

INSPECTION REPORT

ST ANDREW'S C of E PRIMARY SCHOOL

Yetminster, Sherborne

LEA area: Dorset

Unique reference number: 113781

Headteacher: Mr Stephen Williams

Lead inspector: Mrs Kay Cornish

Dates of inspection: 8th to 11th March 2004

Inspection number: 257563

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 199

School address: Stonyacres
Yetminster
Sherborne
Dorset
Postcode: DT9 6LS

Telephone number: 01935 872430
Fax number: 01935 872430

Appropriate authority: Governing Body
Name of chair of governors: Mr Jeremy Cozens

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

This Church of England Primary School for 199 boys and girls aged 4 to 11 years serves a full range of socio-economic circumstances. Pupils are taught in eight classes with an average class size of 25. There are slightly more girls than boys. The percentage of pupils identified with special educational needs, including those with a Statement, is 13 per cent, below the national average of 17.5 per cent. One pupil has a Statement of Special Educational Need which, at 0.5 per cent, is below the national average of 1.6 per cent. No pupils are believed to speak English as a second language at home. The percentage of pupils known to be eligible for free school meals is 0.5 per cent, which is well below the national average. Attendance is very high at 96.9 per cent. Children are admitted into Reception in the September of the academic year in which they are five, and attend part-time until January. Children's standards when they begin school are at the expected levels for the age range. The school gives sensitive respect for the Christian ethos and religion.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21080	Kay Cornish	Lead inspector	English Information and communication technology Religious education Music Special educational needs English as an additional language
11564	Jean McKay	Lay inspector	
22704	Garry Williams	Team inspector	Mathematics Science Geography History Physical education
22118	Elizabeth Fee	Team inspector	Foundation Stage of Learning Citizenship Art and design Design and technology

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

St Andrew's C of E (VC) Primary School is an **effective school**, offering a **good** quality of education with **very good** enrichment. The school gives sensitive respect for the Christian ethos. Pupils' achievement is **good**, as a result of **good** teaching and **very good** support. A significant proportion of teaching is **very good**. By the end of Year 6, pupils' standards are mainly above the national averages or expected levels. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- Pupils' standards and achievement in speaking, listening, music, dance and drama are high, whilst there are good standards overall.
- The very good, imaginative leadership of the headteacher has inspired very good teamwork and flexible, effective management systems.
- Good, talented teaching and the strong commitment of all staff, including teaching assistants, have raised standards and ensured the very good attitudes of pupils, very good relationships, behaviour, and provision for special educational needs.
- In Year 2, the scope of writing tasks in English, and of number work and problem-solving in mathematics is narrow.
- The governors' good support of the headteacher has underpinned good improvements, a very good ethos, and a thriving school community.
- There are health and safety risks, already identified in the building by the headteacher, governors and appropriate specialists, which need to be resolved urgently by the local education authority.
- The innovative curriculum and very good enrichment opportunities have impacted strongly on pupils' very good creative development.
- Pupils' good presentation of recorded work in books is inconsistent between year groups.
- Inadequate storage facilities do not encourage pupils' skills for retrieving and returning items independently.

There has been good improvement since the previous inspection in June 1998. The quality of curricular planning is now innovative and strongly supports teaching and learning. Assessment and tracking of pupils' performance are currently good. Provision and standards in information and communication technology (ICT) are much better. An ICT suite has been installed which has 12 machines, Internet and Broadband linked. In addition, there is one computer in each class and two in the library. Six laptops are available and five teachers have a laptop each. There are two interactive whiteboards in use in classes. Staff have received additional training in ICT.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	D	C	C
Mathematics	A	B	B	B
Science	B	B	C	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

By the end of Year 6 current standards reached and pupils' achievement are **good**.

With reference to the above table, previous results have been affected by the proportion of pupils with special educational needs within each Year 6. Writing standards have been lower than reading standards and have lowered the average in English. The school has had a strong focus in the past year to raise standards in writing and is mainly succeeding. More focus has been given to raise

investigative standards in science and this is improving the numbers of pupils reaching the higher level 5 in science. Trends in results over the past three years since 2000 show that the school's average exceeded the national average. In 2003, the measure of improvement by Year 6 since they were assessed in Year 2, is (A), well above average.

Trends over recent years show that children entered the Foundation Stage¹ with standards similar to those expected for their age. Current children in Reception achieve well and are likely to exceed all the Early Learning Goals, apart from physical development, which is satisfactory.

In religious education, standards meet the requirements of Dorset's Agreed Syllabus by the end of Year 2 but exceed them by the end of Year 6.

Very good procedures are implemented in order to ensure that pupils with special educational needs are very strongly supported and monitored. As a result, their achievement is good. Teaching assistants are confident and innovative in their approaches to supporting both pupils and teachers. Their record keeping to monitor pupils' progress in reading and writing is exemplary, resulting in pupils' good learning. Gifted and talented pupils are highly challenged and excel in all of their strengths, particularly in the creative arts.

By the end of Year 2, standards are likely to reach the national averages or expected levels. The good standards in reading and music are above the national averages. In Year 2, pupils' speaking and listening standards are well above the national average. Writing and number work are satisfactory but could be better by broadening the scope of writing tasks and problem-solving in mathematics. Pupils' achievement is mainly satisfactory throughout Years 1 and 2 with good features.

By the end of Year 6, standards are above average or better in most subjects. They are well above average in speaking, listening, music, dance and drama. Standards are at the expected levels at least in ICT and design and technology, and there are some good strengths in these subjects. In no subjects are standards unsatisfactory. Due to a strong, recent focus on pupils' writing, standards are rising throughout all year groups..

The school's nurturing of pupils' personal qualities is **very good**. Pupils are very keen to come to school and their relationships with others are very good. Behaviour is very good and pupils undertake work and responsibilities willingly. Pupils' spiritual, moral, social and cultural development is very good. Attendance is excellent.

QUALITY OF EDUCATION

The **good** quality of education has a strong impact on pupils' good learning and improving standards. Teaching and learning are good, with a significant proportion of very good teaching. The quality of the curriculum is good and there are very good enrichment opportunities, particularly in the creative arts. The accommodation is satisfactory and is used most effectively to raise standards, as, for example, when reading in the library, performing music and accessing ICT. Good learning resources, the high quality of support and guidance given to pupils, and the good links with parents and the community, all combine to ensure that the quality of education is good.

¹ Standards are the level of knowledge, understanding and skills that children reach compared with children of the same age nationally. Achievement is an assessment of children's knowledge, understanding and skills in relation to their capability. It is a judgement whether children are doing as well as they can and are working to their capacity.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The highly accomplished headteacher leads with very clear vision and imagination. The governing body, headteacher and all staff work as a committed, effective team in order to raise pupils' standards and achievement. Management system are flexible and innovative. There is very good commitment to provide a full range of inclusive opportunities to ensure that all pupils are strongly focused on reaching their potential. The school's self-evaluation procedures demonstrate the very good leadership of the headteacher and the very good financial management and administration in order to support educational priorities and curricular enrichment. The governing body complies fully with statutory requirements and has worked very hard to ensure that the school is safe, but it is anxiously awaiting confirmation of certain resolutions by the local education authority.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has **good** links with parents, the community and other schools. A significant proportion of parents considers that information given about the school and pupils' standards and progress is **very good**. Parents regard the school with good respect and like its ethos. Most parents consider that their views are valued and that they are welcomed at the school. Parents have some concerns about the building's open-plan layout, certain cramped areas, and poor storage facilities. Pupils like the school, the interesting activities, numerous opportunities after school, and enrichment in music, dance, drama and sports. Pupils state:

"Teachers help us a lot and sort out our problems. They are good at explaining. We're not afraid to ask them. There's no bullying, but on the odd occasion, when we fall out, it is sorted out quickly by teachers". One young pupil said: *"I think I've become a better friend"* when asked about the progress he had made.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that pupils' standards are further raised in writing and mathematics in Year 2 by:
- Extending the repertoire of writing tasks in English and other subjects.
- Increasing the opportunities for number work and problem-solving in mathematics.
- Through the support of the local education authority, take prompt action to resolve matters of health and safety as indicated to the school, and already identified by the governing body.
- Ensure that the good presentation of pupils' recorded work in books is consistent between year groups.
- Improve storage facilities in order to encourage pupils' skills for retrieving and returning items independently.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

There are **good** standards in most year groups and for most subjects. Standards in speaking and listening, music, dance and drama are high. Pupils' achievement is predominantly good.

Main strengths and weaknesses

- Children in the Foundation Stage receive very good support.
- Throughout all year groups, well above average standards are achieved in speaking and listening, dance, drama and music.
- By the time pupils are about to leave school in Year 6, their standards and achievement are mainly good.
- Standards and achievement in Year 2 are satisfactory with good features, but writing and mathematical tasks offer insufficient breadth.

Commentary

Children's achievement in the Foundation Stage²

1. The following table shows how children achieve in each area of learning and the levels they are likely to reach at the end of Reception.

Areas of learning	Achievement
Personal, social and emotional development	Good
Communication, language and literacy	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Good

2. Trends over recent years show that children in the Foundation Stage start school with standards similar to those expected for their age. Current children in Reception achieve well in all areas of learning and are likely to exceed all the Early Learning Goals, apart from physical development, when this is likely to be satisfactory. Their good achievement is due to mainly very good teaching.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.2 (26.4)	26.8 (27.0)
mathematics	27.5 (28.1)	26.8 (26.7)
science	28.9 (29.6)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

² Standards are the level of knowledge, understanding and skills that children reach compared with children of the same age nationally. Achievement is an assessment of children's knowledge, understanding and skills in relation to their capability. It is a judgement whether children are doing as well as they can and are working to their capacity.

3. Standards are improving and are better than those inspected at the time of the previous report. Current pupils in Year 6 are likely to reach above average standards in English, mathematics and science by the end of their primary schooling.
4. Taking the Year 6 average National Curriculum points scores for the past three years, 2000 to 2003, all core subjects aggregated exceeded the national average for the age range (ie 28.3 school compared with 27.6 national). Based on their prior attainment when in Year 2, the Year 6 pupils in 2003 scored average in English and science and above average in mathematics, when measured against similar schools. The measure of improvement between Year 2 and Year 6 is (A), well above average. When scores were lower in 2002 and 2003, there were higher numbers of pupils with special educational needs.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.7 (16.1)	15.7 (15.8)
Writing	14.7 (15.2)	14.6 (14.4)
Mathematics	16.9 (16.8)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

5. Taking the Year 2's average scores over three years, the pupils' performances in reading, writing and mathematics exceeded the national averages for the age group. When scores were lower in 2003, this was due to the lesser number of pupils reaching the higher level 3 in reading and writing. Standards in mathematics were better. Any differences due to gender in Years 6 and 2 are not significant. Generally, writing standards were below those for reading and mathematics.
6. Provision for pupils with special educational needs is very good and has improved significantly since the previous inspection. Very good procedures are implemented in order to ensure that pupils are very strongly supported and monitored so that they make good progress, particularly for achievement in reading. Teaching is very good. The teaching assistants are confident and innovative in their approaches to supporting both pupils and teachers. Their record keeping to monitor pupils' progress in reading and writing is exemplary and most informative. Provision for gifted, talented and higher achieving pupils is challenging and ensures that pupils excel in all of their strengths.
7. By the end of Years 2 and 6, standards in speaking and listening, music, dance and drama, are well above the national averages and expected levels for the age groups. This is due to very good teaching in these subjects, very good provision, resources and very good leadership. Leadership in music is excellent. Very good enrichment activities further enhance standards.
8. By the end of Year 2, standards in all other subjects are likely to reach the nationally expected levels. Reading standards are currently above the national average due to good teaching expertise and resourcing, a well used library, and very good support from teaching assistants. Achievement is good throughout most age groups so that by the time pupils leave primary school in Year 6, they reach good standards overall. Standards in ICT and design and technology are at least satisfactory by the end of Year 6, with good strengths in accessing the Internet and creating tables on screen to collate data. Making skills in design and technology ensure a good quality of finished products.
9. Standards in religious education meet the requirements of Dorset's Agreed Syllabus. They are above the required level by the end of Year 6.

10. Writing standards are improving overall, due to a strong focus by the co-ordinator and teachers to address the weaknesses identified in previous testing. There has been much emphasis on improving pupils' handwriting and this is already raising pupils' standards. In addition, the scope of writing tasks has been broadened significantly in most year groups to good effect. However, writing tasks in Year 2 are narrow in repertoire, with too much emphasis in recording on worksheets. There are insufficient opportunities for pupils to express opinions and thoughts in their own workbooks. This is particularly noticeable in subjects such as religious education. In addition, although pupils in Year 2 have satisfactory, and sometimes good, competency when calculating numbers and recording them, their opportunities for problem-solving are less well developed. As a result, the narrow scope has lowered writing and mathematical standards in the age range although they are at a satisfactory level overall. The school has identified correctly where there are standards in need of improvement and staff work hard to raise standards.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **very good**. Provision for pupils' spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **excellent**.

Main strengths and weaknesses

- Attendance is much higher than other schools and punctuality is excellent.
- Pupils enjoy school and their very good behaviour enables them to make good progress.
- Staff know pupils very well and act as very good role models, setting high expectations for pupils' behaviour.
- Very good quality of provision for pupils' spiritual, moral, social and cultural development contributes positively to their personal development.

Commentary

11. Pupils' positive attitudes to school are reflected in their very good behaviour and in the enthusiasm and effort they show in lessons. The staff's high expectations of pupils' behaviour help pupils to develop confidence and maturity and an eagerness to do well. Pupils are clear about the school's 'reward and sanctions' systems and they see these as fair and contributing to the good order in school. Pupils feel secure and have confidence that staff will quickly resolve any difficulties or problems.
12. Relationships between pupils and adults are very good. There is no evidence of bullying or oppressive behaviour. Pupils are caring towards one another and show high levels of maturity in their understanding of those who have special needs. They work well in pairs or small groups and have good skills of personal organisation.
13. Provision for spiritual development is very good, reflecting the school's Christian status. Very good opportunities in lessons, assemblies and in extra-curricular provision enhance pupils' spiritual awareness through, for example, discussion of themes such as forgiveness, self-knowledge and inner calm. In particular, music, art and drama have a significant role in promoting self-awareness and reflection. The weekly church club, led by members of the community of churches, is very well attended and encourages pupils to explore their Christian beliefs and values.
14. Moral development is very good. Pupils have a well-developed sense of right and wrong, which is reflected in their very good behaviour in lessons and around the school. They contribute to class rules and have a good understanding of how their behaviour affects others. The school effectively promotes pupils' awareness of those less fortunate than themselves and older pupils organise themselves to raise funds for charities, choosing those which are personally meaningful.

15. The school effectively promotes pupils' very good social development. The good relationships within the school community contribute well to pupils' confidence and self-esteem and to their capacity to form constructive and friendly relationships with their peers. The wide range of well-supported extra-curricular clubs and residential visits help to forge good relationships in informal situations. Pupils readily accept responsibility and conscientiously carry out tasks such as helping younger children at lunchtime and classroom maintenance duties.
16. The school promotes pupils' cultural development very positively so that pupils are developing a very good understanding and appreciation of their own and other cultures. This is a good improvement since the previous inspection, when there were weaknesses in pupils' knowledge and understanding of cultures beyond their immediate locality. The curriculum is carefully planned to ensure that other cultural traditions are represented in subjects across the curriculum. In particular, pupils develop a very good knowledge of music and art from other cultures. The beliefs of other religions are explored in religious education lessons. For example, two Muslim visitors talked to pupils in Years 3, 4 and 5 about their religious and cultural traditions. Pupils contribute to cultural traditions in their own community by singing and music making at the local village fair. Pupils develop a good understanding of difference through the school's positive actions to celebrate diversity.
17. In the past year, there has been one exclusion only for a fixed period. Attendance is excellent, and very high in comparison with other schools. Parents are clear about their responsibilities to send their children to school regularly and on time. Parents also recognise that this regular attendance has a positive impact on their child's achievement. Punctuality is excellent at the beginning of the school day, and a prompt and efficient start is made to lessons. Pupils said they enjoyed coming to school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	2.9
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Asian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
197	1	0
2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **good** quality of education underpins pupils' good learning. Teaching and learning are mainly **good** with a significant proportion at a **very good** standard. Assessment of pupils' progress and achievement is **good**. The quality of the curriculum is **good** and there **are very good** enrichment opportunities. The accommodation is **satisfactory** and there are **good** resources. The school makes satisfactory provision for ensuring pupils' care, welfare, health and safety. It provides pupils with very good support and guidance. There are **good** partnerships with parents.

Teaching and learning

The quality of teaching is **good** and has a strong impact on pupils' **good learning** and achievement over time. A significant proportion of lessons observed were **very good**. No lessons were unsatisfactory. This is a positive picture and an improvement from the previous inspection. Teachers assess pupils accurately and use the information to monitor pupils' progress closely.

Main strengths and weaknesses

- The strong expertise of teachers and their teaching assistants is used positively for the benefit of all.
- The thoroughness of assessment is good.
- There is very good encouragement and engagement of pupils.
- Staff insist on high standards of behaviour.
- All staff work very hard, and successfully, to create a cohesive teaching team.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16 (47%)	13 (38%)	5 (15%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

18. Very good teaching was observed in most classes, particularly at the Foundation Stage and in the teaching of reading, mathematics and music. The teaching of writing and problem-solving in mathematics was satisfactory in Year 2. It was good in other year groups.
19. Teachers have good expertise for most of the subjects they teach. The very strong expertise in teaching reading, mathematics, physical development and music is used most effectively for the benefit of all pupils. For example, the wide expertise in music is used fully to improve the performance skills of a very large number of pupils, using a wide variety of musical instruments. Teaching assistants are highly skilled and well trained. Their skills are used extensively for the teaching of groups in reading, mathematics, ICT, ceramics and for special educational needs. This results in pupils' improving standards and their greater confidence. There is very good understanding of the needs of pupils with special educational needs, and very good use of teaching assistants to ensure that these pupils achieve well.
20. Assessment procedures are good and the information gathered is used comprehensively to guide teachers' planning of lessons. The assessment calendar is well balanced and clear for the whole school year. Pupils' progress is carefully monitored and targets for improvement are made. These targets are shared with pupils and their parents. Pupils' knowledge of their own learning is good. Targets set for pupils with identified special educational needs are focused clearly on what pupils need to learn next, and are fully supportive of their learning, particularly in reading and writing. The recording of the progress in reading and writing of pupils with special educational needs is exceptional and of a high quality, performed mainly by teaching assistants in close conjunction with the teachers. Pupils' work is marked regularly, and the best marking indicates clearly to pupils what they need to do next. Marking generally improves pupils' presentation of their recorded work, however, the encouragement of good presentation is not always consistent in all year groups.

21. Teachers use a variety of approaches and methods to maintain pupils' interest and concentration. They ensure that there is sufficient time for the outcomes of lessons to be discussed during the feedback at the end of lessons. This gives pupils insight into their own progress and how they can improve. The very good encouragement of pupils is successful in promoting their very good attitudes to school and their enthusiasm for good learning.
22. The very good management of behaviour has resulted in quiet concentration within lessons, and sensible responses of pupils during sessions of exciting challenges. All staff have worked hard together to implement strategies for behaviour management consistently. This results in pupils being very clear about what is expected of them and which instances meet with approval or not. Pupils respond with respect and consideration.
23. The headteacher has taken an incisive lead in motivating and influencing all staff to work very closely as a teaching team in order to provide good planning of the lessons and high quality teaching. This has led to good implementation of the National Literacy and Numeracy Strategies and of the National Curriculum. Teachers take good care to ensure that pupils understand each lesson's aims at the outset. Towards the end of lessons, teachers sum up what has been taught and they assess the quality of learning. This enables them to modify plans for subsequent lessons. The very good enrichment of the curriculum has led to teachers' better planning and improved pupils' standards, particularly in their capacity to increase their outcomes and to work independently and collaboratively.

The curriculum

The school provides a **good** range of learning opportunities for its pupils and there is **very good** enrichment of the curriculum. Space and storage facilities for learning resources are **unsatisfactory**.

Main strengths and weaknesses

- The curriculum is well planned and effective links are made between subjects to promote pupils' enjoyment of learning.
- Outdoor provision for children in the Foundation Stage is inadequate.
- Provision for pupils with special educational needs is very good.
- Enrichment of the curriculum is a strength of the school.
- Pupils' learning is hindered by inadequate space to store learning resources and the poor quality of storage facilities.

Commentary

24. The curriculum is inclusive and meets the needs of most pupils. All statutory requirements are met. Effective curriculum planning ensures that most pupils enjoy a broad and relevant curriculum and schemes of work ensure good progression in the development of pupils' knowledge and skills. The exception is the narrow scope of writing opportunities and mathematical investigations planned in Year 2. The school has improved the curriculum since the last inspection. Resources for information and communication technology, and teaching and learning in design and technology for junior pupils, are now satisfactory. The curriculum for reception children is good overall.
25. The provision for children with special educational needs is very good because teachers plan effectively. The very good special educational needs co-ordinator monitors pupils' progress closely and her very good support for, and regular liaison with, teachers and their assistants ensure an effectively co-ordinated approach to meeting individual needs.
26. The innovative curriculum and very good enrichment activities have ensured pupils' very good creative development. Pupils benefit academically and personally from the numerous extra-curricular clubs which are very well attended. In particular, pupils have very good opportunities

to participate in musical activities because of the specialist music support in the school. Very good use is made of visits to places of educational and cultural interest and of the many visitors who come into school to share their expertise. Subject-focused days or weeks on particular aspects of the curriculum effectively promote pupils' enjoyment and learning. Older junior pupils take part in residential visits which successfully enhance aspects of the geography, history and physical education curriculum as well as pupils' personal and social development. All pupils in Years 4 to 6 benefit from specialist French teaching during the school day.

27. The headteacher and subject leaders effectively monitor the curriculum and report findings to the governing body. Policies and planning documents are reviewed regularly and staff monitor the impact of these on teaching and learning. Previous weaknesses in curriculum documents have been rectified. Subject leaders provide good support to their colleagues, ensuring good progression in pupils' knowledge and skills in all subjects.
28. Resources for learning across the curriculum are good and help to raise standards, particularly in reading and music. Staffing is good and used efficiently to promote good learning. Inadequate space and storage facilities hinder the development of pupils' independence. They do not encourage pupils' skills for retrieving and returning items independently. The exceptions are the excellent resources of the music room and the library, where accessibility is very good. There has been very good improvement in resources for ICT. The installation of the ICT suite has enabled improved teaching of skills across the curriculum and better learning by pupils. The school's accommodation is satisfactory overall. There are good outdoor facilities for sporting activities, environmental work and for different types of play. The specialist music room has had a positive impact on the quality of teaching and learning in music. Due to the increase in the number of support staff in the school, the staff room is now too cramped to hold effective whole-team staff meetings or to allow for efficient preparation and marking of pupils' work.

Care, guidance and support

The school makes **satisfactory** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with **very good** support and guidance, and is in the early stages of seeking their views about the work of the school and its development.

Main strengths and weaknesses

- Pupils achieve well because their progress is closely monitored.
- There is very good pastoral care of pupils in the school.
- The personal development of pupils is monitored well, and pupils are well known to all adults in the school.
- Teaching assistants play an important part in the provision for pupils with special educational needs.
- There are good induction arrangements for pupils entering the school.
- There is no school council, but the views of pupils are sought on numerous occasions.
- The governing body, with the help of the appropriate specialists has identified some health and safety risks in the school's building, which have been notified to the local education authority.

Commentary

29. Procedures for ensuring child protection are well known, and are carried out in accordance with local practice. Staff are supported well by outside agencies who regularly visit the school. A number of parents spoken to during the inspection said how much they appreciated the very good care and guidance that their children receive. Staff know pupils well and cater very sensitively for their needs. Pupils spoken to during the inspection spoke knowledgeably about

healthy eating. They were also able to say exactly what they would do in the event of a fire due to regular fire drills.

30. The personal development of pupils is at the heart of the school's very caring ethos, and is monitored well by all adults in the school. Teachers and teaching assistants work sensitively and very conscientiously to meet the needs of all pupils in their care, especially those with special educational needs. The organised and caring approach of all staff results in the school being a well ordered community where good behaviour is successfully promoted. When asked during the inspection, pupils were able to say exactly how they would deal with an instance of bullying. Seeking pupils' views about the work of the school is good. When spoken to during the inspection, pupils were able to say that they could talk with confidence to any adult in the school, including the headteacher. The records kept by teaching assistants to support pupils with special educational needs are exemplary and ensure pupils' good achievement, particularly in reading and writing.
31. Parents stated how much they appreciated the induction arrangements for pupils commencing school. At the meeting before the inspection, parents thought that one of the strengths of the school was the way the induction is set up. The twelve-week introduction period, where children attend school part time, helps them to settle very well when they commence full-time education. Inspectors support this view.
32. The headteacher and governing body have already notified the local education authority of some health and safety risks and identified that the matter is now in need of urgent attention.

Partnership with parents, other schools and the community

The school has **very good** links with parents and with the community. It has **good** links with other schools.

Main strengths and weaknesses

- Parents are well informed about the school and their children's standards and progress.
- The very good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- The very good links with the community help to enrich the curriculum and make pupils aware of their own culture
- The good links with other schools ensure that pupils transfer happily onto the next stage of their education, and also help to enhance the curriculum.

Commentary

33. Every parent spoken to during the inspection stated they were well informed about the school through the regular newsletters, the various newsletters from the PTA and Governing Body and also through the school's own website. The strength of this link with parents makes a very positive impact on relationships within the whole-school community. There is a strong feeling of family, resulting in a very caring and happy environment where the child is at the centre of school life. Parents also considered that they were well informed through consultation evenings, talking with teachers after school, and through the annual reports. Parents said they were very confident to approach the school at any time if they had any suggestions or complaints.
34. The school makes very good efforts to involve parents in its work, and many do so, helping for example, with cooking, sporting activities, and with reading. One parent with an engineering background will shortly help Year 6 pupils to put together a kit car purchased for the class by the Parent/Teacher Association (PTA). The PTA have also recently provided cushions for classrooms and equipment for the drama department. The very good financial and personal

support given by the PTA is very much appreciated by the school. The contributions have made a significant impact on opportunities for pupils' enrichment and learning.

35. The school has traditionally played an important part in village life, and the building is used by many local organisations such as the Parish Council and sports groups. There are also strong links with local churches, and pupils value very much the involvement of members of both the Church of England and Methodist churches in the life of their school. Pupils take part in local events such as the Fair, musical workshops with a visiting choir and with a local school, and also with organisations such as Yeovil Football Club. The local area is used to very good effect as a resource area – a recent project about the Romans in Dorset enhanced pupils' knowledge about their own environment. 'Pyramid' based training, supported by Shaftesbury Sports College helps the development of innovative practice. The school is currently planning the Summer 2004 Arts week, which will involve artists, musicians and people from the local community. Pupils have enjoyed many off-site visits to places such as the Royal Opera House Covent Garden, an Islamic Centre, Salisbury Cathedral and Melbury Estate. In the summer, Year 6 pupils will have a week-long stay at Weymouth Outdoor Education Centre.
36. There are good links with local comprehensive schools, with visits by Year 7 teachers. Pupils are given opportunities to visit the schools. Parents spoken to during the inspection said pupils were well prepared by the school, and pupils said they were confident about beginning the next stage in their education. The school has good links with the feeder playgroups who prepare the children for Reception class well. All these initiatives contribute positively to the standards reached and pupils' good achievement. Links with other primary schools are also good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The leadership by the headteacher is **very good** and by other senior staff **good**. Management throughout the school is **good**. The governing body is **effective**.

Main strengths and weaknesses

- The governing body, headteacher and staff operate as a committed and effective team to raise the standards achieved by all pupils.
- The headteacher is a highly proficient leader and manager.
- The team leaders are all enthusiastic and well focused on school improvement.
- The well targeted planning for school improvement is being implemented with energetic and purposeful determination.
- The governing body is effective and intent on continuing to develop its role and become more proactive in all aspects of the work of the school.
- The school's finances are managed wisely, focused on school priorities, and very efficiently operated by the school bursar and secretary.

Commentary

37. The headteacher has a very clear and accurate view of where the school is, and how to raise standards. His vision and sense of purpose is shared by all staff at the school. The headteacher, staff and governing body are very clear about the strengths and weaknesses of the school and share a common commitment to continue to develop the school further. Together they have striven successfully to ensure that they improve the quality of education for all pupils. The school shows determination to consult with and meet the individual needs of all pupils and staff.
38. Under the skilled leadership of the headteacher, support of the staff and governing body, the school is appropriately positioned to achieve its ambitious goals of raising standards further, providing a new unit for the Foundation Stage, a new staffroom and art area.. The senior staff

are well supported by other staff. They have developed procedures and priorities that will enable the school to raise standards. Subject co-ordinators, some relatively new in post, are very conscious of the school's high expectations and they work hard to ensure that appropriate professional support is provided for teachers. Resources and systems support monitoring and evaluation of planning, teaching, learning and standards. This ensures that there are no barriers to future improvement.

39. The school has a well-conceived improvement plan, which addresses issues across all subject areas. The school has been innovative in establishing a weekly time slot for co-ordinators to programme and implement effectively appropriate guidance and support for other staff. The chair of governors is highly effective and totally committed to his role. He is keen that all members of the governing body are provided with relevant information to become fully proactive. Decisions made are based on first hand knowledge and are objective. This will also allow governors to improve the quality of provision for the pupils of St Andrew's. The governors are fully aware of the health and safety risks connected to the school's buildings. They have gained the advice of appropriate specialists and notified their concerns to the local education authority.
40. The financial aspects of the school are well managed. The governing body's finance committee meets on two or three occasions per term and more if required. The new Chair of Finance is now considering establishing success criteria for all major items of expenditure so that they impact on raising standards and can be formally and accurately measured. The setting of the budget is well supported by the school's bursar, who regularly provides the governing body with financial updates so that it is able to monitor expenditure and compare it with projected expenditure. The current financial balance is appropriate and well within the financial recommendation. The governing body is well aware of a possible fall in pupil numbers and has already considered strategies to manage effectively the fall in income without impacting negatively on standards. The recommendations of the most recent audit report have been implemented and the bursar manages her role efficiently and effectively, as does the administrator.

Financial information for the year April 2002 to March 2004

Income and expenditure (£)	
Total income	456,968
Total expenditure	461,539
Expenditure per pupil	2,319

Balances (£)	
Balance from previous year	17,421
Balance carried forward to the next	8,872

NOTE – Funded from balance brought forward:

	Revenue overspend	£4,571
	Capital overspend	<u>£3,978</u>
Total		£8,549

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and is underpinned by good teaching with very good features. Assessment of children's learning is very good. The school has sustained improvement from the previous inspection, when overall provision was judged to be good. The lack of appropriate storage facilities for resources in the classroom inhibits children's ability to access resources independently. Some furniture and fixtures are outdated and are no longer fit for purpose. The temperature in the classroom is below acceptable levels.

Reception children's standards, when they start school, are similar to that expected for their age. Trends over time indicate that most children achieve the early learning goals when they move into Year 1. The current cohort of reception children are making good progress and most are likely to achieve the early learning goals by the end of the reception year. A significant number of children will achieve standards above the expected levels due to good learning. The leadership and management of the Foundation Stage are good. Good use is made of the national Foundation Stage Profile to record children's progress through the year and this information is shared appropriately with parents. Children with special educational needs are well supported and make good progress. Parents are very pleased with the arrangements for settling-in children to the school. The quality of support given by teaching assistants is very good and contributes significantly to the good provision in the reception class..

Personal, social and emotional development

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good admission procedures help children to settle into school smoothly and arrangements at the end of the reception year support effective transfer into Year 1.
- Children behave very well.
- Good relationships between adults and children and peers promote a well-ordered and purposeful atmosphere in the class.
- Lack of appropriate storage facilities limits children's ability to develop skills of independence.

Commentary

41. Most children have very good levels of concentration and confidence and are likely to exceed the expected goals. They listen attentively and speak confidently when they report on their activities. They play together amicably and share resources fairly. Children are happy and settled in school; they know routines well and enjoy taking responsibility such as tidying-up the classroom and carrying the register to the office. Teaching is very good. Staff have high expectations of children's behaviour. Praise and positive encouragement are used to promote good listening and therefore children maintain very good concentration and are keen to participate in all areas of learning. Children are given sound opportunities to select activities and to learn independently but inadequate storage means that children do not have free access to a wide range of materials. Adults provide good role-models for children, always treating each other and children with respect. The good provision for personal, social and emotional development has been sustained since the previous inspection. Overall, children's achievement is very good.

Communication, language and literacy

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Children have very good experiences to develop their speaking and listening skills.
- Strong teaching of letter sounds successfully promotes the development of good reading and writing skills.
- A significant proportion of reading books in the early stages of reading are out of date.

Commentary

42. Teaching and learning are very good and most children are likely to exceed the early learning goals by the end of the reception year. Children achieve well. Children's speaking and listening skills are well developed; high expectations have been established so that children speak clearly and audibly and others listen attentively. Children are encouraged to ask questions and make comments about each other's work. Adults effectively extend children's vocabulary during activities. Letter sounds and names are taught well, including rhymes and songs. Most children write their own names unaided. More able children write one or two sentences independently, using capital letters and full-stops. Most write three-letter words correctly and are beginning to write independently. This marks good progress.
43. Very good assessment of children's work ensures that activities are pitched at the right level of challenge for each child. Children have good opportunities to write in other areas of learning; they use writing for labelling and making lists, as well as recording events and activities. Children have a good appreciation of books and enjoy listening to stories. Reading records show that most children make good progress in their reading. However, the published scheme used does not inspire or motivate continued effort for children who are slow to develop reading skills. The good provision in communication, language and literacy since the previous inspection has been maintained.

Mathematical development

The provision for mathematical development is **very good**.

Main strengths and weaknesses

- Children develop their mathematical understanding very well.
- Adults effectively encourage children to talk about their learning and to use correct mathematical vocabulary.

Commentary

44. Teaching and learning are very good and most children are expected to achieve the Early Learning Goals. More able children have already achieved these and by the end of the reception year will exceed them. Most children correctly count to 20 and write numerals to ten. Those more able recognise and write numerals to 20. They know different ways of adding numbers to make five and record these as addition sums. They interpret simple graphical information. Most children measure accurately using non-standard measures such as cubes. They sort objects by one or two criteria and sequence a series of pictures correctly. They know the names of regular flat shapes and name 3-D shapes such as a cube. They use correct terms to describe size, e.g. shorter, taller, bigger, smaller. They accurately weigh ingredients when making mouse-shaped cakes and later measure them to find the longest and shortest mice. There has been good improvement in mathematical development since the previous inspection.

Knowledge and understanding of the world

The provision for children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A very good range of experiences is planned over the year to extend children's knowledge about the world in which they live.
- Children investigate, observe and experiment with accuracy and enjoyment.

Commentary

45. Teaching and learning are very good and most children are likely to achieve the Early Learning Goals by the end of the reception year and many will exceed them. Children have good observational skills. They sort and classify seeds in several ways and give reasons for their classification. Most children sort by using two criteria. When planting runner beans, children know that plants need water and light to grow. They carefully pour water into the container where the bean is planted and watch with delight as the paper absorbs the water. Good questioning and encouragement of adults effectively supports the development of children's skills of looking for similarities and differences. Children's information and communication technology skills are well developed during group lessons. They use a mouse confidently and successfully write their names on the screen. Most know which key to press to change the initial letter to a capital letter. They confidently use colours and icons to create patterns. Most know how to clear the screen. The good quality of provision has been sustained since the previous inspection.

Physical development

The provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Most children develop good fine control and co-ordination through the wide range of activities provided.
- The regular use of the school hall and large wheeled toys promote children's physical development well.
- A lack of space limits children's skills for building larger items well.

Commentary

46. Teaching and learning are satisfactory and most children are likely to reach the Early Learning Goals by the end of the reception class. Children's skills in cutting, drawing, sticking and manipulating construction toys, are at least satisfactory and often good. Children are developing sound skills of pedalling and control using wheeled toys at playtime. The opportunities to use large apparatus in the hall increase children's skills in jumping, climbing, stretching and balancing well. Children's achievement is satisfactory. Provision for physical development is not as good as it was at the time of the previous inspection. However, the headteacher, governors and leader of the Foundation Stage recognise the limitations in the Foundation Stage for this aspect and have formalised plans to improve the accommodation for the age range.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- Children have experience of a very good range of media and materials.
- Staff give very good attention to the development of skills and techniques.
- Many children achieve good standards.

Commentary

47. Teaching and learning in creative development are very good and most children are likely to exceed the expected standards by the end of the reception year.
48. Children's imaginative development is well promoted. They are taught good skills to use paint, paper and different textured materials in order to create pictures and objects imaginatively, for example, the class teacher introduced children to the work of famous artists, such as Matisse, to act as a stimulus to children's own torn and cut paper collage work. Adults support children well they encourage them to talk about their work using the correct technical terms. In information and communication technology lessons they learn to change colours and create lines of different thickness. Children memorise simple songs and rhymes. They practise the names and shapes of letters by singing and by drawing the shapes of letters in the air. The class teacher uses singing effectively to repeat phrases and actions in order to consolidate learning. Children listen closely to different types of music in assemblies, including the school orchestra, and they join in the singing fully. The role-play area, currently a shop is used most effectively to enable children to use their imagination and to express their ideas and feelings fully. Good provision has been sustained in creative development since the previous inspection.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- There is very good teaching of speaking and listening skills.
- Teaching of reading is of a high standard.
- The range of tasks for pupils' writing is narrow in Year 2.
- Writing targets by the end of Year 6 are challenging and interesting.
- There is good leadership and management of the subject.

Commentary

49. Standards are rising in English. Current achievement of pupils is good and better, overall, than results shown in the previous National Curriculum assessments for English in 2003, when there were higher numbers of pupils with special educational needs. In 2003, Year 6 average points scores met the national average in the assessments for English. They were below in Year 2. The school has identified the need to raise standards in pupils' writing within each year group. This extra focus is beginning to have an impact in raising writing standards. The extra focus on improving reading by Year 2 has been beneficial and standards of reading are now good.
50. Speaking and listening skills are well above the national average in each year group, due to very good teaching of this aspect of English. Pupils listen carefully to the teachers, adults and each other. They develop clear enunciation and understanding of conversations, as, for example, when younger pupils explain logically the sequence of a story's plot, or older pupils discuss metaphorical expressions. Older pupils are articulate, confident speakers, whether in a small group or in front of a larger audience. This was evident in a lesson observed when pupils enacted a scene about bullying, taking the role of the *bully* or of the *victim*. By the end of Year 6, pupils discuss all areas of learning with very good vocabulary and fluency of ideas, demonstrating clearly expressed interchange of understanding.
51. Reading standards are good. By the end of Years 2 and 6, they are above the national average for their age range, due to good teaching and very good support from teaching assistants. Pupils' achievement in each year group is good. Pupils read enthusiastically, with good expression and full understanding of the printed word. A significant majority of pupils analyse the plot, characterisation and features of narration in stories with good insight and vocabulary. Their prediction of events and awareness of recurrent themes by individual authors are very secure. Pupils have good research skills, using the content and index pages of books confidently. They use dictionaries competently, know about a simplified Dewey library classification, and are familiar with the layout of the school's library. They borrow books frequently to take home. Although pupils know about encyclopaedias, they do not make full use of them. Pupils' knowledge about the sounds of the alphabet and combinations of letters is good. The building of syllables and knowledge of rhyming is secure. In Years 3 to 6, the secure reading skills of skimming and scanning help pupils significantly in their research of other subjects, such as history and geography.
52. As a result of mainly sound teaching of writing in Years 1 and 2, pupils meet the national requirements for writing. There is good teaching of handwriting, resulting in improved handwriting by the pupils in Years 1 and 2, with more pupils joining their letters. Spelling is accurate for the age range and there is evidence of sentence writing using good vocabulary. The writing repertoire for these pupils is narrow, however, and too much writing has been completed on worksheets, which do not always challenge pupils to write expressively in their own full thoughts using correct connectives. Story writing and diary writing is developing

effectively, but the breadth of pupils' writing, particularly for tasks within other subjects, is lacking.

53. By the time pupils reach the end of Year 6, their writing achievement is good with very good features due to very good support and very good teaching. Older pupils in Years 4, 5 and 6 are above average for writing. Most write fluently, confidently, with expressive style, enriched vocabulary and mainly accurate spelling. Presentation for display is good, although its quality in workbooks varies between year groups. Handwriting has strongly improved since September and most pupils write clearly in a cursive, satisfactory style. Grammar and punctuation are generally accurate and paragraphing is confident. The range of pupils' writing tasks throughout the older year groups is wide, and a significant majority of pupils have a good idea of how to create imaginative, interesting and well-structured stories. Poetry writing is beginning to develop and is satisfactory.
54. Leadership and management of English are good and the co-ordinator has worked hard to establish a very good climate for reading with enthusiasm and enjoyment. Good professional development of the teachers and their assistants has enabled good expertise for teaching English skills, with resultant good learning of pupils. This is particularly noticeable in encouraging pupils to explain more precisely their thoughts. Improved pupils' vocabulary enriches their explanations. Pupils have been encouraged to focus on a variety of strategies to improve the teaching of handwriting and a broadening of the repertoire of tasks. In this they have succeeded well. The library is fully used as a resource, most competently managed by a teaching assistant, increasing pupils' awareness of beautiful books and the richness of the English language.
55. As a result of the good leadership in English, all teachers and their assistants work very hard to raise standards and improve pupils' achievement. Planning is good overall, and the National Literacy Strategy has been fully adapted to meet the wide range of levels of ability in each class, with all pupils receiving individual targets to aim for improvement. The thorough and constructive assessment is very good and used effectively to identify where past weaknesses can be eradicated. This year, it has led to the focus on improving writing standards. Teachers' marking gives good guidance on how pupils can improve. Planning for pupils with special educational needs is very good and reflected in the high quality of individual education plans which provide worthwhile targets. Teaching assistants carry out these plans and targets most efficiently, and their record keeping on pupils' progress in literacy is outstanding. There is very good use of ICT to help pupils create text on screen and modify their writing. In some lessons, the very good use of interactive whiteboards improves pupils' reading strategies.

Language and literacy across the curriculum

56. Pupils are provided with a good range of activities in other subjects that helps them to practise their language and literacy skills. Good examples of evaluative writing are found in Years 3 to 6 on the theme of the past occupation of the United Kingdom by the Romans. Pupils express their views distinctly, listening sensibly to the views of others in science and mathematics lessons. Good standards in reading help pupils research other subjects through ICT. Targets written in all year groups consistently remind pupils to concentrate on improving their English skills in other subjects. Teachers take good care to correct pupils' use of English in a range of subjects, helping them to improve their style and accuracy.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievements are good and often very good.
- The quality of teaching is consistently good with examples of very good teaching.
- Pupils display very positive attitudes towards their work.
- The leadership and management of the subject are effective.
- The scope of investigating numbers and problem-solving in Year 2 is too narrow.

Commentary

57. The standards reached by Year 2 were in line with the national average. In Year 6 pupils' results in the 2003 national tests were above the national average. The pupils currently in Year 2 are reaching standards which are in line with those expected for their age, whilst those in Year 6 are reaching standards above those expected nationally. Compared with similar schools, overall points scores in mathematics for the school was above the national average by the end of Year 6, when taking account of pupils' prior attainment. Achievement for all pupils in Year 2, including those with special educational needs is satisfactory. By Year 6 it is at least good, if not better. Mathematical concepts are reinforced with real life situations. Throughout the school, pupils have a good understanding of numbers, shape and space, data handling and establishing relationship of patterns.
58. The good use of practical investigation and problem solving in most year groups offers a positive transfer from theory learning to its practical application. This systematic approach has a positive impact to raise the levels of pupils' mathematical understanding. Pupils show confidence when using mathematical vocabulary. However, in Year 2, the narrow scope of pupils' opportunities to solve problems and be challenged by investigating numbers is limiting their development. The balance and coverage of the mathematical curriculum for other year groups are good.
59. The quality of teaching and learning is good and often better, and is a significant factor in helping pupils reach expected standards. Teaching is delivered at a brisk pace with high expectations. Teachers use 'quick fire' probing questioning to gauge pupils' understanding. Management of pupils' behaviour is always good. Teachers use different methods to explain new work and use the interactive white board and computers very effectively to support mathematical learning. Day-to-day assessment is used well and provides an effective strategy to inform future planning and teaching. The good quality of additional support given to those pupils identified as having special educational needs helps many of them to reach their potential levels. Pupils are always aware of what they are expected to learn through teachers' clear explanations of the lessons. This encourages and promotes good pupil-teacher interaction. Many lessons are lively and capture pupils' interest. They are able to explain what strategies they use to complete calculations and arrive at solutions. There are many examples of very effective teaching and pupils clearly enjoy their mathematics. In these lessons, achievement is very good.
60. Pupils' attitudes and behaviour in mathematics lessons are good and mostly very good. Pupils are attentive, keen to learn and as they work their way through the school they become self-assured. They work independently and collaboratively, showing respect, consideration and support for their peers, as well as the support staff who offer all pupils help guidance and care.
61. The leadership and management of the subject are good. Data is analysed to assess pupils' general performance in relation to strengths and weaknesses. This information is used effectively. The co-ordinator sets targets and recognises the need to monitor progress on a regular basis. This provides him with accurate information in order to help borderline pupils to achieve higher results. Planning is carefully monitored to ensure that coverage is according to statutory requirements. Effective and well-balanced planning ensures parity of opportunity and continuity and progression for all pupils in nearly all year groups. The subject co-ordinator is

very effective, and analyses data carefully which helps to set accurate targets for pupils and guide teachers' planning. All these factors support the current trend of improving standards..

Mathematics across the curriculum

62. The pupils' skills in mathematics are used practically in other subjects of the curriculum and this helps reinforce their understanding of mathematical concepts. Pupils successfully use programs on the classroom computers designed to improve their mathematics skills. The use of ICT skills in mathematics has been greatly developed in recent years and pupils have good skills in compiling graphs and collating data using a computer program. This helps them to explain their findings clearly in science or geography. Pupils' good measuring skills help them significantly in design and technology projects.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Teachers' detailed planning and good expertise ensures pupils' good learning.
- There is planned progression and good provision in investigative science.
- Very good marking, linked to National Curriculum levels and individual targets in investigative science, helps to inform pupils well.
- The good use of real life contexts to engage and motivate pupils provide relevance.
- There is good emphasis on the use of specific technical language.
- Opportunities for pupils to plan their own investigative work are mainly implemented well.
- Assessment is good overall; its diagnostic use to identify strengths in areas of development is good.

Commentary

63. Standards achieved in Year 2 and Year 6 National Assessment Tests in 2003 are in line with national expectations. Standards in the current Year 2 are in line with national expectations, whilst those in Year 6 are above. This has reversed the trend of previous years. Science standards now broadly match those of mathematics. The principal reason for this is the school's focus on investigative and problem solving work built carefully into planning. This is having a positive impact in raising standards. No significant differences were observed between the achievement of boys and girls. Pupils with special educational needs are particularly well supported and achieve well as a result.
64. In the lessons seen during the inspection, teaching varied between satisfactory and very good, with the majority of teaching being good, ensuring pupils' good learning. Planning is detailed and teachers' secure subject knowledge is reflected in clear explanations and good questioning. Pupils showed enthusiasm for their work and high levels of engagement. This is due to the emphasis placed on planning work in contexts which are relevant and motivating. For example, work in Year 5 on absorbency is linked to testing different brands of kitchen roll. Pupils recorded their findings in groups and compared their findings to their own group predictions as well as those of other groups. Pupils develop good skills of investigative science when working independently or collaboratively. This is also reflected in the range of work seen in pupils' science workbooks.
65. Planning for lessons consistently provides sufficient challenge for the higher attaining pupils. Pupils respond enthusiastically and make very good progress. In all lessons seen there is good emphasis on the correct use of scientific vocabulary in relation to knowledge and investigative processes. Good emphasis is also placed on pupils developing the skills to

record their work systematically. From Year 3 onwards, pupils are regularly encouraged to use the language of method, prediction, results and conclusion. Teachers' explanations are usually clear and appropriate and sufficiently detailed with time taken to ensure pupil understanding. In discussions, they probe pupils' knowledge and understanding and challenge their thinking. Their practical and investigative activities are purposeful and pupils are encouraged to think about what they have learnt and apply and extend this learning in new contexts.

66. Assessment in investigative science is good and closely linked to marking and target setting for individual pupils. Its diagnostic use is well developed in the other areas of the science curriculum, but the subject leader has identified the need to introduce more diagnostic assessments linked to each unit of work the children undertake. Marking is good, reinforcing the positive aspects of pupils' work as well as systematically identifying areas for development and linking them to National Curriculum achievement levels. Good presentation is evident, but presentation of work recorded in books is not consistently good between year groups.
67. The subject leader has only recently taken up the post but has a clear vision for development. The use of assessment data to track pupils' performance to identify targets for improving the percentages of pupils achieving the higher National Curriculum levels is currently well developed. Teachers' planning is detailed and evaluated regularly through half-termly curriculum review meetings in year group teams. Additional guidance within planning to support the provision for pupils with the potential for higher achievement is currently being developed. The co-ordinator has recently taken part in in-service training in order to enhance the quality of teaching science. Good resources are used effectively to clarify pupils' understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are rising strongly and have improved since the previous inspection when they were unsatisfactory.
- Teachers and their assistants give good support to pupils ensuring that their achievement is good.
- Leadership and management are very good.

Commentary

68. Standards in ICT in Years 2 and 6 meet the nationally expected levels for the age range. They are above the requirement in researching information, particularly when using the Internet. In addition, older pupils in Years 4, 5 and 6 have good skills in creating their own tables on screen, collating data in tabular format, and *merging* and *splitting* a cell to increase the size of a row or column. Throughout all year groups, pupils have satisfactory awareness of the usefulness of information technology and the wide variety of ways of communicating through technology. For example, by using a computer program, pupils have a better understanding of how bar and pie graphs can illustrate facts. In all year groups, there is clear evidence that word processing skills meet the national requirements and show good achievement over time.
69. The quality of teaching in ICT is now good, leading to good learning in lessons and good achievement over time. Teachers plan well for ICT, ensuring that pupils' skills are developed systematically. Work is frequently linked to other subjects. Very good use is made of teaching assistants, who are highly skilled, thereby offering a valuable contribution to pupils' learning. As a result, pupils are very confident in using computers and are very enthusiastic when accessing their own documents quickly, and proficiently. They are highly-focused and enjoy their tasks greatly. Even younger pupils know how to load a program, modify the input, save

and print. They perform these operations confidently. All pupils work hard and behave well. Pupils' work in books and on display around the school shows that they have covered a wide range of tasks, although the exchanging of e-mails is still in the early stages of development.

70. There have been many very good improvements in the past two years due to the very good leadership and management of the subject. A computer suite has been created, and the well-organised timetable enables all pupils to use it on a regular basis. Groups are efficiently organised to ensure that all pupils have good, equal access to machines in order to improve their skills. The co-ordinator of ICT has strongly promoted the development of the subject and has succeeded in rectifying the issues raised in the previous inspection, bringing about very good improvement.
71. Resources have increased significantly. Computers are available in classrooms as well as in the ICT suite. Two interactive whiteboards are effectively used in the classes and ICT suite, and the school aims to purchase one for each class. There is good use of an ICT technician for three hours, monthly to support staff. All library books are bar coded and borrowers check out their own borrowing of books. Each pupil has a document recording their work and progress. A lot of extra funding has been used to increase provision in school. All staff have received very good training to improve expertise. Adult support for pupils when using the computers is very good. This is particularly helpful to pupils with special educational needs.

Information and communication technology across the curriculum

72. There are many examples of the good use of ICT to support other subjects on display around the school and in pupils' books. For example, pupils use their word processing skills when drafting and editing their stories in English. They access the Internet when carrying out research into mosques in religious education lessons. Older pupils make good use of programs to create their own tables and graphs to collate mathematical data. Pupils have produced informative and attractive topic books about the Roman occupation of the United Kingdom.

HUMANITIES

72. The work was sampled in **history** and **geography**. During the inspection it was not possible to observe any lessons in geography or history.
73. Planning ensures good coverage of the subjects, which is well balanced with appropriate time being allocated. A major strength of provision is that in both subjects emphasis is firmly placed on providing pupils with as much direct experience as possible. This is achieved by a wide range of well planned visits, visitors, role-play and drama. In **history**, for example, the school is to have a Roman Day. During the day pupils will dress up as Romans, take part in a meeting of the Senate and enjoy Roman food. In **geography**, pupils have worked hard when considering aspects of St. Lucia as part of their comparative study. To promote their research skills and extend their knowledge, they have gathered considerable data from the Internet.
74. The management of both subjects is good. Co-ordinators are well informed, enthusiastic. They support their colleagues well and ensure there is a sufficiency of resources to deliver the subject effectively. From discussions with co-ordinators and pupils, scrutiny of work and planning, it is likely that standards reached will be above those normally expected in Year 6, and in line for pupils in Year 2.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are good by the end of Year 6.
- Pupils reflect deeply on issues such as relationships between people and differences between different religions and beliefs.

Commentary

75. Most pupils, including those with special educational needs, achieve well by the end of Year 6. Standards reached are above the requirements of the Dorset Agreed Syllabus. Evidence suggests that, by the end of Year 2, standards are likely to meet the levels required and those reached at the time of the previous inspection. Standards by the end of Year 6 are above those expected for the age range as stipulated by the locally agreed syllabus. By the end of Year 6, standards have been maintained since the previous inspection, but evidence of pupils' work suggests that standards at Year 2 have not. During the inspection, no teaching of religious education was observed in Year 2. Therefore, written evidence was sampled...
76. Opportunities given in religious education lessons, in Collective Worship, and visits out of school reinforce pupils' learning about, and from, religion and human experiences. Teaching observed of older pupils in Years 3 and 6 was good, overall. Pupils' work in Years 1 and 2 suggests that teaching was likely to have been satisfactory over time. Pupils understand and develop insight into a range of issues and there has been good learning and achievement by the end of Year 6. In Years 1 and 2, pupils' recorded work shows a satisfactory understanding of the life of Jesus and of some episodes from the Old Testament. The repertoire of their written tasks limits their personal development human experiences, in general, and of pupils' own feelings and understanding about issues in a modern context.
77. Opportunities in Years 3, 4, 5 and 6 to reflect deeply on issues relating to other religions and of human experiences are sufficiently challenging. Pupils write expressively about their own life journey, the key moments in their lives and of their future aims. Year 6 pupils have broad experiences of Islam, and have spoken at first hand to Muslims who have visited the school. Their understanding of Islam is good. In Year 5, pupils' work shows good knowledge of Hinduism, whilst in Years 3 and 4, pupils have good knowledge of famous religious leaders. All year groups have good knowledge of Christianity and explore confidently ideas about Christian symbolism and imagery.
78. Leadership and management of the subject are good and have ensured good learning in older year groups. Frequent visits to the school by the local vicar and curate and their close involvement with an after-school Christian club, held at school, as well as their strong input during Collective Worship assemblies, have helped to promote sensitive attitudes towards Christianity. As a result, the ethos of the school is very good. There is strong promotion of love, care and consideration permeating through all aspects of the school. The local church is used well as a resource and hosts Christian festivals throughout the school's year. Other resources are satisfactory, and very good use is made of the Internet in lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. There was not enough evidence to report and evaluate fully on all of these subjects individually. However, sufficient lessons were observed in music and physical education to report about provision in these subjects. Samples of pupils' work on display and in workbooks and portfolios were scrutinised in **art and design** and in **design and technology**. Documents, and the school's planning were analysed and discussions took place with all subject leaders.

Art and Design

80. The quality of pupils' previous work, and artwork on display, indicates that standards are satisfactory by the end of Year 2 and are good by the end of Year 6. Good planning documents ensure good national curriculum coverage and identify a clear progression in the development of skills. The updated art policy effectively links music, dance, drama and art.
81. Younger pupils develop a wide range of skills when they study human facial expressions and draw carefully-observed self-portraits before making attractive clay self-portrait tiles. Drawings by Year 2 pupils indicate satisfactory standards are achieved in observational and drawing skills and in using shading techniques. Observational drawings and paintings of spring flowers by reception and Year 1 and 2 pupils are of a good standard. Pupils use paint, oil pastels, chalks and coloured pencils to create very attractive work which is pleasingly displayed.
82. In Year 3, pupils' lively paintings of Boudicca show a well controlled use of paint brushes and good use of colour mixing to create skin tones. Art work in junior classes is often linked to class topics in other subjects. For example, Year 5 pupils create flour-resist textile work; they draw designs on fabric with a flour paste mixture using images from the religious education topic on Hinduism. Year 6 pupils effectively cut and tessellate shapes to create Islamic patterns. In Years 3, 4 and 6, pupils create attractive and skilled mosaic pictures linked to their history topic on the Romans. By Year 6, pupils' mosaic portraits indicate that they achieve good standards in cutting and carefully positioning small pieces of card to create mosaic patterns. In learning about perspective, they draw realistic street scenes and measure accurately to find the vanishing point. Individual interpretation is achieved through imaginative use of colour.
83. The after-school art club is well attended by junior pupils. It contributes strongly to pupils' experience of different media and techniques and good quality work is produced. For example, one group worked on child-sized sculptures of the human form using rolled-up newspapers bound with coloured wool. Another group use computers to enhance photographs of themselves to create amusing and original images. The art club is very well led by the subject leader and a support assistant.
84. Art contributes well to pupils' spiritual, moral and social development. The subject leader provides good leadership in art. Effective links are made with external agencies to promote art work in school and the school is working towards the national Artsmark award. Resources for art are satisfactory but space for storage of resources is cramped and this limits the ability of pupils to develop skills of independence and personal responsibility for resourcing their work in art.

Design and Technology

85. In design and technology, evidence suggests that pupils are likely to reach the nationally expected levels by the end of Years 2 and 6. The requirements of the National Curriculum for design and technology are carefully planned to be included within a wide range of cross-curricular topics in Years 1 and 2. In Years 3 to 6 good progression in the development of knowledge and skills is planned well.
86. There is insufficient evidence to judge overall teaching and learning but pupils' work samples indicate that infant classes make satisfactory progress. Younger infant pupils choose fruit and decide whether they want to make a drink or a fruit salad. They complete simple planning sheets about what they will need and what they will do before making their products. Good links are made with art, whereby pupils make careful observational drawings of the fruit they use. As part of their science work, they make jointed skeletons, using split pins for fastening. Photographic evidence suggests that Year 2 pupils experience an a wide range of activities, including designing and making lighthouses, visiting a bakery and then making bread rolls.

87. Teachers' planning in Years 3 to 6 indicates that pupils are taught to prepare carefully before making artefacts. They make annotated sketches of their designs and list the tools and materials they will need. Year 3 pupils carefully measure and cut and join using cardboard mitred corners when making their picture frames. They achieve good standards in decorating their frames in individual styles. High standards of workmanship are evident in the money-containers made by Year 4 pupils. These are planned and designed using a wide range of different materials and fastened by sewing or gluing. By Year 5, pupils' planning is detailed and carefully structured so that, for example, when they have completed their musical instruments their evaluations are reflective and identify how they might improve their design. By Year 6, pupils work in small groups over several sessions to make working models of fairground rides. Pupils are encouraged to be innovative in their interpretation.
88. Leadership and management of design and technology are good. The subject leader worked alongside junior teachers last year to provide expert guidance and support. She has developed a teaching programme which ensures that pupils experience a good range of design and making activities. She is involving the school in design and technology projects with external organisations such as Young Engineers and Green Power and is working in collaboration with a group of local schools on a 'Kinex Challenge'. Resources have been audited and supplemented and are now satisfactory but there is insufficient space to organise them efficiently so that pupils can access them independently.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- By the end of Years 2 and 6, standards are well above the expected levels nationally.
- Teaching is very good.
- The leadership, management of music are excellent.
- The range of enrichment activities and equal opportunities for pupils to participate are very good.

Commentary

89. Music is a strength of the school. Pupils' achievement is very good throughout each year group, resulting in high standards. This is due to very good teaching and excellent leadership and management. Evidence was seen in whole-school singing during lessons, assemblies, the videos of the school's concerts and extra-curricular sessions. In each year group, pupils achieve well.
90. Pupils sing sweetly and confidently in an expanding repertoire with very good rhythm, clear entry to each phrase and correctly held notes. Pupils bring colourful dynamics and texture to their singing. Singing is correctly pitched with very clear diction, and pupils learn new songs quickly, memorising a new melody easily. Rhythmic work is successfully developed and pupils imaginatively layer sound effects using a variety of tuned and untuned percussion instruments. Groups maintain a two-part ostinato pattern confidently, when using instruments. Pupils' understanding of notation, both from their own graphic scores and from interpreting the graphic scores of others, as well as recognising notes on a traditional stave, is excellent for the age range. All older pupils have good knowledge of the pentatonic scale, which ensures high standards in their reading of traditional notation and their own compositions. Teaching of all these aspects of the National Curriculum programme of study for music is of a high quality.
91. There is excellent leadership of music from the co-ordinator and the headteacher who have inspired positive attitudes in pupils and an enthusiasm for performing. The planning is broad and balanced, full of interesting activities, so that there is a clear progression of skills between year groups. The management of staff's expertise, of visiting teachers and of enrichment, is

excellent. The use of a well-qualified specialist teacher to teach other classes, such as Years 4, 5 and 6, is a significant factor in the very good impact of music on the whole school. Sharing expertise within a class also has a strong impact on raising standards, as, for example, when the Year 3 teacher teaches music to half her class, whilst the remainder learn recorder playing with the music co-ordinator. Other specialist teachers, with very good expertise, visit for individual or group instrumental tuition. This results in pupils' very good standards when playing music. Many pupils learn to play the piano keyboard, percussion and drums, electronic keyboard, guitar, flute, clarinet and violin. All pupils in Years 3 and 4 learn to play the recorder and are taught in smaller groups. All these pupils, 56 in all, learn traditional notation so that, by the time they enter Year 5, they have very good skills to learn other instruments or to compose.

92. The range of enrichment activities is very good, managed efficiently and ensures that pupils remain highly focused and showing very good enjoyment. Pupils have the opportunity to play in a lunchtime orchestra session, as well as to sing in a choir. In addition, they accompany in assemblies, play in church festivals, the Yetminster Fayre, school Fayres, or in the shopping centres. Pupils go carol singing in different villages and participate in Sherborne Schools' Music Association's combined events. School concerts, such as productions of *King Wenceslas* and *Yanamano* further enrich and extend pupils' very good equal opportunities. Visitors to the school have added even more interest in music. The activities on offer contribute significantly to pupils' spiritual, moral, social and cultural development. St Andrew's lively musical provision ensures that music has a high profile and contributes strongly to pupils' very good achievement and to the good links between the school and its community.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve standards that are above those expected nationally by the end of Year 6.
- The overall quality of teaching is good with some very good features and contributes strongly to pupils' high standards.
- Extra-curricular activities make a significant contribution to extending and complementing school-based activities.

Commentary

93. Standards in physical education are in line with those expected nationally by the end of Year 2 and above those expected at the end of Year 6. This represents an improvement since the previous inspection when standards were judged to be satisfactory by the end of Years 2 and 6.
94. Over time, in school and supported by extra-curricular activities, pupils develop confidence, self-discipline and other personal qualities, such as dependency, as well as supporting their peers. They are aware of the need to warm up and cool down, to handle equipment with care as well as understanding the effect activity has on the body. They acquire good skills in the use of space and when responding to music, as was observed in a Year 4 dance lesson. Pupils enjoy all aspects of dance and perform well in pairs and groups. Pupils' display good balance and good synchronisation with the music. For example, in a Year 5 class, pupils created and performed a range of sequenced movement patterns to simulate football skills, reflecting the mood and emotion of the music. In matches and tournaments pupils acquire a competitive edge, whilst retaining respect for opposing teams as well as each other. Teachers ensure that all pupils participate fully. They are good role models in terms of appropriate dress and demonstrating techniques. The school has its own swimming pool, which is used throughout the summer months. Pupils from Reception to Year 6 use the pool on more than one occasion per week. As a result, more than 90 per cent of pupils achieve the 25 metre unaided swim.

95. Overall, the quality of teaching is good. Teachers consider the individual needs of pupils very well. They provide the opportunities for them to work in pairs, evaluate each other's performance and develop strong partnerships to promote social interaction. The management of pupils' behaviour, subject expertise and use of time and resources contribute to the high standards being achieved. The curriculum for physical education is very good. The extensive opportunities provided in the extra-curricular programme enrich and enhance the acquisition of skills development in this subject area very well. As a result, individual pupils and teams compete in a variety of sports. The school's hall, grounds and swimming pool are good resources. The balance of provision for dance, gymnastics, athletics, team games and orienteering is good. The residential experience of Year 6 pupils contributes strongly to the pupils' physical education, extending and complementing school activities as well as promoting independence and interdependence. The potential for continued development is good. Pupils' progress is well supported by the effective co-ordination of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

96. The school does not plan specific lessons for this subject but it is included across subjects of the curriculum. In addition, external agencies and visitors contribute strongly to aspects of this subject. There is insufficient evidence to make a judgement about overall provision.
97. The school is a harmonious community in which all pupils are given equal status and show tolerance and respect for one another. Pupils speak positively about the support they receive from staff and the opportunities they have to show their sense of responsibility for others. For example, older pupils organise charity fund-raising events. The school has in place a carefully planned programme of health education, including healthy eating, drugs awareness and sex education. Year 6 pupils are very aware of factors which contribute to a healthy lifestyle and of the dangers of peer pressure in relation to unacceptable behaviour and drug abuse. They are well informed about keeping safe and have regular talks from fire, road and rail safety officers. Pupils are developing a good understanding of growing up in the community as responsible citizens. They recognise the need for rules and laws and feel that they contribute to the rules made in school. They are aware of the influence of advertising media and have used advertising techniques in their literacy tasks. The strong programme of extra-curricular provision, residential visits and the good quality of assemblies make a very good contribution to this subject.
98. Staff know pupils very well and through circle time provide regular opportunities to discuss school issues and concerns that pupils may have. Currently there is no school council for pupils to have a formal means of contributing their views about the school. As part of the school's planning to develop a co-ordinated policy for personal, social and health education, staff plan to develop a system for pupils to contribute their views about the school. In addition, the school is developing further procedures for monitoring personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).