

INSPECTION REPORT

**St. James Church of England Voluntary Controlled
First School**

Gaunts Common, Dorset

LEA area: Dorset

Unique reference number: 113761

Headteacher: Mrs. A. Kimber

Lead inspector: Mrs. J. Ikin

Dates of inspection: 5 – 8 July 2004

Inspection number: 257684

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: 4-9
Gender of pupils: Mixed
Number on roll: 115

School address: Gaunts Common
Wimborne
Dorset
Postcode: BH21 4JN

Telephone number: 01258 840669
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Appropriate authority: The governing body
Name of chair of governors: Mr. A. Honnor

Date of previous inspection: May 1998

CHARACTERISTICS OF THE SCHOOL

St. James' Church of England Voluntary Controlled Primary School is a small village primary school which caters for pupils aged from four to nine years of age. It serves the village of Gaunts Common but also draws pupils from the wider area because of its good reputation and its Church of England nature. All the pupils are from white United Kingdom backgrounds and none speak English as an additional language. The number of pupils entitled to free school meals is below average and the socio-economic circumstances of the area are well above average. Attainment on entry varies from year to year but, overall, it is above average. The number of pupils who join the school after the usual time of admission is below average. The percentage of pupils with special educational needs and with a Statement of Special Educational Need is below average. Their needs include specific learning difficulties, speech and communication difficulties, autism and severe learning difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Mrs. J. Ikin	Lead inspector	English Information and communication technology Music Design and technology Art and design The Foundation Stage Special educational needs
31754	Mrs. C. Roberson	Lay inspector	
13307	Mr. I. Hancock	Team inspector	Mathematics Science Religious education History Geography Physical education Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. It has a strong Christian ethos and provides a very good standard of care and a good education for its pupils. It is well led and managed and most pupils achieve well because of the good teaching they receive. The curriculum is good overall and the school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides strong leadership and staff work as a highly committed team for the benefit of pupils.
- Pupils achieve very well in reading, writing, religious education and music. They achieve well in science and physical education.
- Most pupils achieve well in mathematics but there are limited opportunities for higher attainment in problem solving and investigation.
- The school is highly committed to inclusion, and provision for special educational needs is very good.
- Provision for pupils' spiritual development is very good.
- Pupils behave very well, are confident and keen to learn.
- A very good range of out-of-school activities and very strong links with local churches enrich the curriculum.
- There are very strong links with parents who give good support to their children's education.
- The time allocated for learning in Years 3 and 4 is below the recommended levels.
- There is no scheme of work for personal, social and health education and citizenship and pupils' skills of independent learning are not systematically developed.

Overall, the school's improvement since the last inspection is **good**. High standards have been maintained in English, mathematics and science, and the school's improvement trend is above the national trend. Most of the issues raised in the last report have been addressed, although more needs to be done to develop pupils' skills of independent learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	Year-2001	Year-2002	Year 2003	Year 2003
Reading	A	A*	A	B
Writing	A*	A*	A*	A
Mathematics	B	A*	A	B

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **good** overall. Results were well above average for reading, writing, mathematics and science in 2003 tests and assessments. The results for writing were in the top five per cent nationally. The findings of the inspection are:

- standards in reading and writing in Year 2 and Year 4 are well above average and boys do as well as girls;
- overall standards in mathematics are above average in Year 2 and well above average in Year 4 but there are weaknesses in pupils' skills of problem solving and investigation;

- pupils achieve standards well above those expected in music and religious education;
- standards are above the levels expected in science and physical education;
- standards in information and communications technology are average;
- children in the reception class achieve well. Most reach and many exceed the goals set for them by the end of the reception year;
- pupils with special educational needs achieve very well. Those who are talented and gifted achieve well.

Pupils' personal qualities, including their **spiritual, moral, social and cultural development are good**. Their attitudes to their work are very good and they behave very well. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The **quality of education** provide by the school is **good**.

Teaching and learning are good. Pupils are managed very well and high standards of behaviour are promoted consistently. Assessment is good. The curriculum is good overall. It is enriched by good links with the community, very good links with the church, a wide range of visits and visitors and a very good range of after school activities. The reception class curriculum emphasises the basic skills of literacy and numeracy and provides opportunities for learning through practical activities and play. The curriculum for Years 1 to 4 is well organised to ensure a consistent approach and progression in learning in all the academic subjects. However, the time available for teaching in Years 3 and 4 is below the recommended levels, which constrains opportunities for curricular development. Pupils with special educational needs are supported very well. Where weaknesses occur, it is in the lack of a prescribed curriculum for personal, social and health education and citizenship, insufficient emphasis on the application of mathematical skills and limited opportunities for the development of pupils' skills of independent learning. The school provides a very good standard of care for its pupils and links with parents are very good.

LEADERSHIP AND MANAGEMENT

The **leadership and management** and **governance** of the school are **good**.

The headteacher provides good leadership. She is supported well by the senior teacher, and all staff work as a highly committed team for the benefit of pupils. Very good use is made of the subject expertise of individual teachers and support staff. There is a very strong commitment to inclusion.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents hold the school in high regard. Pupils like the school and their teachers very much.

IMPROVEMENTS NEEDED

- improve pupils' mathematical skills in problem solving and investigation;
- extend the length of teaching time in Years 3 and 4;
- ensure that the personal, social, health and citizenship curriculum is taught systematically;

- improve pupils' skills of independent learning throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve **well** throughout the school. Standards are well above average in reading, writing, mathematics and science by the end of Year 4. In Year 2, they are well above average for reading and writing, and above average in mathematics.

Main strengths and weaknesses

- The school has successfully sustained its high standards in national tests in English, mathematics and science at the end of Year 2.
- The children in the reception class are well prepared for their work in Year 1.
- Pupils generally achieve well in mathematics, but their skills of mathematical enquiry are not as good as they should be.
- The achievement of pupils with special educational needs is very good.
- Pupils' achievement in music and religious education is very good and pupils achieve well in physical education.

Commentary

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

Standards in:	School results	National results
reading	17.3 (19.1)	15.7 (15.8)
writing	17.4 (17.5)	14.6 (14.4)
mathematics	17.7 (18.8)	16.3 (16.5)

There were 22 pupils in the year group. Figures in brackets are for the previous year

1. Achievement in the reception year is good because the teacher has high expectations of the children, knows them well and plans interesting activities that get the best out of them in all the areas of learning. Nearly all children reach the goals expected for them at the end of the reception year and many exceed them.
2. The results of the 2003 Year 2 National Curriculum tests were well above the national average for reading and mathematics, and in the top five per cent for writing. The results compare well with those of similar schools for reading and mathematics and very well in relation to writing. The results of teacher assessments for science were well above average. The school shows an improving trend which is above the national trend. Local authority data shows that the results of tests for pupils in Year 4 are well above the county average. The school has high expectations for its pupils and sets itself challenging targets for improvement each year. This has helped it to successfully sustain its high standards since the last inspection.
3. Inspection findings show that all pupils in Years 1 to 4, including those with special educational needs and talented and gifted pupils, achieve very well in reading and writing and standards are well above average. Boys achieve as well as girls as a result of the work that the school has done to make writing more interesting to boys. The school

believes that the good role model that fathers give to their sons, and the interest that all parents take in their children's learning, are significant motivating factors, and inspectors agree with this.

4. Most pupils achieve well in mathematics and standards are above average in Year 2 and well above average in Year 4. The difference in standards is mainly due to the differing profile of each year group. However, throughout the school, pupils' achievements in their knowledge of number, number operations and shape, space and measure are ahead of their achievement in problem solving and investigation, and some pupils do not reach the higher levels in tests and assessment because of this.
5. Pupils achieve very well in music and religious education and reach standards that are well above those expected because of the very good teaching they receive from highly knowledgeable and skilled teachers. They also achieve well and reach above average standards in physical education because of specialist teaching, a broad curriculum and very good opportunities for taking part in sport at the end of the school day.
6. Children with special educational needs achieve very well in relation to their starting points because of the very good support they receive from skilled support assistants and the way that the whole staff team have implemented the advice they have been given by specialist agencies. Targets in individual education plans are carefully selected after thorough reviews of how pupils are getting on, and this helps them to experience success in their learning and to grow in confidence.
7. Gifted and talented pupils achieve well as a result of challenging work which is very well matched to their needs and capabilities.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, their attitudes to the school and their behaviour are **very good** overall. Their spiritual, moral, social and cultural development is good overall. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils' spiritual development is very good.
- Pupils have a very good understanding of right and wrong, and they behave very well.
- Pupils are very keen to learn, but they are sometimes over-dependent on teachers for things they should be able to do for themselves.
- Opportunities for pupils to learn about cultural traditions that are different from their own have improved since the last inspection.
- Relationships in the school are very good, but opportunities are missed for pupils to learn about their wider social responsibilities.
- Although parents ensure that their children arrive at school punctually, a large number of absences are caused by children being taken on holiday in term time

Commentary

8. The Christian ethos of the school very successfully promotes pupils' spiritual awareness. A very strong set of values, which are based on developing pupils' respect for themselves and others, enables all pupils to grow and flourish. These findings are similar to those of the last inspection. The school strongly encourages pupils' awareness of the

wonders of the world about them, for example, by ensuring that they have regular opportunities to examine and talk about features of the natural world. A good example of this was seen when pupils in Year 3 examined a sample of soil using an electronic microscope. Their eyes opened wide with amazement when they saw the image projected onto the screen of the interactive whiteboard. There are very good opportunities for pupils to reflect on their own feelings and the feelings of others in the course of their work in literacy, music and religious education. A very good example of this was seen in an assembly when pupils in Years 2 and 3 performed a dance which represented togetherness and the importance of sharing and giving to a Christian community.

9. Very good promotion of the school's behaviour policy helps pupils to develop a very good understanding of the differences between right and wrong. Staff set very good examples, showing high levels of concern and respect for the needs of all pupils and taking their views seriously. All pupils strive very hard to meet the high standards that the school sets, and there have been no exclusions. Pupils develop very good relationships with each other and with all staff. When given opportunities for taking responsibility, for example, when acting as part of the 'friendship force' in the playground, or when organising birthday celebrations in assembly, pupils do this very well. However, the school council does not meet often enough to be fully effective in developing pupils' awareness of their wider social responsibilities. The absence of a specific scheme of work for pupils' personal, social and health education and citizenship is also a limiting factor.

10. Pupils enjoy coming to school, and most respond very positively to the opportunities they are given to learn, both during lessons and at the end of the school day. They listen well to their teachers and work well together. However, they do not always have enough opportunities to take responsibility for their own learning and decision-making. For example, to save time, staff put out resources that pupils will need in the course of a lesson, rather than training the pupils to select and organise their own resources. On some occasions, particularly when more challenging work requires pupils to think for themselves or use their initiative, a significant minority of pupils wait for adults to help them because they do not have the skills and strategies that they need to help themselves.

11. The school provides a wide range of opportunities for pupils to explore and learn about their own cultural heritages and the diversity of cultures represented in society. As a result, pupils appreciate and enjoy art, music and literature from a wide range of traditions and are well prepared for life in a culturally diverse society.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.4	School data:	0.0
National data:	5.4	National data:	0.4

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

12. Attendance is satisfactory, with rates being consistently similar to schools nationally. Most parents are very supportive and send their children to school every day, but an increasingly number of families take holidays during term time. Punctuality is good and

pupils arrive well in time for lessons, often coming into school before the official start of the day in order to get an early start on their work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are good. There is rich provision of extra-curricular activities. The school provides very good standards of care. Links with parents are very good and links with the community are good.

Teaching and learning

Teaching, learning and assessment are **good** throughout the school.

Main strengths and weaknesses

- Teaching and assessment have improved since the last inspection.
- The teaching of English, music and religious education is very good.
- Science is taught well.
- The teaching of mathematics is good overall but there is not enough emphasis on mathematical enquiry.
- Pupils enjoy learning but do not develop the skills that they need for independent learning.
- The teaching of pupils with special educational needs is very good and all pupils are given the opportunity to learn and make progress.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	16	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. The teachers' lesson planning in the reception class reflects a good understanding of the curriculum for children of this age. This is an improvement since the last inspection. The high expectations of the way that the children should behave are consistently reinforced and are very effective in helping the children to learn good habits of working and the skills that they need to get on with each other. The basic skills of literacy and numeracy are taught well, and teaching methods are effective in engaging children's interest and promoting their imaginative ideas.
14. In Years 1 to 4, teachers are very skilful in developing pupils' vocabulary and speaking skills and in helping them to learn the strategies that can be used to create good-quality writing. There is very effective use of strategies to promote the interest of boys in writing. The school has a wide range of approaches to the teaching of reading which is very well planned and highly effective. The increasing level of challenge as pupils move through the school ensures that most pupils are confident writers, and have a love of books and the skills they need to read them by the end of Year 4. The very good support given by parents to reading at home and spelling makes a significant impact on standards and achievement.

15. The school's policy of using individual staff with an expertise in music, religious education, physical education and ICT to teach all pupils, from Year 1 to Year 4, makes a significant contribution to pupils' learning and achievement. The enthusiasm of the music teacher shines through her lessons so that all pupils are fully involved in practical and enjoyable activities involving singing, making music, learning about the technical elements and finding out about a wide range of musical traditions. In religious education, the teacher's sensitive and respectful approach to all faiths and religious traditions encourages similar attitudes of respect and thoughtfulness in the pupils. Quite complex ideas are explained clearly and demonstrated in imaginative ways which deepen understanding and encourage the pupils to ask their own quite challenging questions.
16. Physical education is taught well by the co-coordinator and also by the headteacher. They provide very clear explanations and demonstrations and good coaching of specific skills. Pupils respond well by working hard to control and perfect their movements. After-school clubs, which include a Saturday morning football club led by parents, make a considerable contribution to standards and achievement in the subject. The use of the expertise of a teaching assistant for the teaching of specific ICT skills is ensuring that all pupils acquire these skills systematically. Standards and achievement are satisfactory rather than good because her work has not yet had time to have a full impact.
17. Teachers' knowledge and understanding of science are good. New learning is presented in a range of interesting and practical ways and, as a result, pupils have a good recall of a wide range of factual knowledge as well as an eagerness to find out about scientific phenomena.
18. Opportunities to make learning interesting and to raise pupils' self-esteem and confidence are an integral part of every lesson, and, as a result, pupils are proud of their achievements, confident and eager to learn. However, the skills of independent learning are not taught systematically and, in some lessons, tasks are over directed by the teacher, with insufficient opportunities for pupils to organise their own resources, think for themselves and use their initiative. A good example of this is in mathematics, where the overuse of worksheets is limiting opportunities for pupils to acquire the skills that they need for mathematical investigations and problem solving.
19. Assessment is good. Targets are set and pupils are assessed regularly in reading, writing and mathematics to monitor pupils' progress towards them. When problems occur, they are very quickly identified and remedial action is taken. Assessment in other subjects supports teachers' planning for pupils' different needs and capabilities effectively. The marking of pupils' work is good, with good use of ongoing constructive comments to help pupils know what they have to do to improve.
20. The teaching of pupils with special educational needs is very good. In all classes, teachers and classroom assistants work very closely together to plan the support that these pupils need and to discuss their progress in each lesson. Assessment for these pupils is very good. Individual education plans identify the next steps of learning for each pupil, and teachers review these each term with the special needs co-ordinator and with parents.

The curriculum

The curriculum is **good** overall. It is greatly enhanced by very good opportunities for enrichment, including a wide range of extra-curricular activities. Resources and accommodation are good.

Main strengths and weaknesses

- The curriculum meets the needs of all pupils and there are very good opportunities for enrichment outside the formal curriculum.
- There is insufficient emphasis on the use and application of mathematical skills and the key skills of independent learning.
- The school lacks a clear scheme of work for pupils' personal, social, health and citizenship education.
- Teaching time in Years 3 and 4 is below national recommendations and this limits opportunities for curriculum development and innovation.
- Resources are good in most subjects and the outside area provides a stimulating environment for work and play

Commentary

21. The school provides a relevant curriculum, which provides all pupils with a wide range of opportunities to learn academic subjects. This is similar to the findings of the last inspection. It has been particularly successful in providing opportunities for writing which interests boys, and this has contributed significantly to their achievement in English. Pupils with special educational needs are very well provided for. The school is very proactive in seeking support and advice from other agencies in order to inform teaching and to ensure that it is doing the very best it can for pupils with special educational needs.
22. The school provides a very varied programme of after-school activities to support the curriculum and make learning interesting. Parents run a football club on a Saturday morning, for example, and effective use is made of outside coaches, such as those from Southampton football club and Wimborne tennis club. This makes a substantial contribution to the standards achieved in physical education. Regular visits to places of interest and visitors to the school enliven the curriculum and add relevance to learning.
23. The development of the skills of literacy and numeracy are prioritised throughout the school and this is a significant factor in the high standards that are consistently achieved. However, there is not enough emphasis on problem solving and investigation in mathematics, and this is preventing some pupils from achieving at the higher levels in this aspect of their work.
24. Pupils' personal, social and health education is promoted in religious education and science. A policy has been introduced since the last inspection. However, the school does not have a specific scheme of work for the subject and so has no means of ensuring a consistent approach for year-on-year increases in pupils' knowledge, skills and understanding.
25. The curriculum time is below the recommended levels in Years 3 and 4. This adversely affects pupils' learning. For example, there is not enough time for regular personal, social, health and citizenship education sessions and the skills of independent learning are not developed sufficiently. The constraints on time also put the school at a disadvantage in drawing upon national programmes for curriculum innovation and

development, such as those mentioned in the Department of Education and Skills 'Primary Strategy' guidance.

26. Resources have improved significantly in many curricular areas since the last inspection and are good overall. The accommodation is good, but the computer suite is too small for whole-class lessons and the hall is too small for whole-class gymnastics. There are good arrangements to overcome these difficulties, which include the headteacher sharing class teaching and the employment of a very skilled teaching assistant for ICT. The outside area has been very well developed and provides a very stimulating environment for work and play. Very effective use is made of the expertise of outside agencies to ensure that teachers and teaching assistants have all the skills they need to support pupils with special educational needs. This is a significant factor in the achievement of these pupils.

Care, guidance and support

Provision for care and welfare is **very good**. Pupils are given consistently good support and guidance by a committed team of staff. Arrangements to seek and then act on pupils' own views and opinions are satisfactory.

Main strengths and weaknesses

- Staff take very good care of all pupils throughout the day and give them equal support and attention.
- Governors have been fully involved in ensuring that matters of health and safety are given thorough attention.
- There are not enough opportunities for pupils to be involved in decision-making about matters that affect them.
- Very good induction arrangements are established for reception children, including those who have special educational needs.

Commentary

27. The standards of care and welfare that the school provides have been maintained since the last inspection. Pupils feel happy and secure in the school and parents appreciate the high standards of care and welfare, which enable all pupils to settle and make progress. Child protection procedures are fully in place. The headteacher ensures training is fully up to date and implements all new initiatives and recommendations rigorously.
28. Governors take their role in health and safety seriously and give valuable support. For example, they regularly audit the site and buildings. In addition, they write and review the health and safety policy and undertake risk assessments for a range of activities for which they have been trained. The headteacher keeps governors well informed about issues which concern the well-being of all pupils.
29. Pupils trust their teachers and turn to them for extra support and help. They know their achievements are recognised and valued. They also know that their misbehaviours can be punished but they feel that they are treated fairly. Teachers know their pupils very well and there are good informal arrangements for monitoring their personal development. Formal procedures are not in place. Pupils are currently given some opportunities to take extra responsibility, for example, when older pupils act as part of the 'friendship

force'. However, there are missed opportunities for pupils to use their initiative and to take responsibility, and the school council is a good example of this. It does not meet often enough and pupils are not sufficiently involved in raising issues of concern to them and in taking decisions.

30. Induction procedures for new pupils who join the reception class are very good because parents are fully involved and informed, and youngsters are given every opportunity to settle at their own pace into classroom routines. Older pupils, who joined the school after the reception year, told inspectors that other children were very friendly and helpful to them, and this had helped them to settle quickly into their new school. Staff plan and prepare very well to support and guide pupils with special educational needs who join the school. They are given all the support that they need to be fully included in all activities.

Partnership with parents, other schools and the community

Parents are fully involved in the school and links with them are **very good**. Links with other schools and within the community are good.

Main strengths and weaknesses

- Parents have great trust in the school and get involved in many ways to support their children's learning.
- Arrangements for introducing new pupils and their families to school life are very effective.
- Parents are kept well informed about the school and about how their children are getting on.
- Parents are consulted extensively and their views listened to and taken on board very regularly.
- Links with the community, including two churches, are firmly established.
- The school works closely with many schools to further benefit pupils.

Commentary

31. The quality of the school's links with parents and the community has been maintained since the last inspection. This is a popular school and one which many families choose for its reputation and consistently good standards. Many parents talk of much improved levels of confidence seen in their children since joining the school. They appreciate the improved extra-curricular activities now provided. They see children as kind and well mannered, which they are. Parents have very positive views of the school and have confidence that it provides their children with a good start. They recognise its very caring climate for learning and appreciate that teachers work hard, especially supporting pupils with special educational needs. Many help within classes voluntarily, get involved as governors or support the Parent Friends Association (PFA). Mothers and fathers are very supportive of learning at home, and many also help with Saturday football held at the school. This well-established range of links with parents is very effective and makes a very positive contribution to pupils' achievement.
32. The 'Acorn Club', which meets weekly during the second half of the summer term, provides a very effective opportunity for parents to introduce their children to school life. By the end of the six sessions, both parents and their children have a good understanding of how the school works and what the school hopes to achieve during the

reception year. Good links with local pre-school organisations also support children's smooth transition to school life. There are equally good arrangements for pupils' transfer to their middle schools which are a result of close working relationships to ensure curriculum continuity.

33. Class assemblies, when pupils celebrate and share what has been learned and achieved, make a very important contribution to the links between home and school. They are very well supported by parents, and their children, in turn, know that their efforts are valued. The good range of information, which is provided for parents, including the website, keeps them well informed about many issues. Written reports on pupils' progress are good but currently lack detail on targets to address the next step forward, and they do not report sufficiently on ICT. Parents of pupils with special educational needs are fully involved in reviews, and the school does its very best to respond to their suggestions and to ensure fairness for all.
34. There are good formal arrangements for seeking parents' views through questionnaires. The results and actions taken are then distributed so that parents know the purpose of the exercise as well as the outcomes. In addition, their views are regularly sought on other matters, and parents of children at this school are keen to take every opportunity they are given to express their opinions. All staff are accessible and available twice a day for informal discussion. Parents report that they are listened to, and any concerns or issues they may have are usually sorted out quickly.
35. Two nearby churches have links with the school, and these make an important contribution to pupils' religious education and also to their spiritual development. The school has successfully involved many members of the community in the school for the benefit of pupils. Several businesses and organisations get involved in joint projects, for example, an ongoing 'forest project', which has enriched the curriculum and successfully developed pupils' understanding of environmental issues. Governors are looking at ways to extend the use of the grounds out of school hours for the benefit of the community and are very committed to see the good range of links develop further.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides good leadership and she is well supported by the senior teacher. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has built an effective team who work well together and are fully committed to raising standards.
- Governors are very supportive and they are developing their roles effectively.
- Good opportunities are provided for continuing professional development of staff, and good use is made of subject expertise across the school.
- The school improvement plan gives a satisfactory focus to school improvement but requires extending over the longer term.
- Finances are very well administered, and the school makes good use of additional grants to improve provision.

Commentary

36. Since the last inspection, a new headteacher has been appointed. She has given a clear lead to colleagues to form an effective team, who work effectively together for the benefit of pupils. There has been a very clear focus on raising standards in many curricular areas, particularly English and mathematics. The positive ethos and high commitment to inclusion that have been established support learning well and ensure that pupils work hard and achieve high standards of attainment. The headteacher is supported well by the senior teacher who is very effective in co-ordinating English, religious education and special educational needs.
37. Management is good. The school regularly analyses assessment data, monitors its performance and uses its findings effectively to inform its actions for improvement. There is very good delegation of roles and responsibilities, and the curricular strengths of individual staff are used very effectively to support learning throughout the school. The teaching of music and religious education are good examples of this. The quality of teaching is regularly monitored by the headteacher to identify how well the school is doing and where further improvements need to be made. Subject co-ordinators monitor their subjects well and this is an improvement since the last inspection. There are good links between the school's priorities for improvement and performance management. Training opportunities are used well to develop both the teachers' own professional needs and those of the school.
38. The school development plan is a useful document in that it identifies those issues the school most needs to address and it is well supported by financial planning. However, it does not take a sufficiently long-term strategic view of the school's future. The school's main aids to improvement are:
- the good leadership of the headteacher;
 - a strong staff team who are committed to raising standards;
 - good teaching and learning throughout the school;
 - the very good support that the school receives from parents;
- A barrier to improvement is the current uncertainty about its future status.
39. The school makes good use of specific grants and additional funding for school improvement and special educational needs. The school has a healthy carry forward, which comprises capital funding set aside to improve toilet facilities in addition to money to protect staffing in the event of falling rolls. Day-to-day financial arrangements are good. The school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	343,401	Balance from previous year	31,384
Total expenditure	292,415	Balance carried forward to the next	50,986
Expenditure per pupil	2,588		

40. Governance of the school is good. The chair of governors is experienced and visits the school regularly to support the headteacher and staff. Many of the governors are new, but they are highly committed and have a good awareness of their roles and responsibilities as a result of attending training session run by the local education authority. They fulfil all their statutory duties well. They have a good understanding of the school's strengths and weaknesses and share the headteacher's aspirations for raising standards even further.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The leadership and management of the Foundation Stage are good. Provision is **good** and the children are well prepared for Year 1 of the statutory curriculum because of the good teaching they receive. The school provides a well-planned curriculum which is soundly based on national guidance for young children. This makes a significant contribution to the progress that they make and is an improvement since the last inspection. Assessment arrangements are good and are used well to inform planning for children's different needs. There is very good support for children who have special educational needs and work is very well planned to meet their individual needs. They are fully involved in all activities and warmly accepted by their classmates.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children are helped to feel secure at an early stage as a result of good induction arrangements.
- There are effective opportunities for children to learn to share and to work with each other.
- Children grow in confidence and are eager to learn by the end of the reception year.

Commentary

41. The children's personal, social and emotional development is a little below the level expected for their age when children first start school. They achieve well and most achieve the standard expected by the end of the reception year. There are good opportunities for children to get to know their teacher and to work in their classroom in the term before they start school. Clear routines and procedures are established and children settle quickly into school because they know exactly what is expected of them. Teaching and learning are good. The children develop good relationships with their classmates and positive relationships with adults. This is a result of taking part in activities which require them to learn about their own feelings and to consider the feelings of others, and to work collaboratively. Whole-class sessions, in which each child is given a chance to speak, are very effective in helping them to understand the basic rules which make for harmonious groups, taking turns and working together. The high expectations of children's work and behaviour that the teacher has are consistently reinforced and, as a result, good habits of working are established from an early stage. There is very good support for children with special educational needs, and those children who are less confident, from the teacher and the classroom assistants. A very good example of this was seen during the inspection when all the reception children, including those with special educational needs, took a leading role in their class assembly, either speaking or demonstrating work in front of an invited audience of parents. Children with special educational needs often model their behaviour on the actions of their classmates and, as a result, are very well integrated into lessons. Formal

and informal activities are presented to the children in ways that engage their interest. Consequently they develop positive attitudes to learning.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The basic skills of reading and writing are taught in interesting ways which help children to learn well.
- There is very good support for children who have special educational needs.

Commentary

42. Children's attainment is a little above that expected for children of a similar age when they first start school. They achieve well as a result of good teaching, and many exceed the standards that are expected for their age by the end of the reception year. All children enjoy sharing stories and poems with their teacher. They show a good understanding of the elements of a story, follow the events as the plot unfolds when they listen to stories being read aloud, and remember the sequence of actions. Children enjoy engaging in whole-class dramatic re-enactments of stories with their teacher, and this helps them to develop a good understanding of the events and characters in the stories. The higher-attaining children read simple stories independently, and most recognise all the letters of the alphabet and associate them with the sounds that they make, which enables them to read words in simple texts accurately by the end of the reception year. Children with special educational needs achieve very well in relation to their starting points as a result of the very good support they receive and work that is planned specifically to meet their language and literacy needs.
43. The children are actively encouraged to make their own attempts at writing from an early stage and, as a result, most compose and write down, with help, short, simple statements and sequences of ideas. Higher-attaining children use their knowledge of letter sounds to build simple three-letter words, and make very plausible attempts at spelling the words they need to convey their own ideas, using their emerging writing skills. Children enjoy making up their own imaginative stories in the role-play area and when using small toys which represent the real world.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is good teaching and the provision of a wide range of practical and enjoyable experiences to help children learn well.
- The curriculum is well-planned to meet the different needs of all children.

Commentary

44. Children's achievement is good. Nearly all the children reach the goals expected by the end of the reception year and over one third of the pupils exceed them. The children with special educational needs achieve well in relation to their starting points as a result of the very good support they receive and very well planned individual programmes of work. There is a wide range of opportunities for children to count in different ways, for example,

counting how many coins it takes to sink a 'boat' in the water tray. As a result, they count reliably up to ten, and many children can count reliably well beyond that. Talented and gifted children are given every opportunity to succeed at their own level. For example, one child was challenged to find out what half of a hundred might be. They gain a good early understanding of addition and subtraction, for example, when they work out how many jumps they need to cross a make believe 'island' and then to reach the hidden 'treasure'. Children are taught how to write numbers correctly, and this helps them to develop the skills that they need to record their own calculations.

45. Many children identify simple two-dimensional shapes, such as squares, circles, rectangles and triangles, and some describe in simple terms the properties of these shapes, using the correct mathematical vocabulary. They also recognise the language of position, such as 'behind', 'in front' and 'inside', as a result of following directions in physical education, and of comparison such as 'tall', 'taller' and 'tallest'; for example, when comparing the height of paper 'skyscrapers' that they have made. They develop an understanding of how to tell the time as a result of making clocks for invitations.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Effective teaching engages children's interest and ensures a wide range of opportunities for learning.
- The basic skills of ICT are taught well.

Commentary

46. Children achieve well, and their knowledge and understanding of the world are above the level expected for their age by the end of the reception year. They begin to gain an early understanding of place as a result of walks around the school. They also benefit from speaking about places which 'Barney the Bear' visits. They have looked at photographs of the Taj Mahal and of skyscrapers, and compared them with the buildings that they are familiar with, such as Wimborne Minster. Children are developing a growing awareness of the past, for example, by looking at pictures of the past and by re-enacting events of the past, such as their own Olympic games. There are good opportunities for children to explore the natural and material world in formal activities and in the course of activities initiated by the children themselves. A good example of the latter occurred during the inspection when children became fascinated by the 'disappearance' of watermarks that they had painted on the paving outside their classroom and asked many questions about it. Children build and construct with a range of objects, selecting appropriate resources and adapting their work where necessary. They control the mouse well when using both the classroom computer and the computers in the small suite.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children develop degrees of dexterity and physical co-ordination a little above the levels expected for their age by the end of the reception year.

- Children with special educational needs receive very good support which enables them to participate fully in lessons.

Commentary

47. Teaching and learning for physical development is good and results in pupils achieving well. There are good opportunities for children to develop their manipulative skills when using construction toys and when painting, drawing and cutting. They are taught how to use paint and hold tools, such as brushes, pencils, and scissors correctly, and this supports their work in other areas of learning. Appropriate use is made of the hall for physical education and, as a result of working with large and small apparatus, children learn to move safely with control and co-ordination, and develop a sound awareness of their own space and that of others. They develop their independence when changing into appropriate clothing and are well prepared for more-formal lessons in Year 1. Children with special educational needs are fully included in physical education lessons, and they achieve very well in relation to their starting points. Their support assistants work effectively alongside them throughout, acting as good role models and supporting their movements where necessary.

Creative development

48. No direct teaching of the subject was observed in the inspection and so there is not enough evidence to form a judgement about provision. However, the subject was sampled. The evidence suggests that there are ample opportunities for children to develop their creative ideas when singing, painting and role-playing, and listening to music. Children make up their own imaginative stories when using the role-play area. There are ample opportunities for children to explore a range of different media, and to use them for mark making and to compose their own pictures and patterns.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- High standards have been sustained since the last inspection as a result of the school's strong emphasis on reading and writing.
- Teaching and learning are very good overall. However, pupils are sometimes over-dependent on adults in the course of their work.
- The support given by parents to their children's learning makes a significant contribution to the standards that are achieved.
- The co-ordinator for English provides strong and very effective leadership.

Commentary

49. The results of the 2003 Year 2 National Curriculum tests were well above the national average for reading and in the top five per cent for writing. The results compare well with those of similar schools for reading and very well in relation to writing. The findings of the inspection are that standards in reading are well above average in Years 2 and 4. Teaching and learning are very good and the subject is very well managed. These are

improvements since the last inspection. Throughout the school, pupils achieve very well and are enthusiastic readers. Their knowledge of phonics is very good because it is very well taught from an early stage. This enables pupils to work out unfamiliar words when they read independently. They know how books work, and their skills in finding deeper meaning in the books that they read are developed very well, particularly in the course of whole-class sessions, when they study different kinds of texts, and in the regular group-reading sessions. In addition, pupils are heard to read individually on a regular basis by the teacher, teaching assistants and parent helpers, and this ensures that pupils' individual progress is constantly monitored and any difficulties that they are having are quickly dealt with. Parents' keen interest in their children's learning ensures regular opportunities for reading at home. Pupils see that their parents value reading and that home and school are working closely together, and this encourages them to develop positive attitudes to books. Pupils know how to use information books and they also make competent use of ICT to find information when required to do so. However, there are not enough opportunities for them to apply these skills when carrying out their own independent enquiries.

50. Pupils achieve very well in their writing, and standards are well above average in Years 2 and 4. Boys achieve as well as girls in writing as a result of very effective teaching strategies for raising their attainment. For example, teachers create contexts for writing that appeal to boys. A good example for this was seen during the inspection when pupils in Years 1 and 2 were challenged to write a story about a fantasy character, such as a dragon, in a real-life setting. This appealed enormously to the imaginations of both boys and girls. Pupils learn to write in a variety of styles, such as narrative, information text and poetry. In the main, pupils' writing is organised, imaginative and clear. This is because the strategies they need to plan and develop their writing are taught systematically. Sentences are well sequenced and pupils learn to use interesting phrases and an increasingly complex vocabulary to enliven their writing as a result of the consistent focus on these aspects of their work as they move through the school. They take care to present their work well, and their handwriting is good as a result of the high expectations that their teachers and parents have of them. Although pupils are aware of how to use thesauruses and dictionaries to help them with their work, they do not always turn readily to them and are sometimes over dependent on adults to help them with the spelling of new words.
51. In Years 1 to 4, pupils express their ideas very well both orally and in writing. They talk and listen confidently as a result of learning from the very well-planned opportunities for the development of speaking and listening skills, for example, through paired tasks, drama and role-play.
52. The very good leadership and management and the high aspirations of the co-ordinator are significant factors in the improvement in standards since the last inspection. She provides a model for all staff and pupils, setting a very good example by the quality of her own teaching. The close watches that she keeps on the achievement of all pupils, as well as the continual development of strategies to improve standards in the subject, are major factors in the school's achievement. The curriculum is very good, as are resources. There is a wide range of good quality books to support learning, and pupils make good use of them for reading at home and at school.

Language and literacy across the curriculum

53. Pupils make very good use of their speaking and listening, reading and writing skills in other areas of the curriculum. A good example of this is in geography, where, pupils have used their reading and writing skills to find out about and report on life in other countries.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Above average standards have been sustained since the last inspection.
- There are limited opportunities for pupils to use and apply their mathematical skills in problem solving and investigations.
- The headteacher provides strong leadership and sets a very good example through the quality of her own teaching.

Commentary

54. The results of the 2003 Year 2 National Curriculum tests were well above the national average for mathematics, and the results compare well with those of similar schools. Pupils achieve well overall. Standards are above average at the end of Year 2 and well above average at the end of Year 4. The implementation of the National Numeracy Strategy has contributed to this. There is a particular emphasis on improving pupils' skills in mental calculations and their knowledge of number facts. This is reinforced effectively by regular homework which is very well supported by parents and which makes a positive contribution to standards and achievement. There is less emphasis on developing pupils' understanding of mathematics through the application of the skills they learn in problem solving and investigative work. This prevents pupils from thinking for themselves and making choices and decisions about mathematical methods and resources. Some pupils do not achieve at the higher levels in tests because of this. Pupils with special educational needs achieve very well as the result of work that is planned for their specific needs and the good support they receive from teaching assistants.
55. The quality of teaching is good overall and some very good teaching was seen during inspection. This ensures that learning is effective in most numeracy lessons. In the best lessons, all pupils are well challenged by the tasks that teachers prepare, and the pace of lessons is brisk. As a result, pupils are well motivated to succeed, confident and enjoy learning. Where there are weaknesses, it is in the overuse of worksheets which constrain learning to the practice and reinforcement of basic skills rather than the extension and mastery of them. They also limit opportunities for pupils to develop their own working methods.
56. The leadership and management of the subject by the headteacher are good. She teaches the subject regularly, and this helps her to set a very good example for other staff and also to know exactly how well pupils are getting on. Detailed analysis of test results have been used effectively to highlight strengths and areas to develop, and the school is fully aware of the need to improve pupils' skills in mathematical enquiry. Good assessment procedures and tracking systems have been introduced where targets are regularly set and reviewed to improve pupils' achievements.

Mathematics across the curriculum

57. Pupils make satisfactory use of their mathematical skills in other subjects of the curriculum. For example, they use co-ordinates to identify features on a plan of the school in geography and collect data and present it in graphs in the course of their work in science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average throughout the school.
- Good opportunities are provided for experimental and investigative science to support pupils' learning and understanding.
- The quality of teaching is good.
- The co-ordinator is effective and provides good leadership.

Commentary

58. Standards in science are above average at the end of Year 2 and above the levels expected for pupils Year 4. Standards have improved since the last inspection due to the subject receiving higher focus and teachers gaining confidence in using the established scheme of work. As a result, most pupils achieve well. All attainment targets are covered well, including good opportunities for experimental and investigative science, which supports pupils' learning and understanding effectively.
59. The quality of teaching is good. Teachers have confident class management, good subject knowledge and provide high levels of challenge through practical investigations. Pupils are well motivated and achieve well because of the interesting tasks that are provided for them to do. On some occasions, however, and too much is done for pupils. For example, equipment and resources are put out and organised for them. In addition, there are not enough opportunities for pupils to ask their own scientific questions and to devise their own investigations and so restricts achievement for some pupils at the higher levels. Pupils with special educational needs are often well supported by teaching assistants to ensure they achieve well.
60. The co-ordinator has clear ideas on how to improve provision and provides strong leadership. She has organised further training to increase teachers' knowledge and confidence and has devised new effective assessment procedures. This information is used to help teachers plan more effectively. Resources have improved since the last inspection, as have cross-curricular links. Information and communication technology is used satisfactorily to support pupils' learning in science. However, this is an area that the school recognises need further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The skills of ICT are taught systematically.

- Resources are good.
- Pupils do not make sufficient independent use of computers in lessons.
- The subject leader has a clear overview of the subject and there are well-documented plans for further improvement.
- The subject does not receive sufficient focus in reports to parents.

Commentary

61. The achievement of pupils throughout the school is satisfactory, and standards are in line with those expected in Year 2 and Year 4. This is as a result of a well-planned curriculum and the regular support for teaching from a very well qualified teaching assistant with an expertise in the subject. This ensures that the basic skills of ICT are developed systematically. Pupils learn to use ICT to present their findings in mathematics, for example, in the form of block graphs to show their favourite sports. They enter, save and retrieve their work and record their work in different styles, colours and sizes of font in English. Standards are not as high as they were when the school was last inspected, but more is now expected of pupils as the curriculum has changed since then to keep pace with technological development.
62. The school has a small, but well-equipped, computer suite. In addition, there are computers in every classroom. The interactive whiteboard in the computer suite is used well as an aid to teaching and learning. There is regular use of the computer suite, mainly by groups of pupils working on specific ICT skills or programmes. Its use is being extended to support work in a wider range of subjects. Pupils do not get enough opportunities to apply these skills independently in the course of their work in other subjects because insufficient use is made of computers in classrooms. Good use is made of ICT to help pupils with special educational needs to have access to learning.
63. The subject is soundly led and managed. The co-ordinator has not yet observed lessons but she has looked at pupils' work which has given her a clear overview of learning and standards in the subject. Satisfactory assessment procedures have been developed, but they are not yet fully embedded and this, in part, contributes to the limited focus that achievement in the subject has in reports to parents.

Information and communication technology across the curriculum

64. The school improvement plans shows a clear aim to develop greater use of ICT to support learning in other subjects of the curriculum. There is evidence that this work has started. Pupils make satisfactory use of their ICT skills to support their work in English and mathematics, and there is also evidence of its use in art and design, and science. However, this work is not yet fully embedded and pupils do not yet make sufficient independent use of ICT to support their learning. It is because of this that provision and achievement are judged to be satisfactory rather than good.

HUMANITIES

65. During the inspection, it was not possible to see any geography or history lessons. No overall judgement can, therefore, be made on standards, achievements, teaching and

learning. A scrutiny of pupils' work and display, together with an analysis of the co-ordinator's portfolio, indicates that the school uses an appropriate scheme of work to develop pupils' skills. Some good cross-curricular links have been established, particularly with literacy, and the school makes good use of visits to support pupils' learning.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Standards are well above the expectations in the agreed syllabus.
- The co-ordinator uses her expertise well to ensure teaching and learning are very effective throughout the school.
- Pupils enjoy lessons and achieve very well.
- Strong links have been established with the local churches to improve provision.

Commentary

66. Standards of work throughout the school are well above those expected for their age in the agreed syllabus and all pupils achieve very well, which is an improvement since the last inspection. Standards and provision have improved since the last inspection due to the expertise and dedication of the co-ordinator who teaches all classes in Years 1 to 4. Through assemblies and lessons, religious education makes a significant contribution to pupils' spiritual and moral education. Pupils identify their own "specialness" and that of others, which was well demonstrated in a lesson on gifts and talents. They are encouraged to engage in self-expression and reflection where there are good opportunities to develop their personal and social skills. By Year 4, most pupils have a good understanding of the Christian faith and other religions, such as Judaism and Islam. They demonstrate well above average understanding of some of the similarities and differences between religions.
67. Teaching and learning are very good. This judgement is reinforced by the high quality of pupils' exercise books where there are good links with literacy, for example, writing the story of the nativity from the innkeeper's point of view. The co-ordinator has very positive relationships with pupils from each class. She has a sensitive approach and values pupils' contributions. She uses imaginative strategies to make learning meaningful and interesting such as role-play and mime. As a result, pupils enjoy learning and their attitudes are very good. They respond thoughtfully to issues that are raised and are eager to contribute their ideas and demonstrate their understanding to others.
68. The subject is very well led and managed by the co-ordinator whose enthusiasm has ensured that the subject has been a high priority and is a strength of the school. She has improved resources and established very strong links with the local churches whose representatives often visit for assemblies. She has devised effective assessment procedures to evaluate pupils' understanding and feelings and is keen to further improve provision in the future.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Music and physical education were inspected in full and are reported on below. Only one lesson was seen in art and design and so it was not possible to make firm judgements on provision, teaching and learning. The subject was sampled by looking at examples of pupils' work, including painting, drawings and three-dimensional work, from pupils of all ages and abilities. No report is made on design and technology because no lessons were seen and there is insufficient firsthand evidence to make judgements.
70. Standards of work seen **in art and design** were above average and it is clear from these and from the lesson seen that skills and techniques are taught well. Teachers' planning indicates that pupils have a good range of experiences in both two-dimensional and three-dimensional art, craft and design work, and use a good variety of materials and tools. They also draw on a range of different artistic traditions, including those of the western world but also those from further a field such as Africa and Australia. This makes a substantial contribution to pupils' cultural development. Teachers ensure pupils take time to carry out and evaluate their work, often over a series of lessons. However, there is less emphasis given to the planning stage of art and design and pupils do not make enough use of sketchbooks to explore and record their ideas.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The teaching provided by the specialist music teacher is excellent.
- The curriculum is very good and the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- The co-ordinator provides very effective leadership and management.

Commentary

71. The school makes very good use of a specialist teacher to teach music throughout the school. Opportunities to learn to play the recorder and for private tuition for other musical instruments further enhances provision. This enables all pupils to learn and to achieve very well, and pupils throughout the school attain well above the expected standards for their age. This is an improvement since the last inspection. The teachers' enthusiasm for music is infectious and is reflected in pupils' enjoyment of music and in their confidence in singing and performing, both on their own and when working with a group. Throughout the school, pupils sing well, with accuracy of pitch, rhythm and phrasing. Older pupils know to place emphasis and accents in a song to create different effects. Their technical knowledge of music develops very well as a result of regular opportunities to listen to and analyse a wide range of music and to write scores for their own compositions. Gifted and talented pupils are given ample opportunities to develop their talents and gifts and to work at an appropriately challenging level during the course of lessons. Pupils who have special educational needs are fully included in music lessons and grow in confidence because of the opportunities that are given for them to succeed.
72. The curriculum is very well planned to ensure a year-on-year increase in pupils' knowledge and skills in all the musical elements. The teacher draws on a very wide range of musical traditions, for example, jazz, Aboriginal and African, as well as from the classical tradition. Pupils immerse themselves in the moods that are created by the music that they listen to and are extremely sensitive to the feelings that music evokes.

They are learning to become self critical, and to take criticisms of their own musical efforts and also to offer criticism to others constructively.

73. The very good leadership and management of the subject ensure that it has a high profile throughout the school. The co-ordinator has a very good overview of standards, teaching and learning because of her close association with all classes throughout the school. Although she is aware of the high standards already being achieved, she is not complacent and is constantly striving for further improvement.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are high throughout the school and pupils achieve well.
- Opportunities are missed to develop pupils' skills in putting out resources and equipment independently.
- Good use is made of the expertise of the co-ordinator who provides strong leadership.
- Extra-curricular activities are effective in supporting pupils' learning.

Commentary

74. Standards in physical education are above the national expectations, as in the previous inspection, and all pupils achieve well. The subject is given high priority on the timetable and very good use is made of the expertise of the co-ordinator who teaches all pupils in Years 1 to 4. All aspects of physical education are well covered, including good opportunities for Years 2, 3 and 4 to attend swimming lessons for two terms at the local middle school. As a result, the majority of pupils can swim at least 25 metres by the end of Year 4 and many are confident swimmers. The school provides a very extensive range of extra-curricular activities to support pupils' learning in physical education. Parents make an important contribution to this, for example, by running a football club on a Saturday morning. Sports coaches are invited into school and pupils' skills are promoted well through participation in organised tournaments. Good links have been established with local sports clubs, and pupils regularly participate in community activities such as maypole and country dancing at Hinton Martell fete.
75. The quality of teaching is good. Teachers plan lessons well with clear learning objectives, which they follow throughout lessons. They encourage pupils to participate enthusiastically, work hard and enjoy their lessons. Pupils' learning is enhanced by teachers' confidence, good subject knowledge and very thorough warm up and teaching of basic skills. In many lessons, teachers intervene appropriately and use demonstration well. However, most of the apparatus and resources are put out for pupils in order to save time, and so pupils do not learn the skills they need to do this independently. Pupils with special educational needs are given plenty of encouragement to participate fully in lessons.
76. The co-ordinator is very enthusiastic and provides strong leadership. She is dedicated and willingly gives her time to support many activities. She has devised effective assessment procedures to record pupils' skills and achievements and improved resources since the last inspection. The main hall is too small for class gymnastics, but

the school makes very good use of the extensive grounds to support pupils' learning in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. No formal teaching was seen in this area of the curriculum, so no judgement about provision is made.
78. The evidence suggests that the personal, social and health education and citizenship curriculum is taught satisfactorily within religious education lessons and in science. Pupils are taught to maintain safe and healthy lives and become aware of the importance of friendship and good relationships, for example. The school has clear policies for sex education and drugs misuse. Although there is a policy for personal, social health education and citizenship, the school does not have a scheme of work or a formal assessment system. Consequently, it has no way of knowing whether pupils acquire a year-on-year increase in their knowledge skills and understanding.

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	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
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	3
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).