty-four children are taught in two reception classes, the Foundation Stage. The school admits four-year-olds in the autumn, at first part time and then full time. Most children receive pre-school education. Attainment at entry is broadly average over time, with year-on-year variations and weaknesses in social and personal development, language skills and mathematical development. On the Dorset Social Deprivation Index the school is higher than average being the second most disadvantaged out of a group of 10 large first schools. At present, 45 pupils are on the special educational needs register, with a high proportion in Year 2, covering a range of learning difficulties: a significant increase since the last inspection. Over time the proportion of pupils with special educational needs has varied but is currently about average. At present, two pupils have statements of special educational needs. The up-take for free school meals is low. Very few pupils come from ethnic minority groups and none require extra support due to having English as an additional language. The school expands to primary status in September, when Year 4 remain as Year 5.

HOW GOOD THE SCHOOL IS

This is a school which has both strengths and weaknesses. Standards are below average in reading, writing mathematics and science at the end of Year 2. By the end of Year 4 standards are broadly average in English, with weaknesses in writing, and average in science and just below average in mathematics. From their point of entry, the pupils in Year 4 have made satisfactory gains in their achievements. Teaching is satisfactory overall and promotes very good attitudes to learning. Leadership and management are satisfactory. The headteacher, governors and staff work effectively together as a team. On balance, the school gives satisfactory value for money.

What the school does well

- Pupils show very good attitudes to work, have very good relationships and enthusiasm for school and their behaviour is good.
- Good use is made of information and communication technology (ICT) across the curriculum.
- Extra-curricular activities are excellent; sports, swimming and music are well provided for.
- Teaching and provision for children in the Foundation Stage is good.
- Provision for personal, social and health education, and moral and social development is good.
- The specialist provision for special educational needs is very effective, and these pupils make good progress.
- The school's links with its parents and the community are good.

What could be improved

- Standards in English, mathematics and science by the end of Year 2, mathematics by the end of Year 4 and writing for a range of purposes in English in all year groups.
- The effectiveness of the monitoring of teaching, particularly in relation to raising standards.
- The monitoring of the curriculum to eliminate any imbalance in time given to subjects and, in particular, to Years 3 and 4.
- The impact of monitoring and evaluating the school's performance and taking effective action to improve standards.

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 June 1998 and that report raised two key issues. Very good improvements have been made in the provision and use of ICT. Satisfactory improvements have been made in teaching. A teaching and learning policy is now followed and, although teaching is better and no unsatisfactory teaching was seen during this inspection, the impact of this policy on raising standards further has yet to be realised fully. Other improvements include the introduction of single age classes and the employment of an extra teacher to reduce class numbers. There is a sound commitment to all round improvement and capacity to succeed. As yet, there is insufficient impact on improvement in standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	E	E	E	E
Writing	E	D	D	E
Mathematics	E*	E	E	E*

Key

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

Similar schools are those with up to and including 8% of pupils entitled to free school meals. E indicates the school's performance is in the lowest 5% nationally.*

The above table shows a well below average trend in improvement of test results over time. The school's results in 2002 compared less favourably with those of schools nationally than at the time of the last inspection. Since that inspection, the number of pupils with special educational needs has increased significantly and attainment at entry is more complex. Inspection evidence confirms that standards are below average in reading and writing, mathematics and science at the end of Year 2. However, like the Year 2 group in 2002, the current Year 2 includes a high proportion of pupils identified with special educational needs and of lower ability. At the end of Year 4, standards are broadly as expected in English, except for aspects of writing, average in science, but are just below average in mathematics. Standards in ICT are better now and meet national expectations by the end of Year 2 and are above that for Year 4. Standards in art and design, design and technology, music and physical education meet national expectations at the end of Years 2 and 4. In geography and history, standards are as expected by the end of Year 2, but below this at the end of Year 4. Religious education is covered by an inspection from the Diocese. Judged from their attainment on entry, the children currently in the reception classes are making good progress and the majority are on course to attain the standards set out as the Early Learning Goals, which define the levels children are expected to reach at the end of the reception year. Between entry and the end of Year 4, most pupils have made satisfactory gains in their achievements. Overall, the school is meeting the targets which it sets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic and enjoy coming to school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, when moving around the school and at breaks and lunchtimes. The school has not excluded a pupil in recent years.
Personal development and relationships	Very good overall. Pupils relate well to staff and all adults they meet.
Attendance	Good. Improved since the last inspection.

The attitudes, behaviour and personal development of pupils are a significant strength of the school.

TEACHING AND LEARNING

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

Although there was some good teaching in all year groups during the inspection, overall the teaching seen in the school was satisfactory. Teaching contributes significantly to pupils' very good attitudes and good behaviour and is good in the Foundation Stage, for special educational needs, and in ICT and music. Teaching has improved since the last inspection, but there are still weaknesses. In English, the teaching seen was satisfactory overall, but with fewer opportunities for writing provided. In mathematics, teaching is satisfactory, with strengths in using numbers, but there is less emphasis on solving problems. Overall, the strategies for teaching literacy and numeracy skills are being implemented satisfactorily, but with development still required. In lessons seen during the inspection pupils made satisfactory and, in some cases, good gains in their learning. Teachers met the needs of most pupils satisfactorily, but evidence from work samples indicates that at times their expectations could be higher. The school needs to do more to monitor and evaluate the quality of teaching and to disseminate some of the good practice more widely.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for quality and range. Insufficient monitoring, some imbalance and slippage of time, particularly in Years 3 and 4. Excellent range of extra-curricular activities provided for pupils from Years 1 to 4.
Provision for pupils with special educational needs	Good overall. Well-managed, well-organised systems are now implemented suitably, an improvement on the last inspection report.
Provision for pupils with English as an additional language	Good. The small number of pupils identified are fluent English speakers and included fully in all activities. The main languages other than English are Chinese and Danish.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is good. It is satisfactory for their spiritual and cultural development with strengths in the study of local culture but there is an underemphasis on developing pupils' awareness of the multicultural diversity of society.
How well the school cares for its pupils	Satisfactory overall. Very good procedures for pupils' welfare but, although procedures are secure for child protection, insufficient training is provided for staff. Assessment for the subjects other than English and mathematics is insufficiently developed and used, but some good analysis has been undertaken to improve writing for Year 2.

The school has effective links with its parents. Parents have a very positive view of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall with some good features. Leadership ensures a clear educational direction in many ways but does not empower staff sufficiently to raise standards further.
How well the governors fulfil their responsibilities	Satisfactory. The governors have developed their role and involvement in the school since the last inspection, but need to extend this role with regard to overseeing the improvement of the school's performance.
The school's evaluation of its performance	Test results are analysed and targets set for improvement. However, the school's monitoring and evaluation procedures have yet to impact on

	improving standards.
The strategic use of resources	Good. The school effectively uses its resources, especially the swimming pool, to support pupils' learning.

There are adequate staffing, accommodation and learning resources. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school and makes good progress. • The school expects their child to work hard, to do well, and become mature and responsible. • The behaviour expected. • The school works closely with parents. • They feel confident about approaching the school with a question or problem. • The standard of teaching provided. • The leadership and management of the school. 	<ul style="list-style-type: none"> • More information about how their child is getting on. • The organisation and amount of homework set. • The range of extra-curricular activities provided.

The inspection team agrees with most of the parents' positive views. Pupils' reports contain suitable information, but these could be developed. A useful addition to newsletters would be information on forthcoming topics. The school sets suitable homework. The extra-curricular activities provided are excellent. Parents are concerned about resources for the coming expansion, which the school is addressing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are a number of factors, which impact on the attainment of pupils and reflect the changing characteristics of the school since the last inspection. On the local education authority index of social deprivation, the school is higher than the Dorset average and is classified as the second most disadvantaged out of a group of 10 large first schools in the county. Children's attainment at entry into the reception classes, although broadly average over a number of years, shows wide year-on-year variations in the proportions of below average and average ability pupils. At present the proportions of pupils identified as below average are greater in Years 1, 2 and 3 than in Year 4 and in the reception classes. Over the last few years, the school's assessments of children on entry show an increasing proportion having weaknesses in personal and social development and in language skills and a consistently significant proportion with below average mathematical development. Since the last inspection, a women's refuge has been established in the area and children from this join the school for short-term placements, resulting in an increased rate of pupil mobility. There has been a significant increase in the number of pupils identified with special educational needs. About a third of the present Year 2 pupils have been identified as having special educational needs, and, although not as high, the numbers are considerable in Years 1 and 3.
2. Partly because of good provision in the Foundation Stage with activities, which engage children in learning well, and effective and consistent teaching, the current intake of children is making good overall progress from entry in the reception classes. A strong emphasis is placed on improving children's social skills and developing positive attitudes towards learning. Good use is made of developing children's literacy and mathematical skills across all areas of learning. Children begin to write and record their mathematical work. They learn to play and work together and to find out about their surroundings. The majority of this present intake, with fewer lower ability children identified, are on course to meet the expectations of the Early Learning Goals in the six areas of learning at the end of the reception year. These areas are personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; and physical and creative development.
3. For pupils by the end of Year 2, there has been a well below the national average trend of improvement in National Curriculum test results over the last four years in reading, writing and mathematics. In the 2002 tests, results were well below the national average in reading, and mathematics, and better, but still below average in writing. In science, teacher assessments for pupils, by the end of Year 2, were below the national average.
4. In comparison to schools in a similar context, determined by pupils' eligibility for free school meals, standards in the National Curriculum tests and tasks in Year 2 have remained well below the national average. However, the free meals indicator cannot be used reliably for the purpose of comparisons with schools in other LEAs since in Dorset hot meals are not provided and consequently not all families take up their free meals entitlement.
5. Inspection evidence confirms that currently standards are below average in English, reading and writing and mathematics in Year 2. However, the high proportion of pupils with special educational needs and of lower ability pupils in the present year group, needs to be taken into account. At the end of Year 4, inspection evidence indicates that standards are in line with national expectations in English as a whole, although writing for a range of purposes and in other subjects is still not satisfactory. Standards in mathematics are just below what is expected for pupils by the end of Year 4. Compared with Years 2 and 3 there are fewer pupils with special educational needs identified in the present Year 4. In science, standards are below national expectations by the end of Year 2. However, standards for pupils by the end of Year 4 are in line with national expectations. In science, although there are pockets of good work, there is some lack of challenge, but particularly for pupils in Years 1 and 2. Compared with the last inspection, standards are lower in mathematics for pupils by the end of Years 2 and 4 and in English and science for pupils by the end of Year 2 compared with schools nationally.

6. The literacy hour strategy, though introduced satisfactorily has not yet impacted on improving standards for pupils from Years 1 to 4 in aspects of pupils' writing. Insufficient opportunities are provided for writing at length, although standards are better in English by the end of Year 4. In reading, there is now a stronger focus on developing younger pupils' knowledge of letter sounds and on the use of comprehension skills for older pupils. The use of the numeracy strategy has improved teachers' confidence in teaching mathematics; there are strengths in number work; but there is still insufficient emphasis on using number knowledge to solve problems.
7. In ICT standards have improved from below average at the last inspection and now meet what is expected nationally by the end of Year 2, and are above expectations by the end of Year 4. There is good use of ICT in all classes, in literacy and numeracy and across the subjects of the curriculum. The school has placed a strong focus on improving pupils' ICT skills and is successful in this respect.
8. In art and design, design and technology, music and physical education standards meet national expectations at the end of Years 2 and 4. In art and design, insufficient emphasis is given to the use of sketchbooks for Year 3 and 4 pupils, and there is evidence of variations in attainment in drawing skills. In design and technology, no judgement was made on attainment at the last inspection. In music, the good provision through clubs, extra-curricular activities and links with the community contribute well to the standards attained. Standards in physical education are much enhanced by the good achievements from pupils of all ages in swimming. In geography and history, standards are as expected by the end of Year 2 and below expectations at the end of Year 4. In geography, there is a strong emphasis on local studies, but a lack of emphasis on development of skills. In history, there are some inconsistencies in provision and lack of challenge. Often there is an over-reliance on the use of worksheets, and although this is an area identified by the school for improvement, this has been insufficient so far. There are no significant differences in the attainment of boys and girls, except in music, where more girls benefit from the opportunities to participate in extra-curricular activities. Standards in these subjects remain the same, except for geography and history at the end of Year 4.
9. Some useful initiatives are taking place to try to improve standards across Years 1 to 4. Writing has been identified for development and standards are improving, particularly for Year 2 pupils at the higher level 3. Year 2 pupils are now taught in three groups of differing ability for mathematics and this is proving successful in targeting different aspects of mathematics to improve pupils' understanding. However, there is insufficient rigour in monitoring the impact these initiatives are having on the attainment of pupils. Monitoring in ICT is rigorous and focused and this is making a good impact on improving standards. Individual targets are set for pupils, which they achieve, but there is a need to try and push these targets higher to raise standards further. The school has taken measures to improve standards as part of its development plan. There is a focus on improving transfer between the Foundation Stage and Year 1 classes, to build on the effective practice found in the reception classes, but this has yet to make an impact on improvements to pupils' attainments.
10. In classes, pupils with special educational needs make progress equivalent to that of their classmates. Those pupils who receive additional support from the special educational needs support teacher make good, and in some cases very good progress in literacy skills. Pupils for whom English is an additional language are all fluent users of English, who make progress in line with that of their peers. At present, the school identifies gifted and talented pupils in accordance with LEA policy as the 20 per cent of highest attaining pupils in each class. It has not yet carried out a more detailed analysis to ensure that these pupils receive the support they need.
11. Overall, compared with their attainment on entry most pupils make satisfactory gains in their achievements by the end of Year 4. Evidence from the local authority shows pupils achieve well in comparison to those in other large Dorset First schools.

Pupils' attitudes, values and personal development

12. The attitudes of pupils throughout the school are very good. Overall these have improved since the previous inspection and are now a major strength. In most lessons, the interest and concentration of the pupils were well above average. During a Year 1 art and design lesson, pupils were highly focused painting a beach scene as a follow up to a recent history lesson on the seaside. They

were using pastel and watercolour paints and pastel crayon. The different variations on sand, sea and sky were quite amazing but all realistic and virtually everyone in the class wanted their painting inspected and commented upon personally.

13. In the reception classes, children are developing good attitudes to learning. Within the two well-organised classrooms children quickly learn the routines and what is expected of them. They are keen to help their teachers and to tidy away equipment after lessons. Children are friendly, wanting to ask questions and talk to visitors. They have good relationships with each other and with adults.
14. Behaviour is good. In those lessons where management is strong and content stimulating it is often very good, even in the classes with the more difficult pupils. In and around the school, transferring from class to the hall, at playtime or at lunchtime pupils show a great deal of self-discipline. Pupils are polite; they consistently stand back and open doors for you and often ask you if you are lost. They are very easy to talk to. Pupils are proud of their school, which is a very tidy place. During the inspection, no graffiti or vandalism were seen. In a personal, social and health education lesson for Year 2, pupils were discussing 'Things that could make our school better' and one of the major observations included, 'not dropping crisp bags on the playground.' No bullying was evident during the inspection and procedures are in place should this happen and this aspect is very good. A group of Year 3 girls said that the boys sometimes chased the girls but they did not think that this was real bullying and at times it was quite good fun! There are no recorded incidents of sexism or racism.
15. The pupils clearly understand that the impact of what they do to others has an effect on both the giver and the receiver. When Year 4 pupils were composing some music, their classmates eagerly gave positive feedback. It was obvious that both sets of pupils benefited from this experience. Even in reception, the children discussed how they would make a new boy feel welcome if he joined the school suddenly. For example: "let him play with your toys or show him around the school".
16. Pupils are beginning to appreciate from their studies of other cultures the differences between people. They seem to appreciate that even amongst themselves, people come from different backgrounds and have different views on life.
17. The initiative and responsibility shown by the pupils is good. At end of break times, teachers just come out and raise their hands whereon, the pupils automatically stop playing and walk into classes. At lunchtime certain pupils, walk around the playground showing a card, on which is the number of the next class sitting, for lunch. All pupils vote on, the school rules annually and class monitors are used to arrange classrooms and return registers. At concerts for parents, pupils sell programmes and guide people to their seats.
18. Relationships between pupils and staff are a strength of the school. Pupils really respect their teachers, who are very good role models to whom they can turn, at any time, for comfort or information. Good relationships are an important element of the school's ethos; in this predominantly white school, pupils from ethnic minority backgrounds are valued as individuals by staff and pupils and included fully in all aspects of the school.
19. Attendance at the school is now good. It is above the national average for this type of school and has improved since the previous inspection. The majority of the pupils come to school on time and most lessons start promptly.
20. Overall, the positive attitudes, behaviour and personal development of the pupils are well enhanced by the school's good provision for spiritual, moral, social and cultural education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Overall, teaching is satisfactory. During the inspection, teaching was satisfactory or better in all lessons seen. Much of the teaching seen was good and, in these lessons, pupils made good progress in learning. This is an improvement on the last inspection when a proportion of teaching was judged unsatisfactory and there was only a small amount of good teaching. However, the teachers' marking and organisation of pupils' work is variable in some instances. This makes it difficult to track pupils' progress over time and to make the best use of day-to-day assessments to improve lesson planning, to pick up on aspects to extend the challenge, or to go over work again to aid pupils' understanding. All teaching has a significant impact on the very good attitudes pupils

have to learning and their good behaviour. In this respect teachers have high expectations, which are consistently applied.

22. Since the last inspection highlighted that improvements were required in teaching, the school has introduced a teaching and learning policy. There is a better use of time by teachers in individual lessons, but this is still inconsistent. Planning has improved and many lessons, particularly in English, mathematics and science, feature the use of learning objectives as central components of the lesson. However, at times, there is insufficient time given to check that pupils have understood these at the end of lessons. Planning now includes different levels of work to meet pupils' differing needs, although this is not always sharp enough or consistently emphasised across the school. There is a better use of the teaching of different methods in mathematics and skills in ICT, but not so fully as yet in English. Provision and teaching for pupils with special educational needs has improved and is now good, with very effective specialist provision. The school now needs to build on its good short-term improvements to provide consistently good teaching in all classes. Some monitoring of teaching does take place but has not yet led to improving standards over the longer term.
23. Currently teaching in the Foundation Stage is good. One very good lesson was seen with children enthralled by the activity of finding out about animals that live in the jungle. Children in the reception classes benefit from the tight joint planning and the good knowledge of the teachers regarding the curriculum and type of activities, which best suit these children's diverse needs and range of abilities. The school is looking at ways to apply the successes of the Foundation Stage to work taking place in Year 1. The teaching seen in Years 1 and 2 is satisfactory overall. About a third of lessons seen were good and two of these were very good. Good teaching was seen in the Year 2 numeracy lessons, when tight planning and clear learning objectives impacted well on pupils' progress. When teaching was very good, teachers extended learning further through challenging questioning, such as in a personal, social and health education discussions, when talking about caring for and improving our school and in music when appreciating music and performing pupils' own compositions. Teaching in Years 3 and 4 is satisfactory overall. In about half the lessons seen, particularly in literacy and numeracy, the teaching was good. Teachers benefit from the increasing maturity of pupils and respond by expecting more from them, setting a stronger challenge in these lessons.
24. Since the last inspection, the school has satisfactorily introduced the literacy and numeracy strategies. The teaching of literacy seen was satisfactory for Years 1 and 2 and good for Years 3 and 4 with older pupils making better progress. However, not all teachers have the same expectations to allow enough time and follow up on learning objectives sufficiently. In some instances, insufficient time is given to developing pupils' writing skills for a range of purposes and links to other subjects for writing need developing. The teaching of numeracy is satisfactory. A good feature of this is the organisation and teaching across the Year 2 classes. Although the large proportion of pupils with special educational needs and pupils of lower ability impact on the standards attained, pupils make good progress in lessons seen because of the focused support by teachers and classroom assistants. A strong emphasis is placed on developing pupils' number skills. Questions during numeracy lessons are well focused to particular pupils, promoting confidence. However, there is an over use of worksheets and there is less emphasis on links to other subjects and solving problems. The marking of pupils' work and use of day-to-day assessment to take learning forward needs developing further in both literacy and numeracy. There is good use of ICT to promote learning in both literacy and numeracy lessons.
25. The teaching of science is satisfactory overall, but there is still some lack of challenge in Years 1 and 2, which impacts on pupils' learning over time. In art and design, teaching and learning are satisfactory, but the use of sketchbooks by teachers for Years 3 and 4 is less consistent. Teaching in design and technology promotes a sound learning of skills and is satisfactory. In geography and history, although the teaching and learning seen in lessons was satisfactory, the provision has weaknesses in planning over time, which is particularly evident in the work samples for Years 3 and 4. The teaching and the learning for pupils in ICT are good with some above average attainment by the end of Year 4. Pupils of differing abilities are well catered for in ICT, with work chosen to extend their skills. Teachers use ICT well to support other subjects. In music, teaching and learning are good overall, with a strong impact made through the provision of extra-curricular musical activities and contribution of peripatetic teaching. Teaching and learning in physical education are satisfactory overall, with considerable strengths in swimming and extra-

curricular provision. Pupils are well supported in a range of sporting activities and enjoy their learning.

26. Teaching by the special needs support teacher is good, supported by detailed lesson planning and drawn directly from carefully targeted individual education plans. Pupils are withdrawn for regular, short, very focused sessions, in which a variety of activities and close guidance by the teacher hold their attention and ensure success. Most of these pupils, especially in Year 2, make rapid gains, especially in reading, which transfer back to their work in classes. This represents an improvement since the last inspection, when special needs pupils were judged not to be achieving well enough. Teachers now plan work at differing levels to build on what pupils can do, and although some inconsistency remains, this has had a positive impact on the progress that lower attaining pupils make. Their progress is now line with others in their class.

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

27. The school provides a satisfactory curriculum overall, with a broad range of good learning opportunities. There is now in place a long-term curriculum framework incorporating most aspects of the National Curriculum for all year groups, supported by appropriate policies and programmes of work, but this still lacks planned details for music and art and design. With the implementation of the literacy and numeracy strategies, and the adoption of the latest national guidelines for other subjects, planning has improved across the curriculum. The curriculum for science, and ICT, where weaknesses were identified by the previous inspection, has improved, and the use of ICT across the curriculum is now a strength of the school.
28. The school meets all statutory requirements, including provision to ensure race equality, drugs awareness and sex education, linked to recommendations from the local authority. The curriculum is enhanced by good links with the local community and with other schools, and the excellent provision made for clubs and other extra-curricular activities. A three-year rolling programme ensures regular review of the curriculum, but there are no named governors to support individual subjects, other than for special educational needs, and there is insufficient monitoring of the curriculum by governors. There is now good provision for pupils' personal, social and health education, but development of pupils' multicultural awareness needs improving further. The school has its own covered, heated swimming pool and this very good provision enables pupils to attain above average standards in swimming.
29. The curriculum provided for children in the Foundation Stage, is good in terms of breadth, balance and relevance. It provides a good range of well planned and structured learning opportunities, both indoors and outdoors. There is a strong focus on developing children's social and personal skills, which results in their good attitudes to learning and behaviour. Literacy and numeracy skills are well promoted in set lessons and across the curriculum. There is a good balance between formal well planned but exciting tasks and opportunities for children to develop their imaginations and a wide range of skills taught through structured play. Children are provided with a well-structured approach to reading and have access to a range of books. Children have a good experience of the required areas of learning and are well prepared for transition to the National Curriculum.
30. The curriculum for pupils in Years 1 to 4 is broad but lacks balance in its delivery. The time allocated to physical education is above average, and for other subjects such as geography, history, art and design and design and technology, which are taught in blocks of time, is below average. In Years 3 and 4, the weekly time allocation for the curriculum is over two hours less than that recommended. The school plans that from next term when there will be Year 5 pupils on site, the length of teaching time within the school day will be extended for pupils in Years 3 and 4. There are inconsistencies in teachers' use of time, for instance in personal, social and health education, geography and history, which need to be corrected. The strategies for the monitoring of timetables, to ensure that a correct balance is delivered over time lack a sharp focus. Some slippage of time was observed, such as late arrivals to some assemblies and lessons.
31. Curricular provision for pupils with special educational needs is good across the school. The curriculum provides for equality of opportunity for all pupils. Increasing attention to planning at

different levels and groups in mathematics in Year 2 contribute to this provision. A number of pupils are withdrawn from lesson for additional support, but the school tries to ensure that this does not impact too much on any one subject. This additional support is very effective in increasing pupils' skills and therefore helping them to make better progress in their work overall.

32. The school's strategies for developing literacy skills are less effective in terms of developing pupils' writing. The planned opportunities for developing writing across other subjects such as in history, science and geography are not well developed. The lack of focus on the teaching of literacy skills across the curriculum has some impact on those pupils learning English as an additional language, as work on the development of vocabulary is particularly important for their progress. The school's strategies for developing pupils' numeracy skills are satisfactory. The use of the numeracy strategy is supporting planning well and teachers' knowledge is better.
33. The school's provision for extra-curricular activities is excellent, and this is a good improvement since the previous inspection. Almost nine out of ten parents feel that this a positive area of the school's provision for their children. During the inspection week, a very wide range of activities was observed, including a samba band, gymnastics, trigolf, unihoc, orienteering, bell-ringing, pond-dipping and weaving, as well as football, cricket, short tennis and recorders. Staff and other adults give very generously of their time for these activities, which are enthusiastically attended by pupils. A particular feature of provision is the Tuesday Club, which is open to all pupils in Years 1 to 4 and enables them to sample a wide variety of activities. During the inspection week over half the pupils in the school were observed in at least one club. This provision contributes significantly to the development of pupils' musical and physical skills, and to their personal and social skills, from mixing with other age groups. A variety of planned visits to places of educational interest such as Swanage, Studland, Cranborne, the local church and the Nothe Fort 'World War 2 Experience' at Weymouth, together with visits from speakers who take assemblies, and an overnight camping experience for Year 4 pupils, further enhance the quality of the pupils' learning. An encouraging number of pupils receive tuition in trumpet, piano or violin and are entered for Associated Board Examinations.
34. The school includes pupils well and strives to ensure that all pupils have equality of access and opportunity to the curriculum irrespective of their prior attainment, gender or background. Every pupil is involved in the annual Christmas production, and clubs are open to all. Boys and girls of all ages partake of activities together in harmony. Teachers are conscious of the need to ensure that the contributions of pupils are encouraged and valued, and in lessons, they ensure that boys and girls of differing levels of attainment are equally involved. Where pupils are withdrawn from lessons for music tuition or additional literacy lessons teachers endeavour to see that they catch up with the rest of the class. The school has begun to follow guidelines from the local authority to identify gifted and talented pupils. However, provision for these and other identified higher attaining pupils requires development.
35. Provision for pupils' personal, social and health education is good, supported by a recently updated policy and programme of work. Nine out of ten parents think that the school is helping their children become mature and responsible. There are regular lessons for the subject, including set discussion times, though there are inconsistencies in the time given to this provision. Year 3 pupils were observed considering ways of protecting the environment; such as re-cycling, and showing awareness of health risks from refuse, following an examination of their own class waste-bin! Pupils have regular responsibilities within the classroom but wider responsibilities, for example, through a school council, are not yet in place. Older pupils were observed clearing away chairs after assembly, but opportunities were missed for them to operate the CD player and take other responsibilities. Posters round the school draw pupils' attention to safety issues such as wearing of seat-belts, not playing in the road, and healthy eating, though healthy eating has been identified in the current action plan for further development. Pupils in Year 2 add to their 'Rabbit' rules and others write their own 'Ten Commandments' on 'parchment'. 'Golden Time' when pupils gain free choice opportunities as a reward for good conduct, is provided in one class and the keen co-ordinator is discussing developing this more widely.
36. There are good links with the local church and community, which enhance pupils' education. During the inspection, a local lay preacher took one assembly, and the local vicar led a 'Lighthouse club' for parents and children. Harvest festival produce is auctioned with the proceeds going to the 'Seeds for Africa Appeal'. The choir sings in St. Peter's church and to the local elderly at

Christmas. The town of Shaftesbury itself is a good historical and geographical resource, well used for field trips. When the school holds its theme day a procession is made into the town and pupils identify well with local people. The school premises are well used by the local guides, brownies and cubs packs. The public support the school's May Fayre. The school's excellent website emphasises local links strongly. During the holidays, parents and pupils are able to use the swimming pool. The inspection confirms the view that the school is "a truly community school".

37. The school has good links with other schools, through sporting and musical contacts. The choir has sung at a music festival hosted by the local senior school; the school itself hosts a local football tournament. Pupils take part in the North Dorset schools' area athletics meeting, an induction day is held at nearby King Alfred's Middle School to which most pupils transfer, and middle school staff visit the school. Parents are happy that the transition to the middle school is gradual and progressive. There are good links with Shaftesbury school and the local sports college, with coaching provided for dance, orienteering, and tag rugby. Pupils attend workshops organised by the Shaftesbury area's schools' music association. Before pupils join the school induction visits are arranged for new pupils, and staff visit the local playgroups, which send their children to the school. There are good relationships with local training institutions. During the inspection, three students provided good support to the school.
38. The provision for pupils' spiritual, moral, social and cultural development is good overall and this is an improvement since the previous inspection. The good provision for moral and social development contributes positively to the pupils' very good attitudes and relationships, and to their good behaviour.
39. Provision for pupils' spiritual development is satisfactory. All assemblies include the statutory act of collective worship. In a Year 2 music lesson real joy was observed among pupils, but, as at the time of the previous inspection, opportunities for spiritual development in art and design, music and English are limited.
40. The school's provision for pupils' moral development is good and pupils are encouraged to know right from wrong. Whole school 'Rabbit's Rules' are well known by pupils. There is a strong moral code within the school and pupils make up their own set of class rules and adhere to them. Good behaviour is acknowledged and rewarded - sometimes through 'Golden Time', and pupils respond positively to the expectations of the staff, who provide good role models. The behaviour policy promotes the positive, but includes a graded list of sanctions.
41. Opportunities for pupils' social development are good. Pupils work and play well together within the many clubs and activities, and the oldest socialise with pupils from other schools through sporting and musical activities. Pupils work well together within literacy groups, when working in pairs and in discussion with partners. Members of the choir enjoy singing and talk with older members of the community. In a Year 1 class, pupils had made and signed a birthday card for their classroom assistant and sang 'Happy Birthday' to her. Such provision exemplifies the very good relationships seen in the school.
42. The previous inspection judged provision for cultural development to be satisfactory and this is still the case. Pupils learn about their own culture through history, art and music, and they learn well about their own local cultural heritage in Dorset. Other religions are studied, such as Judaism, and the school celebrates occasions such as the Chinese New Year. In Year 4 geography lessons pupils study an Indian village, Chembakolli, and compare life there with their own circumstances, and the school's 'Theme Day' this year centres on the Caribbean. Since the previous inspection, the school has purchased a variety of artefacts from different cultures, and this is an improvement, but there is little multicultural awareness in displays round the school, and insufficient emphasis on this area of provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has satisfactory procedures for ensuring the welfare of its pupils. However, although the local authority child protection policy is followed correctly, currently, because no one has been trained in its procedures, provision is deemed unsatisfactory and therefore a minor weakness of the school. The headteacher is the named person for child protection and all staff are made well aware

of procedures. There is good liaison with the local social services and all relevant documentation is securely locked away.

44. The headteacher is the named health and safety person and with the relevant governors, he engages in regular site checks and up to date risk assessments. All fire, physical education and portable electrical equipment is checked regularly. The school holds fire exercises every term and all escape routes are accessible and well marked. The school makes good use of outside professional help as required. For example, the police come in and talk about 'stranger danger' and a 'drugs caravan' about dangerous substances is provided. Pupils eat their packed lunches in very hygienic conditions. The school has caring and efficient procedures for recording and reporting accidents and administering medicines. There are well-trained first aid personnel. The school has a clear Internet safety policy involving both the local authority and parents.

45. The school has good procedures for monitoring and improving attendance. Each class register is clearly marked both morning and afternoon and returned to the office for checking. Parents are made well aware of their relevant responsibilities and there is good liaison with the educational welfare officer. The school has an effective lateness routine.
46. Procedures for monitoring and promoting good behaviour and eliminating that of an oppressive nature are good. The school's detailed written behaviour policy contains realistic awards and sanctions. Each new school year pupils discuss and review the school's 'Rabbit Rules'. Good behaviour stickers are awarded in class and certificates at assemblies. Losses of privileges, such as playtime and lunchtime, are usually sufficient to deter any bad behaviour. However, if a pupil has repeatedly poor behaviour he or she is spoken to, with parents in attendance, by the headteacher. The school has had no exclusions for twenty-six years.
47. Assemblies, discussion times (circle time) and personal, social and health education lessons are used to talk about oppressive behaviour and pupils are given the confidence to report any incidents to an adult. The staff are aware of how to identify potential situations and nip them in the bud.
48. The school has satisfactory procedures for monitoring and supporting personal development. The staff know pupils very well and because of the close contact with parents can regularly relate any positive or negative aspects. Pupils are encouraged to bring in any personal achievements, such as swimming certificates to assemblies. Personal development is covered on the report to parents. The school provides a very safe place within which the pupils can learn.
49. Assessment procedures are good in English, mathematics and science, satisfactory in some other areas such as ICT and physical education, but not developed sufficiently yet in art and design, music, geography, history, design and technology. The new assessment policy indicates informal assessments in art and design. Overall, assessment remains satisfactory, as at the time of the last inspection. However, more recently, the school has been making good use of ICT to analyse the performance of pupils and to instigate tracking in order to identify strengths and weaknesses, and raise standards. For example, a general weakness in pupils' writing was recognised, targeted, and the number of pupils who achieved the higher level 3 at the end of Year 2 in 2002 was in line with the national average. Reading has now been identified as an area for improvement. Data from assessment testing shows good achievement over time in reading and spelling. In English, reading and spelling are tested termly, and writing is now sampled monthly with pupils' work levelled against national criteria. More use is made of entry assessments to establish areas of weakness among children starting school and to target these for improvement. Year 2 pupils take the National Curriculum tests and Year 3 and 4 the optional tests each year. Reading and intelligence are assessed through tests produced by the National Foundation for Educational Research (NFER).
50. Except for the examples given above the school generally makes less use of its assessment procedures. Pupils' attainment levels are well considered in spelling when giving work to do at home to ensure that separate lists of words of different levels are matched to pupils' attainment. Under-achieving pupils are identified and teachers made aware of them, but use made of the information to promote their progress is less. Some use is made of the available guidance for assessing other subjects. Teachers and classroom assistants assess pupils' performance when hearing reading. The school has no records of achievement for individual pupils or subject portfolios with samples of pupils' work levelled against national criteria, which teachers can use for guidance. Assessment is used well to set individual and class targets in English and mathematics, which pupils include in their workbooks and to which they refer. However, less thought is given to the setting of higher targets. The attainment and progress of the small number of pupils learning English as an additional language are carefully monitored within the general tracking systems for English and mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH ITS PARENTS?

51. From views expressed at the parents' meeting, talking to parents at the inspection and from returned questionnaires, a high majority of parents believe that this is a very good school.
52. More specifically, parents say that: the school is well led and managed, the teaching is good, their child likes school, is making good progress, the school expects their child to work hard and achieve

of their best and is helping them to become mature and responsible. Additionally, they believe that behaviour is good, the school works closely with parents and they feel confident about approaching the school with a question or problem. A significant minority did not agree that they were being well informed of how their child was getting on, that their child was getting the right amount of work to do at home or that the school provides an interesting range of activities outside lessons. The inspection agrees with many of the parents' views. Of the negative ones: the school does set homework but does not refer to it as such and extra-curricular facilities are excellent, particular for pupils of such a young age. However, pupils' academic reports do lack certain clarity on achievement and the targets set.

53. The school provides good information for its parents. Each receives a copy of the prospectus and the governors' report. The current prospectus contains all statutory information. However, the governors' report does not make it clear where the school stands as regards a plan for disabled access. The school is now aware of this omission, particularly at the new school site. Pupil reports are sent out in July and parents have a chance to discuss them with teachers. In addition, there are regular and informative newsletters and a home and school agreement. Educational evenings have been held on the use of computers and there are 'New Children Afternoons'. The school agrees that it needs to inform parents more clearly on topics to help with work at home. There is a very clear website for parents. The school follows procedures for identifying and assessing pupils with special educational needs, and their individual education plans are detailed, with appropriate targets. These are regularly reviewed.
54. The contribution that parents make to their children's learning in school is very good and a strength of the school. So successful is it that teachers include parents in their weekly lesson timetables. The parents help with reading and other class activities, swimming and trips out. Parents do appreciate the home and school reading books and many help with reading and sign the books. Others would help more if they knew what the specific topics were. As many parents work they cannot always come into the school and find out.
55. The impact of parents' involvement on the work of the school is good. Many are members of the very successful parent teacher association, which has raised considerable funds towards computers and outdoor equipment. Several parents are governors and classroom assistants whilst others give generously of their talents in costume and cake making for parties, plays and social evenings. Parents of pupils with special educational needs are involved in discussions about their children's individual education plans and statements of special educational need.
56. Overall, the effectiveness of the school's links with its parents is good and compares well with that reported at the previous inspection. These good effective links contribute significantly towards their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The central aim of the school is to develop pupils to their full potential, to enable them to think for themselves and feel for others. The headteacher has been very successful, over many years, in maintaining a pleasant working atmosphere in which all are known and valued. Therefore, pupils have very positive attitudes towards school and towards themselves as learners. The headteacher is held in very high regard by the staff, the governing body, pupils, parents and the wider community.
58. The school is strongly managed in terms of its systems, procedures and routines and runs very smoothly on a day-to-day basis. The life of the school has been disturbed in the recent past by uncertainty as to its future in the light of re-organisation proposals; this has been a particular distraction for the governing body and senior staff. In the event, the school has been given less than six months to plan for the first stage of its ultimate expansion to a 4 – 11 year primary school, taking over a different building. Planning for this is being progressed with commendable thoroughness and efficiency. The school recognises that its impending change of status provides a catalyst for reviewing aspects of the detail and emphasis of its work within its overarching vision of developing the whole child. This should address many of the points raised through this inspection.

59. The headteacher rightly values the contribution made by his deputy and other members of the senior management team. The deputy headteacher is responsible for key aspects of the day-to-day running of the school as well as for the very important staff development programme. The deputy has been very effective in leading the substantial improvements in the provision for ICT since the last inspection, with a consequent improvement in the standards that pupils achieve. Effective monitoring to ensure that the improved resources were being used as intended and agreed has been an important contributory factor in raising standards.
60. Overall, however, pupils' standards in the subjects of the National Curriculum have not improved relative to schools nationally and in some areas, they have fallen since the last inspection. Monitoring takes place, but most co-ordinators have not been sufficiently empowered to monitor rigorously planning, pupils' work and the quality of teaching and learning. The direct monitoring of teaching and learning that has been carried out has not always focused sufficiently on the extent of pupils' progress in line with the intentions for the lesson or on how the standard of pupils' work related to National Curriculum expectations. Overall, therefore, the leadership and management by the headteacher and key staff are judged to be satisfactory.
61. The school's aims and ethos promote respect for all pupils, and the valuing of each child as an individual, however although respect for diversity in a multicultural society is included it is not actively promoted. The school is inclusive for all pupils and overall promotes equal opportunities well. However, there is some lack of awareness of the issues behind the requirement to produce a disability access plan, and the school has not yet done so. This is in part a response to the local education authority's timetable for this, and partly because any improvements to the school building are not regarded as cost effective for the relatively short life of the present site. The school is due to relocate to the middle school site in September 2004 and the headteacher and governors are involved in plans to modify this building for younger pupils. The governors and the headteacher are confident that the present school would provide for any pupil who needed adaptations until this move takes place.
62. In most respects, the present inspection judgements on leadership and management match those of the previous report. There has been an overall sound level of improvement since the last inspection, including the very effective development of ICT, a stronger contribution by co-ordinators and more success in promoting very good attitudes to learning and enthusiasm for school. A teaching and learning policy has been developed, but has not yet made significant impact on improving standards further.
63. The governing body carries out its statutory duties in a responsible manner. Several governors are parents of pupils at the school, some are employed in the school, some are both; this enables them to have regular contact with both staff and other parents. Generally they know the school well and are very supportive of it and committed to its development. However, the governing body has not been sufficiently active in wanting to know what is happening to standards across the curriculum.
64. The school development plan is the key document that sets out the school's agenda for improvement. Priorities for the current school year include raising standards in writing, looking at the use of worksheets and interactive strategies in mathematics, and creating a policy for teaching and learning. For next year, the main focus is on ensuring a smooth transition to primary school status. The priorities chosen are appropriate but there is not enough explicit focus on improving standards. For example, the overall success criterion for reviewing art and design, science, music and geography is the maintenance of a broad, balanced curriculum and up-to-date policy documents to provide more opportunity for all pupils to express themselves and achieve their own potential. This is not sharp enough and it will be difficult for the governing body and senior staff to monitor progress towards such an end or to evaluate success in terms of improved standards. By contrast, the science co-ordinator's own target of enabling a specified number of pupils to achieve standards higher than the average will allow both monitoring during the year and evaluation at the end of it. The governing body is not sufficiently involved in shaping the school development plan and in monitoring and evaluating progress towards agreed targets for improvement.
65. The school has sound procedures for managing the performance of staff. The arrangements for helping new members of staff, including those who are new to teaching are very good. The attachment of a named governor is a particularly commendable initiative and reflects well the

commitment of the governing body to the welfare of staff and pupils alike. The commitment shared among the headteacher, staff and the governing body to maintaining the school's strengths as it expands its age range provides a good basis for further raising pupils' academic achievements.

66. Financial planning by the headteacher and the finance committee of the governing body is good and directed well at achieving the school's priorities. Specific grants, for example the Standards Fund, which is very well managed by the deputy headteacher, and money allocated to meet pupils' special educational needs, are used well for the purposes intended. In these areas, as in others, the school actively seeks to obtain best value for the finances allocated to it. In most respects, for example in dealing with attendance data and in lesson planning, the school uses ICT resources well. It recognises the potential benefits of storing and analysing its assessment data in a similar way. The school secretary exercises very good control of finances on a day-to-day basis. All staff, including the caretaker and cleaning staff and lunchtime controllers, contribute well to the positive and welcoming atmosphere in the school.
67. The teaching staff includes a wide range of expertise and experience and with the team of classroom assistants makes an important contribution to achieving the school's aim of providing equal opportunity for all pupils. The accommodation is adequate for the purpose, although some classrooms and the library are small. The school is kept clean and attractive and this contributes to its pleasant working atmosphere. Outside space has been developed well to provide attractive areas for play and learning. The swimming pool is a very good resource both for the school and for the local community. Resources are sufficient, overall, although the school is well aware of deficiencies in some areas, for example geography. In general, however, teachers and pupils have ready access to the resources that they need and this enables most lessons to proceed effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to raise standards and improve the quality of education further for its pupils the headteacher, staff and governors should:
- (1) Raise standards in English, mathematics and science by the end of Year 2 and in mathematics by the end of Year 4, and writing for a range of purposes and experiences in English for all year groups through:

Providing more opportunities for writing and problem solving in mathematics and extending the links to other subjects;
Implementing the co-ordinators' action plans to build on present successes and develop the use of assessment further.

(Paragraphs: 3, 5, 6, 25, 24, 32, 50, 60, 78, 80, 87, 96, 99, 102)
 - (2) Improve the monitoring of teaching by the headteacher, senior managers and subject co-ordinators in relation to its impact on raising standards further through:

Extending the use of marking to aid pupils' learning;
Examining the use of worksheets and the organisation of them to show progress over time;
Making consistent the use and effectiveness of learning objectives in lessons.

(Paragraphs: 9, 21, 22, 24, 60, 81, 82, 84, 86, 92, 93, 94, 95, 97)
 - (3) Sharpen the monitoring of the curriculum by the headteacher, senior managers and subject co-ordinators to eliminate any imbalance in time given to subjects, particularly for Years 3 and 4:

Ensuring, in particular, sufficient time for writing skills and mathematical consolidation work to be developed.

(Paragraphs: 6, 22, 24, 27, 28, 30, 83, 90, 108, 112)

- (4) Extend the monitoring and evaluation of the school's performance and taking effective action by the headteacher and governors to raise standards further through:

Providing sharper targets linked to the school development plan to raise standards;
Increasing awareness of the usefulness of data analysis;
Empowering co-ordinators to develop the effectiveness of their monitoring role.

(Paragraphs: 28, 50, 60, 63, 64)

In addition to the key issues above, the following minor points for improvement should be considered for inclusion in the governors' action plan:

Bring forward the date for the work already planned for the review of geography and history.
(Paragraphs: 8, 25, 30, 49, 64, 67, 82, 83, 114 – 118, 119 - 123)

Ensure that sufficient training is provided for child protection in line with the local education policy, which is followed by the school.
(Paragraph: 43)

Ensure that an appropriate Disability Act Action Plan is drawn up, particularly in relation to the forthcoming expansion and move.
(Paragraphs: 53, 61)

Extend provision for multicultural development.
(Paragraphs: 28, 42, 61, 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	29	31	0	0	0
Percentage	0	5	46	49	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 one percentage point.

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)	294
Number of full-time pupils known to be eligible for free school meals	13

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	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	34	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	23
	Girls	29	29	28
	Total	47	49	51
Percentage of pupils at NC level 2 or above	School	78 (81)	82 (84)	85 (70)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	23	20
	Girls	29	29	29
	Total	46	52	49
Percentage of pupils at NC level 2 or above	School	77 (79)	87 (72)	82 (79)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
283	0	0
0	0	0
5	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
3	0	0
2	0	0
0	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)	12.3
Number of pupils per qualified teacher	23.6
Average class size	26.6

Education support staff: YR – Y4

Total number of education support staff	12
Total aggregate hours worked per week	196

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	563860
Total expenditure	533031
Expenditure per pupil	1957
Balance brought forward from previous year	7637
Balance carried forward to next year	38466

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	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	296
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	0	0
My child is making good progress in school.	55	42	3	0	0
Behaviour in the school is good.	50	43	5	1	2
My child gets the right amount of work to do at home.	40	47	11	1	1
The teaching is good.	63	34	0	0	3
I am kept well informed about how my child is getting on.	45	38	15	1	1
I would feel comfortable about approaching the school with questions or a problem.	59	34	6	1	0
The school expects my child to work hard and achieve his or her best.	45	49	3	0	3
The school works closely with parents.	39	51	8	0	2
The school is well led and managed.	58	39	0	2	2
The school is helping my child become mature and responsible.	52	43	3	0	3
The school provides an interesting range of activities outside lessons.	47	39	6	0	8

Due to rounding up not all percentages add up to 100.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. There are 54 children attending full time and being taught in two dedicated reception classes. The positive picture of provision reported on at the last inspection has been maintained successfully. The Early Years curriculum has been developed to reflect the recently introduced Foundation Stage. The two teachers plan well across the six areas of learning and place a strong emphasis on developing children's social and personal skills and their literacy and numeracy skills to make up for deficiencies at entry. Areas identified as needing developing further in the last report, art and music, are now well provided for. The procedures for assessment have developed further and assessment is used well to support lesson planning and individual children's development. Parents are actively encouraged to be involved in their children's learning from the start, although interest in curriculum evenings put on by the school is less.
70. Most children have taken part in some form of pre-school experience before joining one of the two reception classes. The attainment of the majority of children on entry is broadly average over time with year-on-year variations in the numbers with below average attainment. In line with these variations, the numbers attaining the Early Learning Goals varies year-on-year and this is reflected this year with a greater number of children identified at entry with broadly average ability. However, there is an increasing trend in weaknesses in children's social and personal and language development over time and below average mathematical development. Due to the good teaching, which focuses on developing children's social and personal skills and their literacy and numeracy skills, children grow in confidence. Children currently in reception, including those with special educational needs, make rapid gains and achieve well overall, which results in their good progress across the six areas of learning. By the end of the Foundation Stage and by the time they start in Year 1, the majority of children in the present reception year will have attained, or made good progress towards attaining, the expected standards for their age in the Early Learning Goals for these areas of learning.

Personal, social and emotional development

71. From an often-varied start, the majority of the present intake of children are making good progress towards attaining the expected levels of personal, social and emotional development by the time they begin in Year 1. This good achievement is due to the good teaching, which sets firm foundations for the development of children's personal, social and emotional development. All adults set consistently high expectations for children's behaviour and their working together. These high expectations are adhered to at all times, even when individual children experience an emotional upset or challenge what is asked of them. Consequently, interruptions to their learning are kept to a minimum and children are keen to quickly get on with their activities. Children know the routines and what is expected of them. They can work on their own or in small groups, for example one child made a model animal from construction materials and then placed it on the finished display table with a name card beside. Children are excited by the activities provided and often show delight in them. They take part in 'Plan and Do and Review' activity sessions, in which they have to record and evaluate their progress in the activity, which they have chosen. Children take part in assemblies with the whole school and learn to sing hymns. They learn stories from the Bible and how people from other countries live. Children mix well socially at playtimes and have good attitudes towards each other. They show much enthusiasm when getting ready for their weekly swimming lesson.

Communication, language and literacy

72. The majority of children in the present reception classes make good progress in developing their literacy skills. There is a strong focus on developing these skills and through good teaching; most children in the present reception classes will attain the expected level by time they start in Year 1. Children learn to listen to each other and they are keen to ask visitors questions and talk about what they are doing. They enjoy listening to stories and acting out parts, such as "squelching through the mud". Children are confident with books and are making a good start on learning to read. Books from the structured reading scheme are well matched by teachers to different abilities.

Lower attaining children show an interest in illustrations and can pick out some words and letter sounds. Children of average and above average ability can read simple sentences and start and finish a short story. Children enjoy playing word-matching games with adults. In writing, most children attempt to form letters and write their names, although their writing skills show wide variations in ability. Children are encouraged to be confident and to have a go at writing. They draw pictures to go with their stories. Children are enthusiastic and have good attitudes to their work.

Mathematical development

73. Children make good progress in developing their numeracy skills and the majority of the present reception year are expected to attain the appropriate level by the time they start in Year 1. Teachers give a strong focus to this area of learning and children enjoy taking part in the imaginative activities and achieve well from their point of entry to the school. Teaching is good with an effective use of interesting activities to encourage children's learning. In pattern work, children decorated party pizza tops with pieces of cheese, ham, or tomato and made patterned party hats to reinforce work on shapes and repeating patterns. Children are enthusiastic about their work and have good attitudes to learning in numeracy. They were looking forward with much excitement to their pattern party at the end of the week. Most children can count to 20 and some beyond. Many can count on or back in twos and most can make a repeat pattern of two shapes and colours. Some can record simple addition to 10.

Knowledge and understanding of the world

74. The majority of children are making good progress in the development of their knowledge and understanding of the world. Most children in the present reception classes will attain the standards expected by the time they start in Year 1. Children are confident using a computer. They can use the mouse to click on the correct icons to draw pictures and to play number or letter sound games. The computers are set up so that finished work and further tasks for them to do can be printed off quickly. Children investigate a range of activities such as things that grow, our homes and simple maps and plans, and different foods. They learn about pond life and watch tadpoles grow and change. Children begin to find out about other countries. Teaching is good with a wide range of activities provided which help to foster children's good attitudes to learning.

Physical development

75. The majority of children in the present reception year make good progress in their physical development to attain what is expected by the time they start in Year 1. There are good opportunities for outdoor planned play. Outside, children can ride about on wheeled toys and park the 'tractor' and 'digger' when it is time to tidy up. They can climb fixed apparatus and wait their turn. There is no secure area provided for outdoor play, but the staff manage this well. Children delight in learning to swim in the school's shallow pool. In swimming, after only four lessons, children move about the water with confidence and can use floats and make a good start in learning to swim. Indoors, children have a hall time in which to develop their physical education skills. In their classrooms, children join in actions for stories and taped music. The quality of teaching is good. Children benefit from the wide range of activities provided and show good attitudes to learning.

Creative development

76. Children in the present reception year are provided with a broad range of creative activities and the majority are making good progress to attain what is expected by the time they start in Year 1. They create pictures to music and sing different songs. When listening to a tape of 'The Carnival of the Animals' children could hear the music telling them that the lions 'creep' and 'roar'. They could explain that the music made them feel 'grand'. Children draw and paint and make a wide range of things. They have painted animals for Noah's Ark and have made mobile insects and weaved paper carpets as part of their work on taking a 'Magic Carpet Ride'. Teaching is good and activities are well thought out to balance free choice and imaginative play with more structured learning. Children play on their own or with others and are absorbed in what they are doing and have good attitudes to learning.

77. There is good teamwork between all the adults working with the children in the reception classes, lessons are inclusive for all and conducted imaginatively. This results in children's good achievement. There is good use of literacy and numeracy and ICT in and across all the areas of learning. Children in the Foundation Stage of learning continue to receive a good start to their education.

ENGLISH

78. Standards of work seen in lessons during the inspection are below average at the end of Year 2 but broadly average by the end of Year 4. This compares unfavourably with the findings of the previous inspection, which judged standards to be in line with national expectations. Standards in speaking and listening, reading and writing are all below average at the end of Year 2, but reading, speaking and listening, and spelling are average by the end of Year 4. The current Year 2 contains a significantly higher proportion of pupils with special needs and of lower ability compared with Year 4. Evidence from the school indicates an increasing and consistent weakness in pupils' language and social skills on entry over the previous years. Writing is being targeted by the school for improvement and standards in this aspect show an improving trend for pupils capable of attaining higher levels, and one, which is rising faster than the national level. Reading is now improving, but more slowly. During Years 1 and 2 pupils achieve at various rates of progress, often below that expected nationally. Pupils in Year 4 achieve satisfactorily over time and standards are broadly average.
79. Pupils join the school often with below average speaking and listening skills. At the end of Year 2 standards are still below average, but by the end of Year 4 they are average, and pupils have achieved well over time. During the inspection Year 4 pupils spoke with knowledge and eloquence in their group debates on subjects such as school uniform, girls playing football and the authority of lunchtime controllers. They used the formal language required of debaters, and listened courteously and closely to each other's point of view. They displayed very good attitudes to learning, some making convincing arguments against their own true beliefs, and giving spontaneous and confident responses to questions from the 'floor of the house' with phrases such as "I suppose that's because..." Pupils are encouraged to develop speaking skills at the end of lessons, and teachers generally use good, open-ended questions to elicit well-considered answers in sentences. During the inspection, less use was observed of role-play, drama, or speaking in assemblies. Most pupils interviewed by inspectors spoke with confidence.
80. Standards in reading at the end of Year 2 are below average, but this present year group has a high proportion of pupils with special educational needs and of lower ability. The school has recently introduced a new letter sounds programme and given training to teachers across the school in the teaching of this, and this is helping to raise standards, though there has not yet been sufficient time for this to make a full impact. During the inspection week, pupils were heard to read from each year group. The standards noted then were average, and the pupils selected texts that were appropriately challenging. The school uses a variety of reading material, all of which is levelled, in progressive stages. Many pupils, and parents, are aware of pupils' levels and together select books of appropriate difficulty on a regular basis. This is good practice. Teachers keep good records of pupils' progress, and the home and school reading records are well used to chart progress, note difficulties and to assess areas for improvement, as well as being a useful vehicle for sending home the weekly spelling lists. All classes have a daily fifteen-minute session of reading skills in addition to the literacy hour, and this is beginning to impact well on developing pupils' comprehension skills as teachers use questioning to good effect to check for understanding. The school recognises this area of provision as a weakness, and is targeting reading as a special focus in the school's development plan, through the introduction of new and improved strategies, such as reading in pairs and whole staff training on the progression of reading comprehension skills. Records show that almost seven out of ten pupils in the current Year 4 had added more than twelve months to their reading ages over a one-year period between Years 2 and 3.
81. Pupils use their knowledge of letter sounds to build words such as *bewildered* and *reassuring*. Year 2 pupils are familiar with the term's *author* and *illustrator*, know that an index is in alphabetical order and are clear on the difference between fiction and non-fiction. Most still finger-point and do not make sufficient use of simple punctuation to read with enough expression. In a Year 2 class, pupils compared and discussed three stories by Dick King-Smith, looking at characters, settings and themes, before voting 'The Invisible Dog' as the best. Year 4 pupils name their favourite authors,

refer to blurbs when selecting their books, and refer to the text when discussing the plot, characters and settings in their stories. Teachers' provision of reading areas is inconsistent. In many classrooms the reading area has not been made sufficiently attractive or comfortable to encourage reading, and the library is too small to allow timetabled lessons for class teaching of library skills, or to enable pupils to further their personal development through researching information independently. Most graded readers are kept in open units in the hall, although accessible to parents the system is restrictive as access during the school day is not always possible when classes are using the hall. Reading is assessed twice a term, underachievers noted and drawn to the attention of their teachers, but systems of setting targets for these pupils and monitoring their progress lack some rigour.

82. Standards in writing are below average across the school, but show improvement for older pupils. The school makes good provision for the teaching of spelling and handwriting, and average standards were observed across all year groups, though teachers' expectations are inconsistent. For example, in one Year 3 class every pupil was writing well with a joined hand, and neat presentation, whilst in one Year 2 class not one pupil was joining letters, despite this skill having been taught previously. The quality of handwriting and general presentation was often unsatisfactory. Year 1 pupils choose appropriate adjectives to describe parts of an animal's body for example "sharp, white tusks; long wrinkly trunk" for an elephant and a "cute, stripy, furry coat" for a zebra. Writing has been recognised as a weak area and given special focus recently, resulting in the proportion of pupils attaining the higher level 3 in the 2002 national tests being in line with the national average. Few teachers provide areas in classrooms to encourage pupils to write. Pupils write for a variety of different purposes within the literacy hour but extended writing and writing within other subjects are more limited. Scrutiny of pupils' work in history, geography and design and technology revealed less recorded written work, missed opportunities to develop writing skills, and at times an overuse of worksheets. In a Year 3 class, however, pupils were writing to a higher level, using paragraphs, in a personal, informal letter written to an author of their choice. Year 4 pupils turn statements into questions taking care to ensure that persons and tenses are correct. By Years 3 and 4 pupils write with correct spelling and good use of punctuation, including the use of apostrophes and correctly punctuating dialogue. Spelling is well taught, as at the time of the last inspection, and many pupils at the end of Year 4 show average levels of attainment.
83. Progress in developing literacy skills is satisfactory overall. Additional curriculum time for reading is effective but there are too few planned opportunities to promote language skills through other subjects such as writing in history, or recording of data in science and geography.
84. The teaching and learning seen in lessons was satisfactory in Years 1 and 2 and good in Year 3 and 4, confirming the better achievement of pupils as they move up the school. No unsatisfactory or very good teaching was observed. Teachers have good subject knowledge and generally teach basic skills well. Learning objectives are displayed and discussed with pupils, and most teachers plan satisfactorily to use sessions at the end of lessons to reinforce learning. Teachers are beginning to plan more effectively for pupils of differing levels of attainment, and there is good provision for pupils with special educational needs, but the needs of other low and higher attaining pupils are not always met sufficiently in sentence work where there is often less challenge. Some teachers' expectations generally are not always high enough and the quality of teachers' marking is inconsistent across the school. The best marking suggests ways for pupils to improve. On-going assessment of pupils within lessons is less well used to identify weaknesses and adapt planning to make improvements. Pupils often have insufficient time for writing at length. Regular weekly spellings are given for work to do at home, and these are grouped to match pupils' different levels of attainment. The use of this work for developing reading is less consistent, and little provision is made for any written work at home.
85. Management of the subject is satisfactory. The previous co-ordinator has worked hard to implement the literacy hour successfully and the newly appointed co-ordinator has already drawn up an action plan, which identifies ways for taking the subject forward. More recently, new initiatives and improved structures have been introduced but it will take time for these to impact on standards.
86. The school's capacity for further improvement in English is good with a strong focus by teachers on this as an area for continued development. ICT is well used in the subject with good planned opportunities to use the computers included in every literacy hour lesson. The subject supports

pupils' social and moral development satisfactorily. The subject co-ordinator has begun to monitor teaching and learning in lessons, but this remains an underdeveloped area. Assessment procedures are improving, including tracking procedures, but are still less well used to rigorously monitor targets before setting higher ones. Pupils' writing is assessed regularly, and levelled against national criteria, but no annotated portfolios of work are kept enabling teachers to have better awareness of levels. Pupils' 'once a month' writing assessments are levelled against national criteria, and are a positive indicator of 'value-added' achievement, but insufficient use is made of these to challenge pupils' learning further. Resources for the subject are generally satisfactory. The school has recognised the need for more reference books for the library and improved stocks of graded reading material and has set aside funds for this purpose. All classrooms have literacy display boards but there is little evidence of pupils' writing around the school. 'Work of the week' is displayed in the assembly hall, and this is good practice, but overall presentation and display quality are insufficiently developed.

MATHEMATICS

87. Pupils' attainment by the end of Years 2 and 4 is below the national average. For pupils in Years 1 and 2 this represents a less favourable picture than at the last inspection. However, the current Year 2 has a high proportion of pupils with special educational needs and pupils of lower ability, and overall this year group has made satisfactory gains in learning when measured against the assessments taken on their entry to school. For pupils currently in Year 4, the levels of attainment seen during lessons and in pupils' recorded work place them just below average overall, and represent good progress over the two years when measured against their Year 2 National Curriculum results. Evidence, gathered when children start school shows consistent weaknesses in their mathematical development over time at entry and fluctuations in the numbers of pupils identified as having special educational needs each year, which has an impact on progress made.
88. By the end of Year 2, most pupils show understanding of place value to three-digit numbers, with higher-attaining pupils using four-digit numbers. These pupils deal with problems in hundreds, tens and units using addition and subtraction, but there is less work on multiplication and lower attaining pupils count on in fives and tens, and order numbers to 20. They know how to use a mirror to find lines of symmetry and recognise that both sides must be the same. They can, with some help, identify common two-dimensional shapes, and compare standard and non-standard units for measurement. Pupils of average ability recall pairs of numbers adding to 20, and count in tens and twenties. They identify coins which add to particular totals, name two and three-dimensional shapes, and use number lines to count on and back to solve addition and subtraction problems. Higher-attaining pupils classify and describe two and three-dimensional shapes using their properties, and add and subtract money in pounds and pence. They use non-standard and standard measures to measure length and mass. In one lesson, this group counted in 90 degrees to demonstrate angle sizes, recognising that these represented fractions of a whole turn. They went on to use this information to plot routes through a maze, working with accuracy.
89. By the end of Year 4, most pupils understand place value up to four-digit numbers, and use this understanding to estimate answers as they add and subtract. They use the 2, 5 and 10 multiplication tables to solve mental and written problems. In one lesson on angles, most pupils confidently halved 360, then repeated this action down to 45, and went on to calculate in 30s and 45s. Most could recognise the number patterns apparent in this exercise, and were able to suggest numbers, which would lie between two given three-digit numbers. Across the age group, pupils use their knowledge of number patterns to estimate the size of acute and obtuse angles along straight lines, although they have some difficulty in measuring these angles using a protractor. Pupils of all abilities are able to explain their mathematical reasoning.
90. Pupils have few opportunities to carry out problem-solving activities, which relate to their lives. Whilst the teaching of basic numeracy is satisfactory overall, pupils do not have sufficient opportunities to put their mathematical knowledge into practice or to use it in the context of other subjects. Because of analysis of performance data by the co-ordinator, some teachers have introduced additional problem-solving activities, based on the week's topic, to provide these opportunities. At present, this is not consistent across the school. In most classes, these activities lack challenge, either because of over-reliance on worksheets or by being simply another way of presenting the problem, rather than providing pupils with tasks requiring investigation and

opportunities to find their own solutions. Throughout the school, too little attention is paid to pupils' organisation and presentation of their work, sometimes making it difficult for pupils to refer to their own work for evaluation or information. The use of computers in mathematics is very good, with appropriate programs to support learning planned into each lesson, and well used by pupils. This is a significant improvement on the last inspection.

91. In the present Year 2, which is a large year group with a high proportion of pupils with special educational needs and those of lower ability, mathematics is taught in three groups. This helps teachers to provide work appropriate for pupils of differing abilities, enhancing learning in the lessons seen during the inspection. Pupils with special educational needs are given appropriate support; work is planned at different levels to build on what pupils know and can do. Classroom assistants support some pupils and most teachers ensure that in mental mathematical sessions they match the difficulty of their questions to pupils' abilities, to promote success. Pupils who are learning English as an additional language make gains in learning in line with their peers. Teachers are aware of the need to include all pupils in their lessons and less able pupils are regularly involved in the illustration and demonstration of particular mathematical examples.
92. The quality of teaching seen during the inspection throughout the age range was good overall, although evidence gained from pupils' recorded work would indicate that over time, teaching is satisfactory. No unsatisfactory teaching was seen in the subject. In lessons where teaching is good, the daily three-part lesson works successfully, although in a few lessons, insufficient time was allowed for pupils to practise for themselves what they had covered in the oral part of the lesson, so that the learning was not consolidated sufficiently. Because of a focus on mathematics, teachers' subject knowledge is improving, alongside their confidence in the subject. This leads to mainly effective teaching seen with good pace within lessons, varied questioning to all abilities, good use of simple aids such as whiteboards to assess accuracy and understanding, and the correct use of mathematical vocabulary. In one Year 4 lesson, pupils made good gains in learning to use a protractor because the teacher recognised their difficulty, and persevered, presenting the information in various ways, until the majority of pupils understood. However, lack of confidence among some staff may account for the narrow opportunities for problem solving and over-reliance on worksheets in some classes.
93. There are many instances of good practice in teaching, but too often, these are not shared between teachers. For example, very detailed record-keeping in a Year 1 class, leading to a very clear understanding of what each pupil needs to do next, is not replicated in other parts of the school. Planning together in year groups to provide an equivalent experience for pupils in parallel classes requires developing further to eliminate better progress between classes.
94. Assessment against key objectives takes place twice a year, allowing teachers to group pupils and plan appropriate work. Assessment information is used to predict targets for all pupils and analysis of test data to conclude what are the areas of strength and weakness is carried out. At present, although this is shared with teachers, this needs developing further. Learning objectives are shared with pupils in lessons and pupils have individual short-term targets in mathematics, but these are not used well in all classes. Marking is inconsistent between classes, and evaluative comments that help pupils to know what they have done well and what they need to do to improve are not used enough.
95. Management of the subject is satisfactory. The co-ordinator is enthusiastic and has a clear action plan, which has appropriate targets, and this evaluates the effect of actions on teaching and learning. The co-ordinator has had an opportunity to work alongside colleagues and to monitor teaching in other classes, giving her a clear view of the strengths and weaknesses in the subject. Despite this work, and the fact that mathematics has been a focus for action in the last year, the co-ordinator is not able to ensure that recommendations and policy are carried out consistently or initiatives evaluated and continued if effective.

SCIENCE

96. On the basis of the lessons observed and examination of pupils' work during the year, standards at the end of Year 2 are judged to be below national expectations; this compares unfavourably with the findings of the last inspection. Each class in the present Year 2 has one or two more pupils with

moderate learning difficulties and the proportion of pupils with special educational needs and of lower ability is greater than in other classes. The teacher assessments made of the present Year 3 pupils when they were at the end of Year 2 indicated well below average attainment, with no pupils identified as exhibiting above average attainment. The overall progress of most pupils, including those with special educational needs when they do not receive focused support, is unsatisfactory in Years 1 and 2. Pupils' attainments at the end of Year 4 are in line with expectations for their age and this matches the judgement made at the last inspection.

97. The school has adopted units from national guidance as the basis of its planning, however a sharper focus is still required on National Curriculum requirements for the planned development of skills, knowledge and understanding from one year group to the next. There are differences both between and within Years 1 and 2 in terms of expectations, the provision of appropriate challenge, especially for the few pupils who are potentially higher attainers and the quality of the marking of written work. There are limited records of assessment provided over the year.
98. During the inspection, pupils from one of the Year 1 classes made good progress in understanding that push and pull forces can stop things moving. They were helped in this by the teacher's clear explanations and good organisation, and by the contribution of the classroom assistant who effectively helped to make sure that all pupils, among them some who found the work and ideas more difficult, were fully included in what was being done. Pupils made good gains in their skills of investigating as they altered the angle of a ramp until a shoe slipped. There was good discussion as they worked in groups of six with either the teacher or the teaching assistant and they used their numerical skills well as they counted the number of blocks needed to get the ramp to the 'slipping' height. Another good feature of this lesson, and one that effectively promoted deeper understanding and extension for more able pupils was the teacher's insistence that pupils recorded what they had done in their own words, with diagrams, in their workbooks; this was supervised and supported very effectively.
99. Much of the work seen from pupils in Year 2 was on worksheets rather than in books and the recording required during the two lessons observed consisted of drawing and naming objects that used electricity. There was no opportunity for pupils to develop the skill of choosing an appropriate recording format or the skill of writing in complete sentences. The focus of the lessons was on finding out that some everyday appliances use electricity and that they include things that light up, heat up, produce sounds and move. Pupils were stimulated and interested when appliances such as a vacuum cleaner and a fan were demonstrated and helped compile a list of other examples that showed satisfactory general knowledge. Where there was good focused questioning and the teachers challenged learning, pupils worked well and completed the recording task. There was, however, little opportunity for the few pupils of potentially higher attainment to move beyond the common task, for example by following up on the question of whether heat was always produced when electricity flows.
100. Even allowing for the age difference, much more is expected of pupils in Years 3 and 4 in terms of independent working in pairs and groups and in terms of independent recording. Pupils in Year 3, for example, had to take responsibility for the design of class experiments to establish how much water certain plants needed to grow. They showed good understanding of the requirements of a fair test, knew the functions of parts of the plant, such as the roots, and used vocabulary, for example *germination*, correctly. The work was challenging for pupils of all abilities and expectations were high, for example the group of pupils who just wanted to plant some seeds with 5 ml of water had to explain exactly what they would learn from that, and soon came to the conclusion that more refinement was needed. In these lessons there was a good balance of whole class discussion led by the teacher and discussion by groups of pupils, taking responsibility for coming to agreement about the necessary experimental design.
101. The teacher's concern for quality and for improvement was a striking feature of a Year 4 lesson on grouping organisms according to observable features. In the previous lesson, the teacher had been disappointed by the lack of detail in pupils' descriptions of the animals that they had observed in various habitats. The teacher made clear that the analysis of the differences between, for example, a centipede and a moth should be sharper. Pupils responded well and later in the lesson showed sound attainment in devising questions that would sort a collection of pictures of animals, for example whether something had wings, or how many legs. Pupils worked in groups well and recording was carried out effectively; following the structure that the teacher had set up. ICT resources and skills were used well to promote and extend learning as some pupils used a

branching diagram; good links were made with earlier learning where pupils had sorted shapes. The skills of literacy and numeracy are both promoted well through science in Years 3 and 4, and there are some good examples of the use of ICT resources.

102. The overall quality of teaching is satisfactory, with some good features as indicated above. Pupils in Years 1 and 2 made overall satisfactory progress in learning in the individual lessons seen during the inspection, but progress is unsatisfactory over time. In the lessons seen for pupils in Years 3 and 4, overall progress in learning was good and over time, this is satisfactory. Pupils enjoy their science lessons when they are engaged in genuine investigative work; further development of this aspect has potentially good benefits not only in science but in other areas of the curriculum.
103. There is sound management of the subject and a clear action plan for planned improvements has been developed. The co-ordinator and the teachers responsible for Years 1 and 2 recognise the need for better assessments of pupils' learning and progress in these year groups and for such assessments to be closely linked to National Curriculum levels.

ART AND DESIGN

104. By the end of Year 2 and Year 4, pupils' standards in art and design broadly meet national expectations. Standards in the subject have been maintained since the last inspection. Overall, pupils with special educational needs make satisfactory progress in their learning.
105. Improvements since the last inspection include better opportunities for pupils to select materials, although there is room to develop this even further. Resources are now organised so that pupils have better access. The teaching of skills still appears less well developed and is due to be addressed as part of the subject's review, which is planned for this year. As at the time of the last inspection much of the work is related to appreciation of famous artists and linked to topics.
106. In Year 1, pupils learn about different techniques and made colourful pictures of a beach scene 100 years ago. By the end of Year 2 pupils can produce some thoughtful work in the style of different famous artists, such as Van Gogh, L.S. Lowry and Paul Klee. Pupils can use a range of different pencils, crayons and pastels well to produce some sensitive and imaginative interpretations. They had made some good quality observational drawings of daffodils. In Year 3, pupils develop their imaginative skills further and produced highly individual pictures inspired by the work of Kandinsky. By the end of Year 4, pupils have experienced a range of techniques, such as different forms of printing and picture making. They made, for example imaginative black and white explosions using paper and 'necklaces' using paper and other materials. However, their drawing skills appear less well developed.
107. Teaching and learning throughout the school are satisfactory overall. In one lesson seen, teaching was good. In this lesson, pupils made good progress due to the pace and effectiveness of the teaching. However, in some classes the subject is not well represented, in others the work on display is of a good standard. Pupils have good attitudes to learning and share tools, materials and equipment sensibly. They respond well to the responsibilities given to them by their teachers, such as when washing up equipment at the end of a lesson.
108. There is satisfactory management of the subject and the co-ordinator has produced a suitable action plan to improve planning throughout. At present, the Qualifications and Curriculum Authority's guidelines and school devised planning are used. Some good work takes place but it is evident that there are inconsistencies in provision. The standard of display is variable throughout the school and some teachers are more confident at teaching the subject than others. The use of sketchbooks is underdeveloped for Years 3 and 4, but the co-ordinator plans to address this as part of the subject's development. The policy is due for revision as part of the action plan and provision is to be extended to accommodate Year 5 and eventually Year 6 as the school expands. Assessment and monitoring are mostly informal and to be developed further as part of the coming subject review. Resources are suitable and looked after carefully by pupils. There are some good links to pupils' cultural development through the study of different and well-known artists. Links to other subjects are less well developed, but good use is made of ICT.

DESIGN AND TECHNOLOGY

109. One lesson, in a Year 4 class, was observed during the inspection, which was good. Further evidence was gained from displays of work, photographic and computer-based records, and a discussion with the co-ordinator and conversations with pupils. Standards at the end of Years 2 and 4 are in line with those expected nationally; no judgement was made on standards in the last inspection. Since that time the school has adopted government curriculum guidance and the subject appears in the planning for pupils in each year group. Pupils of all abilities, including those with special educational needs, make sound progress in developing their practical skills and their understanding of the design process.
110. The lesson that was observed was an early one in a sequence on switches. Pupils had earlier looked at household switches, both manual and automatic, and at sensor switches around the school; this helped to make learning relevant as well as interesting. The focus of the lesson was on making at least two different sorts of switches in preparation for a future task of designing an alarm system that incorporated a switch. Because the teacher explained and demonstrated very clearly what was to be done, and provided plenty of good quality resources, pupils made good progress in developing their practical and problem solving skills. They displayed a positive attitude towards their work and collaborated well; the teacher rightly praised them both for this and for their achievements.
111. Before the inspection, pupils in Year 1 had been prepared well for their project by visiting a local playground. They explored different ways of joining drinking straws and constructed swings and slides. The work was linked well with science investigations into 'push and pull' forces and the finished articles were of sound quality. Pupils in Year 2 have undertaken a range of appropriate tasks; labelled drawings of vehicles and subsequent evaluations show a satisfactory level of understanding of the process of designing, making and evaluating. Completed work on using sliders and pivots to make the clown's bow tie move were sometimes attractively finished.
112. The work of pupils from Year 3 shows a satisfactory degree of progression in skills, knowledge and understanding. They have explored ways in which air can be used to create movement and used syringes, plastic tubing and cardboard to make 'moving monsters'. Some of the completed monsters did function as their makers intended and the planning, explaining and evaluating were often written well in pupils' own words within a helpful structure that had been provided. Such work makes a useful contribution to using and developing skills of literacy, as pupils discuss their work and write about it. Less evidence was found of the planned use of numeracy and more use can be made of the school's ICT resources in this subject.
113. The co-ordinator manages the subject well and rightly values the contribution that the subject makes to cross-curricular understanding. There is an appropriate action plan for projects to be undertaken when the school's age-range is extended. The co-ordinator recognises the need for teachers to be keenly aware of how skills are to be built on from one-year group to the next and for teachers to make and record assessments that will be helpful in promoting this.

GEOGRAPHY

114. Standards of attainment are broadly as expected at the end of Year 2, but below average at the end of Year 4. No judgements on attainment in geography were made at the time of the previous inspection, as it was felt that there was insufficient work available from which to base judgements. No teaching of geography was seen during this inspection in Year 4. Judgements for this age group are based on looking at pupils' work, and teachers' planning and other documents, and from discussions with the subject co-ordinator, and with a selection of Year 4 pupils.
115. Pupils in Years 1 and 2 achieve satisfactorily, but achievement at the end of Year 4 is unsatisfactory. Pupils with special educational needs achieve similarly. Year 1 pupils watch a video of Barnaby Bear on his travels and learn about life in Brittany, noting differences in weather, jobs and food, before sampling French food and experiencing role play, changing their money for euros. They use Barnaby's web site briefly to visit places such as Dublin and Australia. Earlier work includes using a large-scale local map of Shaftesbury and identifying locations such as a pelican crossing, the fire station, and identifying types of traffic. Through following Barnaby to the seaside, they learn about a contrasting location, acquiring specific vocabulary to identify coastal

features such as a *cliff*, *mudslide*, *boulders* and a *beach*. Year 2 pupils have earlier studied the Isle of Struay, linked to their literacy work on Katie Morag, comparing Struay with Shaftesbury, in physical and human features and types of transport. Written work is mostly recorded on worksheets and coverage of topics is broad.

116. In Year 3 pupils consider the use of land in their immediate environment moving from plans of their classroom to studying large scale photographs of the land around Shaftesbury, identifying places of interest, reflecting that the local soccer pitch is soon to be developed to become a supermarket, before using a map of the school grounds for field study work on how land is used there. They learn that land use round the town was affected by the contours of the hill, and that the early local Saxon settlement was for defence purposes. Good links with history were seen in this lesson. Year 4 pupils in their earlier work have studied a contrasting foreign location – Chembakolli in India, and have noted similarities and differences in housing, education, weather, and transport. There is little written work in evidence for so late in the school year, and therefore opportunities to develop pupils' writing skills are limited. Those pupils spoken to were insecure in basic geographical knowledge such as defining an island, explaining climate, identifying continents of the world and in their knowledge of different physical features.
117. The teaching and learning seen were satisfactory overall. Lesson plans are often too general, and challenge and emphasis on considering the needs of pupils of different abilities, especially the higher attainers could be extended. Teachers' expectations of pupils are often not high enough. The questions the teacher did ask in a Year 1 class, however, were very relevant and made pupils think about their locality and other places, for example, "Why doesn't Shaftesbury have a harbour?" Overall, there is too much reliance on worksheets, and on drawing and colouring, which inhibits the development of writing.
118. The school has adopted the latest national guidance for geography, but topic coverage requires development. Walks into the town and field trips to places of interest support the curriculum suitably. However, there is an over-emphasis on studying the local environment and less emphasis on the progressive development of skills. Assessment in the subject is limited. The time allocation for geography is inconsistent across the year groups and within classes. Resources for the subject are limited, with too few atlases and wall maps. Resources are not well organised and in need of replacement to match better the units studied. Monitoring of work taking place has yet to be developed. Geography will have a major focus in next year's school development plan when these concerns are to be addressed as part of the subject co-ordinator's action plan. There is satisfactory use of ICT through good use of digital cameras and the Internet, but the development of literacy skills is less developed. The subject gives satisfactory support to pupils' personal and cultural development. Pupils no longer make the same good use of their outdoor base for recording weather conditions as reported in the previous inspection.

HISTORY

119. During the inspection, three lessons of history were seen, one in Years 1 and 2 and two in Years 3 and 4. Judgements have been made using evidence from these lessons; work in pupils' history folders and workbooks, discussions with Year 4 pupils and the co-ordinator's portfolio of work. These show that attainment in history is in line with national expectations at the end of Year 2, but below these expectations by the end of Year 4. In Years 1 and 2, most pupils make satisfactory progress, but a low volume of work, much of which lacks challenge, means that progress in Years 3 and 4 is unsatisfactory. Standards have been maintained in Years 1 and 2 since the last inspection, but not in Years 3 and 4.
120. By the end of Year 2, pupils have an understanding that there are differences between the past and present. They develop a sense of chronology through looking at domestic artefacts from the past and comparing them with present-day objects. They recognise changes made by Florence Nightingale in hospitals in the Crimea, and can relate these to the need for hygiene today. They know that we learn about history from a variety of sources. However, the use of pupils' writing skills to record their activities is less developed and pupils' work does not always show what they know and understand.

121. By the end of Year 4, pupils have some basic historical knowledge of a range of periods. They know, for example, facts about the ancient Egyptians as well as about more modern historical periods, such as the Second World War. They can recognise the main reasons for Henry VIII's marriages and relate information about the dissolution of the monasteries to the fate of the abbey in Shaftesbury. Pupils know that the past can be researched from a number of sources, such as books, photographs, the Internet, and contemporary accounts, and although they name archaeology as a source for information, they are not sure how this contributes to knowledge.
122. In the small number of lessons seen, teaching and learning were satisfactory. In lessons, teachers show that they have a sound knowledge of the subject and use photographs and other evidence to allow pupils to find out about the past. Lessons move at an appropriate pace and pupils focus well on their tasks, making use of previous knowledge. In others, lack of detailed planning to provide a clear objective for the lesson results in too many loosely connected activities, not allowing pupils the opportunity to assimilate what has initially been learned. A Year 3 lesson began with work on a map of the Shaftesbury abbey site, then drawing from replica artefacts and photographs, with a final session on the growth of the town, but many pupils did not follow this sequence properly and some opportunities to extend their knowledge further were missed. The analysis of work in pupils' workbooks shows that teaching has some weaknesses. Although the present curriculum plan provides for a suitable range of topics, there is limited co-ordination of the work covered and the amount and quality of pupils' work differs between classes. There is evidence of some imaginative activities to bring the past alive, such as a Year 4 visit to the seaside in costume to represent the evacuation of children during World War II, but many activities are over-dominated by the use of worksheets. This has not altered significantly since the last inspection. The use of opportunities to develop pupils' literacy skills by writing at any length is missed.
123. The co-ordinator is enthusiastic and has revised the curriculum plan to improve the range of topics taught in Years 3 and 4. This will be further reviewed to provide for Year 5 next year as part of the subject's action plan for improvement. Monitoring to support consistency of approach is not developed, although the co-ordinator does sample work. Resources are satisfactory, and well used. The subject is blocked with geography, and organised differently from class to class, meaning that some pupils have too long between lessons or topics. There is limited assessment to inform teachers of what pupils have learned, or to enable pupils to know how they could improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. At the time of the last inspection information technology skills were judged to be at the early stages of development in most classes; attainment by the end of Years 2 and 4 was below that expected. The co-ordinator, with very good support from other key members of staff, has led a very good level of improvement since then and pupils now attain as expected by the end of Year 2 with many above that at the end of Year 4. There are now three computers in each classroom and they are used well not only to develop pupils' skills in ICT, but to promote learning across the curriculum. Teachers' skills and confidence have developed well and most have established routines and ways of working so that their computers are in use for much of the day. The quality of teaching in the lessons seen was good overall. Older pupils, in particular, use the ICT facilities before school, at lunch and break times and after school. Pupils, including those with special educational needs, make good progress in developing and using their skills.
125. The school website is an excellent source of information about the school, particular classes and what they are studying and even what spellings are currently being learned for work at home. As such, it is of great value to parents who want to know more about what their children are learning and to support them at home. This is much more than a very good information source. For example, the Webmaster has built in links that permit pupils, their parents and teachers to gain access to carefully chosen sites that encourage further independent research or revision or self-assessment. In this respect, it is already playing an important role in enabling pupils to take more responsibility for their own learning and to become confident about their ability to learn.
126. The progressive development of pupils' skills is planned well and teachers carefully keep track of pupils' progress. During the inspection, pupils in Year 1 were having an early experience of how to control a floor robot through a sequence of instructions. They benefited from clear explanations from the teacher and from the fact that they were taught half a class at a time, while the other half

were swimming. This meant that all pupils could have sufficient time to try out skills and develop their understanding. As a result, most successfully navigated the robot forwards and backwards and executed right and left turns, and appreciated that the robot moves in units of its own length. They clearly thought about what they wanted to achieve and the necessary instructions and eagerly anticipated the next task of sending the robot around a square. These pupils developed their word processing skills well when they produced captions for their Country Code pictures and have used a graph-drawing program.

127. Pupils in Year 2 were developing their skills of using a CD-ROM based encyclopaedia, motivated by finding out about an animal of their choice. The technique of having one of a pair of pupils give instructions to the other as to how to find information about, for example, a gorilla worked well and pupils made good progress. Thorough and detailed assessment records show that pupils have used a wide range of the features of a painting program and have developed sound word processing skills. Overall, attainment by the end of Year 2 for most pupils is in line with expectations for their age, with some examples of above average achievement.
128. Pupils in Year 3 have built well on their earlier skills and confidently combine text and graphics. During the inspection, they were using e-mail confidently and effectively to communicate with a student teacher who had worked with them earlier in the school year and set them challenges, for example, to find Kuala Lumpur on the map. This gave an added incentive to pupils to develop their electronic communication skills. Pupils in Year 4 benefit from the advanced ICT skills of their teachers and display above average attainment. They also benefit from being taught skills in half classes and from skilled use of equipment, for example the data projector. Pupils made good progress in their knowledge, skills and understanding of databases, confidently creating new files and using the appropriate technical language correctly. These pupils too, use e-mail effectively when they communicate with their opposite numbers in Vermont, USA. Many have well exceeded expectations for their age in the multi-media presentations that they have put together.

MUSIC

129. Only three formal lessons of music were seen during the inspection, and no written work on music was available. However, a wide range of extra-curricular activities was observed, and pupils were heard singing and performing in assembly and on CDs made of their accomplishments over the past year. Standards of attainment in music are broadly as expected at the end of Year 2, and by the time pupils reach the end of Year 4 their attainment is in line with national expectations. Pupils who participate fully in the range of extra-curricular musical activities exceed what might be expected for their age. This is broadly similar to the findings of the last inspection, when attainment was judged to be in line with national expectations, but with underachievement by some pupils in Years 3 and 4. All pupils benefit from the school's musical ethos and the provision of extra-curricular musical activities is a strength of the school, and enhances attainment, particularly in Years 3 and 4. Throughout the school, pupils sing tunefully, and listen appreciatively to music.
130. Pupils in Year 2 can reproduce a rhythm of several beats on tuned and untuned instruments, and select appropriate instruments for a particular sound. They listen well and respond thoughtfully about the mood of different extracts. Others carefully interpret a range of environmental sounds on instruments. Pupils are beginning to be able to work together in groups to compose a piece of music, but the majority do not always respond well to each other's signals, or work together effectively to improve their performance. There is no evidence that they are beginning to record what they do with symbols so that it can be reproduced. Pupils in Year 4 sing two and three part songs, holding their own parts with some success. They can identify a number of instruments while listening to music. They respond imaginatively to pictures, interpreting their feelings about the picture in a group composition, which they rehearse and perform. Pupils listen attentively to the work and performances of others, and girls in particular can appreciatively and sensitively evaluate others' performance, commenting on how well the intentions of the performers have been achieved.
131. In the extra-curricular activities, which the school provides for all, but mainly for Years 3 and 4, pupils read formal and informal musical notation, practising conscientiously in lessons and at home. They discuss the effects of different note values, bars and rests, and then try these out in their performance. In both the handbell and steel pan groups, they successfully combine layers of sound, appreciating how this contributes to the whole effect. They listen carefully to their own and others' performance to refine and improve.

132. The quality of teaching and learning in work seen is good overall. In Years 2 and 4, teachers exchange classes, so that music is taught by specialists, and it was these lessons which were seen during the inspection. All teachers have participated in workshops to support non-specialist teachers. Overall, the enthusiasm of the co-ordinator and the other specialist teachers for the subject results in lessons and other musical activities in which pupils make good progress. In one very good lesson in Year 2, the teacher used a variety of pace and activity to hold pupils' interest. The teacher made good suggestions and praise in the final song with the class, enabling them to sing and move joyfully. The discussion of the feelings in different verses encouraged pupils to alter their demeanour and tempo in response, improving their performance.
133. The subject makes a very good contribution to the social and cultural life of the school, especially in Years 3 and 4. Singing and performance are part of the school's celebrations, pupils play in assemblies and concerts are held to give opportunities for performing to a wider audience. There are clubs teaching handbells, samba drumming, and steel pans, five different recorder groups, a choir, and a trumpet club for pupils to practise their trumpet lessons. Peripatetic specialists teach lessons in trumpet, violin and piano, and pupils are entered for external examinations in their instruments. Musical activities contribute to the school's inclusive ethos; they are open to all pupils, and most groups change some pupils each term, so that the maximum number of pupils has the opportunity to participate. However, at the time of the inspection, these activities were predominately taken up by girls. The school has not formally identified pupils gifted and talented in music, but the co-ordinator is aware of such pupils, and ensures that they participate fully in these activities. Some opportunities are missed to expand pupils' awareness of the multicultural world in which we live.
134. Co-ordination and management of the subject are good. The co-ordinator is a qualified musician, who shares his enthusiasm and skills across the school. He has supplemented the Qualifications and Curriculum Authority guidance to support non-specialists, and carried out some demonstration lessons to share expertise. The co-ordinator scrutinises teachers' planning, and makes suggestions for improvement. Resources are satisfactory and well used, although some of the percussion instruments are old and worn.

PHYSICAL EDUCATION

135. By the end of Year 2 and Year 4, pupils' standards in physical education meet national expectations. This is an improvement as the last inspection report indicated that for pupils in Years 3 and 4, some attainment was below average. Pupils with special educational needs make sound progress in their learning. Records show that standards in swimming remain above expectations for pupils of this age and they all achieve well in this respect.
136. Since the last inspection, the quality of teaching has improved. Better use is made of time in lessons as these move at a sound pace. On most occasions, staff wear appropriate footwear and suitable clothes when taking physical education lessons. However, there is still room to develop further quality in pupils' final performances, in for example dance.
137. Pupils take part in a broad curriculum. In Year 1, pupils learn simple team games and can follow instructions. They showed an appropriate level of hand and eye co-ordination when hitting a ball with a bat. By Year 2, pupils can perform a simple traditional Dorset ring dance to recorded music. They work hard to improve their performance. Pupils in Year 3, build on this and organise themselves well in groups playing team games. By Year 4, in gymnastics, pupils can perform a sequence of movements, rolls and balances, using floor, mats and benches with a good level of control and performance.
138. Teaching and learning are satisfactory overall with some good features. In two lessons, teaching was good. In these lessons teachers encouraged pupils to improve their performance and provided greater challenge as the lesson progressed. Pupils enjoy their lessons and work well on their own or in small groups with those older able to organise themselves well. The teaching of swimming is good with pupils making good gains in their learning.
139. The subject is suitably led and managed by the co-ordinator, who is able to teach physical education in Years 2 and 4. There is an action plan written by the co-ordinator for developing the

curriculum further, which includes extending planning to include Year 5 and Year 6 pupils as the school expands. Planning for physical education covers dance, gymnastics, athletics, swimming and team games. The school follows the Qualification and Curriculum Authority guidelines, which include simple skills' assessments. The policy is due for review shortly. The excellent provision for extra-curricular activities enhances the physical education curriculum considerably. Pupils can take part in a number of sporting activities, such as swimming, football, cricket, netball and short tennis. Football and netball matches are arranged with other schools. The Tuesday club provides activities, which promote team games and ball skills. Younger pupils are able to join in many of the activities as well as older ones. Pupils take part in a local dance festival. There are many opportunities for pupils to develop their social skills and cultural knowledge.