

INSPECTION REPORT

WYKE REGIS C OF E JUNIOR SCHOOL

Weymouth

LEA area: Dorset

Unique reference number: 113787

Headteacher: Mr C Saunders

Lead inspector: Mr D Manuel

Dates of inspection: 1st – 4th March 2004

Inspection number: 258522

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	371
School address:	High Street Wyke Regis Weymouth Dorset
Postcode:	DT4 9NU
Telephone number:	01305 786041
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Canon K Hugo
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Wyke Regis is a Church of England voluntary controlled junior school for pupils aged between seven and eleven years. The school is situated in Weymouth in Dorset. The school serves the local area, with a small proportion of pupils coming from further afield. The local area is broadly average in socio-economic terms. In the past year, eight pupils joined the school and eight departed at other than usual times.

Distinctive features of the school include its Christian ethos, the consistent drive for improvement and its commitment to providing an inclusive education through considering the needs of every pupil, whether personal, social or academic, and providing the necessary support. The school was awarded the Artsmark Gold Award in 2003 for its achievements in art, music, dance and drama.

The school is above average size, with 371 pupils on roll, 193 boys and 178 girls, organised into 12 classes, three in each year group. There are 90 pupils on the register for special educational needs (25 per cent) which is above average, 39 are at School Action Plus and there are six statemented pupils. The number of pupils identified as eligible for free school meals is below the national average. Pupils' attainment on entry is below average overall. All pupils are from a white British background except for four pupils from minority ethnic groups, all of whom have a good command of English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	English Art and design Music Religious education English as an additional language
13911	Mrs J Gallichan	Lay inspector	
24019	Mr K Parry	Team inspector	Mathematics Design and technology Geography Physical education Special educational needs
18201	Mrs M Danby	Team inspector	Science Information and communication technology History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wyke Regis is a good school that provides very good value for money. Staff work very effectively as a team and have a very strong commitment to ensuring that all pupils receive a good quality of education that meets the full range of their needs. By the end of Year 6, levels of attainment are well above expected levels in music and above expected levels in English, mathematics, science and art and design.

The school's main strengths and weaknesses are:

- Relationships throughout the school are very good.
- Pupils achieve very well by Year 6.
- Leadership, management and governance are good.
- Teaching is consistently good.
- Very good provision is made for all pupils, particularly the gifted and talented pupils and pupils with special educational needs.
- Links with parents are very good.
- The levels of care and support provided for pupils are very good.
- Formal assessment procedures are not used effectively enough to monitor progress.

The school was previously inspected in September 1998. The few weaknesses identified at that time have now been improved. Provision for information and communication technology (ICT) now meets requirements, swimming is taught as part of the curriculum, the use of homework has improved and the professional development of teachers is now good. The headteacher's good leadership and the good influence and support of the governing body have also brought about improvements in a number of other areas since the previous inspection which are to the benefit of pupils' personal and academic development.

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	C	C	B
mathematics	A	C	B	A
science	A	B	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with the same range of free school meals entitlement.*

Pupils of all ages achieve **very well** and have enthusiasm for learning. In the most recent national tests at the end of Year 6, pupils attained above the national average in mathematics and attained levels in line with the national average in English and science. In comparison to similar schools' results, standards were well above average in mathematics, above average in English and average in science. Inspection evidence shows that pupils attain above expected levels in English, mathematics, science and art and design and well above expected levels in music. Standards in all other subjects are at expected levels. Pupils with special educational needs achieve very well in relation to their capabilities. By Year 6 pupils have made very good progress compared to their attainment when they entered the school four years previously.

The quality of pupils' spiritual, moral and social and cultural development is **good**. Relationships throughout the school are **very good** and pupils' behaviour is **good**. Attendance is in line with the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good** overall. The quality of teaching is **good** and promotes good learning by pupils throughout the school. Well-planned activities encourage pupils to work with interest and enthusiasm. Teachers use assessment opportunities in lessons well to adjust their teaching to meet pupils' needs. However, most teachers do not record the assessments they make in subjects in a systematic way, either to track pupils' progress in detail over time or to help pupils know how to improve.

The curriculum is **good**, offering a broad and balanced range of learning activities which meet the varying needs of groups of pupils of different capabilities successfully. Provision is monitored, but the focus is usually on the activities within some subjects rather than their impact on pupils' standards. There is a very good range of extra-curricular activities. The school provides **very good** levels of care, support and safety for pupils. There is very good support for pupils with special educational needs. The school works very well with parents, providing good information about events and their children's education. The school has developed good links with the local community.

LEADERSHIP AND MANAGEMENT

The headteacher provides **good** leadership and management of the school by focusing on raising standards through improved quality of teaching. He ensures good management by all staff in their respective roles. Improvements are managed well by a strong team approach and are effectively overseen by the headteacher, subject co-ordinators and governors, using good procedures to monitor and evaluate the school's progress. The quality of governance is **good**. The governing body contributes effectively to the increasing strengths of the school and ensures full compliance with all statutory requirements. The overall result is that the school provides a stimulating learning environment in which all pupils thrive.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. In their responses, almost unanimously they agreed that their children like school and make good progress. They believe that teaching is good and that staff encourage their children to work hard and expect them to do their best. They agree that the school is well led and managed and that there is a good range of activities that children find interesting and enjoyable. However, a small proportion of parents feel that their children are sometimes bullied or harassed. No incidents were observed during the inspection but the inspection team is of the view that when such incidents occur, they are managed very well. Pupils are very positive saying that they like school and enjoy their learning. Teachers listen to their ideas, make them work hard but help them when needed. Most agree that teachers are fair, show them how to improve work and that there is always someone to go to if they are worried about anything.

IMPROVEMENTS NEEDED

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

- Improve assessment procedures and marking so that pupils are given better information to help them know how to improve and to help them become more independent learners.
- Use information gathered from assessment and monitoring to identify areas of the curriculum where provision needs to be improved.

(The school already has plans to improve these areas.)

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

1. Pupils' achievement is **very good**. By the end of Year 6, standards are **above what is expected nationally** in English, mathematics, science and art and design and well above expected levels in music. There is a clear trend of rising standards and continuing improvement. Boys and girls achieve equally well due to the focus on providing the best opportunities for all pupils.

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

Standards in:	School results	National results
English	27.5 (26.6)	26.8 (27.0)
mathematics	28.2 (26.8)	27.0 (26.7)
science	29.2 (29.6)	28.6 (28.3)

There were 85 pupils in the year group. Figures in brackets are for the previous year.

2. The school's trends in national test results over the past three years exceed the national trends in all three subjects, with girls' results slightly better than boys. The school's results in 2003 were above the national average in mathematics and average in English and science and show very good progress by these particular pupils during their time in the school.
3. Inspection evidence shows that standards attained by the current Year 6 pupils are above expected levels in English, mathematics and science. This demonstrates very good progress by Year 6 pupils who entered the school in Year 3 with standards that were well below average overall. Pupils achieve very well in response to good and very good teaching. In other subjects, standards are well above expected levels in music, above expected levels in art and design and at expected levels in all other subjects. Gifted and talented pupils are supported very well to extend their talents in a range of subjects. Higher attaining pupils are achieving as well as they should and most lower attaining pupils and those of average capability also achieve their full potential. Throughout the age range, pupils with special educational needs achieve very well due to the focused support they receive. This support helps them to reach their potential and in many cases to attain average standards by the time they leave the school. The very small number of minority ethnic pupils are fully integrated into the school and achieve equally as well as other pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal qualities are **good**. Behaviour is **good**. Pupils' spiritual, moral, social and cultural development is **good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Very good relationships are evident between pupils and adults throughout the school.
- Important elements of personal development are promoted very well.
- Pupils behave well and are always willing to help each other.

Commentary

4. All adults in the school set high standards for pupils' conduct and these are consistently reinforced. The result is a positive and supportive learning environment for pupils, who gain increasing confidence and self-esteem as they progress through the school. Pupils' behaviour is good overall and often very good in lessons. There are a few occasions when the behaviour of a very small number of pupils is unacceptable but all incidents are managed very well. This fact was acknowledged by parents at their meeting. Pupils are very polite to each other, adults and visitors. Parents confirm that their children are keen to come to school.
5. Teachers create a purposeful working atmosphere in lessons. Pupils know their contributions are valued and respond with very good attitudes to learning. They are keen to answer and ask questions to extend their understanding. Teachers regularly involve pupils in relevant discussions helping them to closely identify with the opinions and feelings of others. During group activities pupils co-operate very well, agree decisions and carry out tasks thoughtfully, as observed in English and music. Pupils with special educational needs have the same positive attitudes to their work as their classmates. Pupils respect and support each other well and this encourages those who are less confident and raises their self-esteem. A small minority of these pupils has behaviour as well as learning difficulties. Skilful management by teachers minimises the impact on their own learning and that of others.
6. Pupils enjoy school and talk about their achievements with enthusiasm. They show good levels of self-discipline and respond well to opportunities to exercise responsibility. A small number of pupils in Year 6 have been appointed as prefects and willingly undertake helpful duties and tasks around the school. Monitors also help in classes, the library and with lunchtime duties. They demonstrate good levels of initiative, independence and personal responsibility. Pupils new to the school in Year 3 are encouraged to develop personal skills and respond to the expectations of good behaviour. These expectations are consistently maintained in subsequent years and help to reduce the small number of incidents of unacceptable behaviour. Selected Year 6 pupils have been trained as peer mediators to help other pupils who are experiencing personal or friendship problems. Their support is proving very successful. No incidents of bullying or harassment were observed during the inspection.
7. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils appreciate opportunities for prayer and reflection within the good provision for their spiritual development. Sensitive moments were observed during the inspection when values associated with religious beliefs were shared. These moments and other opportunities enable pupils to appreciate human feelings and emotions. Pupils respond very well to the school's very supportive approach and most of them develop their moral and social skills considerably during their school life. The staff are good role models and their consistent reinforcement of positive moral and social standards is reflected in pupils' understanding and respect for the values and beliefs of others. Pupils' cultural development is good and enables them to understand the importance of the beliefs and traditions within their own culture and those of other countries. Stimulating experiences involving Indian art and dance contribute effectively to provision that prepares pupils well for life in a diverse multicultural society.

Attendance

8. Pupils enjoy coming to school and arrive on time in the mornings. Levels of attendance are in line with the national average. There are good procedures for monitoring and recording attendance. Awards are made to pupils with very good attendance rates and this encourages regular attendance. A number of families take their children out of school for holidays during term time and this is the main reason why attendance levels are no better than average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
365	2	0
2	0	0
1	0	0
1	0	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

Teaching and learning

Teaching and learning are **good** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- Very good planning provides stimulating learning activities which help raise pupils' levels of achievement and their standards across the curriculum.
- The school has implemented the National Literacy and Numeracy Strategies well and extends pupils' skills in good links across most other subjects.
- Pupils enjoy learning and this is due to the teachers' encouragement and engagement of pupils.
- Teachers use assessment in lessons well to adjust their teaching to meet pupils' needs.
- Most teachers do not record the assessments they make in a systematic way in subjects in order to track pupils' progress in detail over time.

Commentary

9. The quality of teaching overall is good, a similar judgement to that made at the time of the previous inspection. However, the proportion of very good and excellent teaching has increased and all teaching was satisfactory or better. Good monitoring and evaluation of teaching and learning by the headteacher, senior managers and subject co-ordinators have contributed to the improvement. During the inspection, three of the permanent staff were on maternity leave and it is an indication of the strong teamwork that the temporary staff were well supported and they taught well.
10. The outcome of the good teaching is the good quality of learning by pupils of all capabilities. Pupils maintain very good progress over time, building on their earlier low attainment. As pupils

develop a wider range of knowledge and skills, teachers introduce ever increasing challenges to stimulate pupils and extend their learning even further.

11. Another consistently good feature of teaching is the use of support staff. Teaching assistants provide good guidance to pupils with whom they work as a result of the thorough briefing they receive from class teachers. They have good knowledge of the pupils they support and use their own particular skills and high levels of commitment to help pupils. Such staff are vital to the very good progress of pupils with special educational needs in particular, whether in class or when withdrawn in small groups. Targets in their individual education plans are precise and this helps teachers to set tasks that match their needs. Very good progress is also evident in the very few pupils from minority ethnic groups who have very positive attitudes to learning. Gifted and talented pupils are identified and they, with higher attaining pupils, are given appropriately challenging learning activities. The high standards that they attain are a sign of their continuing very good progress.
12. Teachers use a variety of effective strategies, such as questioning, observing and reviewing work, to find out what pupils understand and can do in lessons. They make good use of the information gained to adjust their teaching and to plan the lessons that follow so that individual pupil's needs are met. However, this information is often not shared with pupils and marking rarely provides guidance that helps them to know what they should do in order to improve. An exception to this is in English, where information is shared and used to set individual targets for writing. As a result, standards have risen. Although the school meets the statutory requirements for assessment and tracks pupils' progress well as they move from class to class, most teachers do not record the assessments they make in a common or systematic way in subjects other than English and mathematics. Consequently, the school has little data to help it identify the impact of teaching or of changes to the curriculum on pupils' achievement in those subjects, or how well they are progressing in relation to national expectations.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	8 (22%)	14 (38%)	13 (35%)	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.

The curriculum

The school's curriculum is **good**. It is broad and well balanced so that it covers the full National Curriculum and caters for a wide range of pupil abilities, interests and talents. **Very good** opportunities are provided to enrich pupils' learning.

Main strengths and weaknesses

- The school successfully ensures that all pupils are able to flourish and achieve very well.
- Provision for pupils with special educational needs is very good.
- The school provides a very good range of activities that enrich the curriculum and enhance pupils' learning.
- The curriculum is regularly reviewed and updated to ensure that it is relevant and matches pupils' needs.
- Evaluation and monitoring of the curriculum tends to focus on what is taught rather than its impact on pupils' achievement and standards.

Commentary

13. The headteacher and staff take great care to make sure that the curriculum meets the needs of all pupils. Parents and pupils are positive about the opportunities the school provides. All National Curriculum requirements are met. Good emphasis is placed upon developing the arts by incorporating art, music, dance and drama into elements of the provision. In acknowledgement of the school's success, it was awarded the Artsmark Gold Award in 2003.
14. Co-ordinators work well with year group leaders to ensure the relevance of curriculum plans and to make changes where they will be beneficial to pupils and enable their learning to be progressive. Pupils at risk of falling behind in their work and those who would benefit from greater challenge are identified and given additional support within lessons and in extra activities outside the classroom. For example, a local secondary teacher runs an after-school class for gifted pupils. Catch-up and Springboard sessions also help to boost reading and mathematics skills, and the Cool Kids Club helps pupils to manage their feelings and behaviour. Provision for pupils who have special educational needs is very good. They have access to the same curriculum as their peers. They have individual education plans highlighting their particular needs and these are reviewed regularly.
15. In addition to the basic curriculum, the school makes very good use of visits and visitors to extend and enhance pupils' learning experiences. It is clear from discussion with pupils and from their work, that they enjoy and appreciate these opportunities and learn a great deal from them. These enrichment activities cover a wide range and often support personal, social and cultural development as well as subject learning. Within school, lunchtime and after-school clubs cater for a wide range of pupils' interests and are very well attended.
16. The curriculum is well led and managed. It is kept under review by the headteacher, deputy headteacher and co-ordinators and changes are made when necessary in consultation with staff. Curriculum innovation to improve learning is encouraged and is having an impact on standards. For example, the introduction of writing conferences between teachers and individual pupils has helped to improve achievement. Although all co-ordinators monitor and evaluate provision within their areas of responsibility, the focus is usually on what is taught rather than the impact of the curriculum and teaching on pupils' standards and achievement. This limits the information available to them about strengths and weaknesses in the school's provision for each subject.
17. Overall the school's accommodation is satisfactory. Improvements have been made over the last few years with the addition of an ICT suite, a room for special educational needs support and a sports field, all of which have increased pupils' learning opportunities. Two small teaching rooms are nearing completion. However, there are still some limitations. For example, some classrooms are small so practical tasks, such as scientific experiments, are very difficult to undertake; the hall is only just big enough to squeeze everybody in and the very small cloakroom for the female staff is inadequate. Staff work hard to overcome the difficulties and make the best use of the space available so any negative impact on pupils' learning is minimised. The accommodation is enhanced by interesting and colourful displays, which celebrate pupils' achievements and encourage further learning.
18. There is a good range of resources and equipment to teach and support all areas of the curriculum. Resources are particularly good for English, science, gymnastics and music. The very good use of the variety of musical instruments contributes to the high standards achieved in music.

Care, guidance and support

The care of pupils is **very good** and ensures they are happy and are able to work in a safe environment. Pupils receive **good** guidance overall. The school makes **very good** arrangements for seeking, and taking into account, pupils' views.

Main strengths and weaknesses

- Routines to ensure the very good care, health and welfare of pupils are systematic and implemented consistently.
- The school is very active in providing a good range of support strategies to meet pupils' needs.
- The school takes pupils' views very seriously and involves them successfully in decisions about school life.

Commentary

19. The very good care and the high priority placed on meeting the needs of individuals are real strengths of the school. All necessary health and safety checks are carried out regularly and with rigour. The site manager, who has developed his expertise in health and safety matters, monitors the premises for potential hazards on a day-to-day basis. First aid is carried out by staff who hold suitable qualifications and careful records are maintained of accidents. Child protection procedures meet requirements. Pupils are confident that there is always an adult to turn to if they are unhappy or have a concern. Pupils with special educational needs are supported well. A number of agencies provide valuable specialist help and this is used effectively by teachers. The use of initiatives such as counselling and mediation is particularly relevant to these pupils and has a positive impact on their social skills and behaviour.
20. A strong feature of the school's work, particularly praised by parents, is the emphasis placed on developing the whole child. A variety of programmes and routines are in place to meet individual needs; for example specific programmes for pupils with special educational needs and quiet indoor activities at lunchtimes for pupils who do not want to run around the playground. Other successful strategies include the availability of a counsellor, and the opportunity to request quiet time to talk with an adult in the time-out room. Year 6 pupils have trained as peer mediators and were very responsible and effective when they were observed helping two friends to sort out their differences. Academic guidance is good overall, especially on a day-to-day basis. However, the setting of targets and the approaches taken to help pupils understand how to improve their own work are inconsistent across the subjects.
21. The school council gives pupils a formal opportunity to bring their ideas to the attention of teachers and the school's management. The council is now well established and pupils take their roles representing their class friends very seriously. Pupils have the opportunity to choose the charities to be supported each year and have imaginative fund-raising ideas. Pupils are confident in making suggestions because relationships across the school are trusting and supportive and adults genuinely value their views and opinions.

Partnership with parents, other schools and the community

The partnership established with parents and other schools is very good and enhances pupils' learning opportunities. Links with the community are good.

Main strengths and weaknesses

- Parents are very positive about what the school provides and support their children's learning in school and at home well.
- Communication and consultation with parents are very good.

- Transfer arrangements are well organised and links with secondary schools provide pupils with additional learning opportunities.

Commentary

22. The school makes every effort to communicate effectively with parents and as a result parents feel well informed and very much partners in their children's education. Parents are clear about homework expectations and feel they get the necessary guidance to help them to support their children at home. Parents support the school in a number of ways, for example through the Friends' Association, and by helping in classrooms and on visits, all of which contribute to pupils' learning.
23. The monthly newsletters are friendly and informative and parents especially appreciate getting news following an event as well as good notice of forthcoming events. Reports are of very good quality, providing a very clear picture of progress, level of attainment and effort, and targets for the future. These comprehensive reports are complemented by regular formal consultation meetings. Many parents expressed how open and approachable the headteacher and teachers are, so they can get information they require at any time. The school's desire to meet the needs and expectations of parents is evident in the way they use annual questionnaires to seek parents' views and then take action and follow up any issues raised.
24. Pupils reap a number of benefits from the well-established links with the secondary schools in the area. Common transfer arrangements have been organised which means all pupils get the opportunity to meet with their future teachers and visit their next school, giving them confidence as they move on. Some pupils enjoy advance literacy and numeracy sessions and others French and German at the nearest secondary school. However, the links are not all one way. Secondary-aged students visit to take up work-experience placements and others come in to support programmes designed to help pupils with special educational needs.
25. Governors who work in the local community use their experiences to enhance pupils' learning as well as to help the school to improve. For example, a governor who is a local councillor came into school to talk about his role when pupils were studying local and national government. Visitors from the Spring into Life group enhance the assembly programme and there are good links with the local church, both as a learning resource and venue for special services. The school actively involves itself in local competitions and festivals where it has earned a high reputation for its musical and sporting achievements.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and senior staff is **good** and the school is managed **well**.

Main strengths and weaknesses

- The headteacher provides a clear and purposeful lead.
- There is a good focus on raising standards.
- The staff work well together to meet the needs of all pupils.
- Very good support is provided for new colleagues.
- The programme for monitoring and evaluating the work of the school could be strengthened.
- Financial planning and management are good overall.
- Good governance of the school ensures that the school's educational direction is clear.

Commentary

26. The headteacher provides a good lead for staff and governors. He has a clear understanding of the needs and circumstances of pupils and this is a major factor in shaping the direction of the school. It results in the good provision for the all-round development of pupils that is firmly

embedded in the school's work. All pupils are valued and there is a shared determination to enable them to achieve as highly as possible. For example, leadership of the work for pupils with special educational needs is very good and ensures that these pupils are supported very well. In addition, there is good provision for higher attaining pupils which results in the high proportions who reach above average levels in English, mathematics and science by Year 6.

27. With the good support of his deputy, the headteacher works sensitively with staff, including those who are newly appointed, to help them to develop and to support them in their work. This helps to ensure that they are happy to remain at Wyke Regis and leads to a stable staff. It also helps to promote the successful teamwork that is evident in the school, despite three permanent staff being absent. Teachers and teaching assistants, for example, meet regularly to plan work and to share ideas. In addition, pupils benefit from the specialist knowledge of teachers in ICT, music and physical education when they exchange classes within most age groups.
28. The headteacher consults widely on the school's priorities for development with governors, staff, pupils and parents having an input in the early stages of formulating the school improvement plan. Raising standards further is always on the agenda and targets for writing and ICT are quite rightly highlighted for the current year. Regular reviews and updates, as well as evidence gathered during the inspection, show that the school makes good progress in dealing with the issues identified for development.
29. However, there is currently no systematic programme for monitoring and evaluating work in different subjects. Subject leaders, therefore, are not as effective as they might be, as it is difficult for them to gain a clear overview of what is happening in their own subjects. Staff work hard and are committed to raising standards and there is every indication that this overview will improve when recently formulated plans are put in place.
30. The governing body provides good support for all aspects of the school's work. The governors' strong commitment has been instrumental in their effective influence on the school and the improvements since the previous inspection. Progress towards the school's targets is monitored rigorously and key aspects of the school's work, such as the raising of standards in writing, reading and scientific enquiry skills, are monitored regularly by the governors with key staff. All statutory requirements are met.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	798,987	Balance from previous year	55,708
Total expenditure	779,851	Balance carried forward to the next	74,844
Expenditure per pupil	2,172		

31. The overall efficiency of the school is very good. The headteacher and governors have developed well-structured procedures that effectively support the school's educational priorities. Very good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Specific funding, such as that for special educational needs and national funding for ICT, has been used efficiently and resources acquired are used very effectively to support teaching and learning. The carry forward figure was more than the recommended five per cent as it included money allocated for building work which had not been completed by the end of the financial year.
32. The school applies the principles of best value for money very well and regularly consults and involves all those concerned in decision making about spending, including staff, parents and

pupils. Full consideration is given to alternative providers for services and resources in order to acquire best value and, as a result, money is spent efficiently. The school's day-to-day financial controls and procedures are very good, enabling the headteacher and governors to closely monitor and evaluate spending decisions. The most recent financial audit took place just over a year ago and acknowledged well-managed financial controls. Taking into account the very good achievement by pupils, the good teaching and learning which take place, the stimulating quality of education provided and the well below average unit costs, the school provides very good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Improved provision has led to very good achievement by pupils.
- Standards in all aspects are above expected levels.
- Consistently good teaching builds on good planning and the use of regular assessment.
- Teachers make good links with other curriculum subjects.
- The subject co-ordinator provides good leadership and management.

Commentary

33. By the end of Year 6, standards are above expected levels. All pupils achieve very well, particularly Year 6 pupils who entered the school in Year 3 with standards which were well below national averages. These judgements show standards in speaking, listening and reading have been maintained and standards in writing have improved from satisfactory levels since the previous inspection. Results from the most recent national tests confirm the very good progress made by pupils by the end of Year 6.
34. The school's procedures for implementing and adapting the National Literacy Strategy have been effective. Having identified the need to raise standards following a drop three years ago, the school introduced new strategies for improving writing. Shared writing sessions are included in the main lesson and separate guided reading sessions have been initiated. These strategies have been successful in improving pupils' progress. Boys and girls attain similar standards due to the focus given to interesting texts and the effective direct teaching of small groups alongside worthwhile activities for the rest of the class.
35. Standards in writing are above expected levels. Pupils effectively demonstrate different styles of writing, including narrative, instructional, character descriptions and persuasive writing. Year 4 pupils created imaginative newspaper style headlines when writing about traditional stories, such as 'LOVELORN PRINCE SEEKS DANCING PARTNER' as a headline for a version of *Cinderella*. Year 6 pupils demonstrated very good elements of persuasive writing when responding to letters in the local press about the proposed development in the locality of wind turbines and the effects it would have on people, wildlife and the environment. Teachers plan a wide range of strategies and opportunities to enable pupils to develop their writing skills. These include writing conferencing, a strategy which enables teachers to meet with individual pupils to review the quality of their writing and to set future targets.
36. Most pupils speak and listen with confidence and make thoughtful contributions to discussions, as demonstrated in Year 3 when discussing the correct sequencing of instructions, and in Year 5 when discussing alliteration and rhyming couplets. Pupils express their views confidently knowing that their contributions will be listened to by adults and peers alike. All pupils, including higher attaining pupils, those with special educational needs and the very small number of pupils from minority ethnic groups are suitably challenged at their different levels of capability to achieve their full potential, by very sensitive prompts by teachers, based on their good knowledge of pupils' progress.
37. All pupils have good attitudes towards reading and enjoy group sessions, sharing the enjoyment of stories together. Guided reading sessions are used effectively to focus on key elements such as vocabulary, and developing empathy with characters in their group reading

books. They do this successfully and gain a better understanding of challenging text and ideas contained within it. Year 6 pupils read independently for enjoyment and for information in a range of other subjects. They gain increasing knowledge of authors and confidently discuss events and main characters in stories. The range of standards within these aspects of English is above expected levels and shows very good improvement over time from their original assessments.

38. The quality of teaching is good overall, with some very good teaching seen in Years 3 and 6. Teachers plan a good range of interesting activities, regularly assess pupils' progress and adjust the pace of learning in relation to the rate of achievement by pupils. Lessons are well structured, often stimulating and have a clear sense of purpose. Relationships are very good and bring a happy and co-operative spirit to learning activities. All teachers use questions and prompts skilfully to promote further understanding of tasks and to stimulate different ways of thinking. As a result of these effective strategies, all pupils achieve well.
39. The two co-ordinators provide good leadership and management and have supported colleagues very well in maintaining the school's development of literacy strategies. Assessment procedures are good and are used effectively to track pupils' progress and meet the needs of all pupils. Pupils are aware of their most recent targets and work hard to achieve them. Resources are of good quantity and quality and are used well to support pupils' learning. Parents are encouraged to help with pupils' reading and do so regularly and this involvement by parents with homework encourages pupils, supports their learning and the school's efforts to raise standards still further.

Language and literacy across the curriculum

40. Teachers plan interesting activities in other curriculum subjects such as history and religious education to consolidate and extend pupils' literacy skills. There are adequate links with ICT when lessons in the computer suite focus on reinforcing key skills in both subjects. Teachers encourage all pupils to share and discuss how they have used their knowledge and skills to complete written tasks successfully. Pupils respond well with imaginative answers and their interaction is very productive. These experiences later help pupils to contribute their own well-considered views relating to the different subjects involved.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils make very good progress and by Year 6 standards are above average.
- Teachers plan well to meet the needs of all groups of pupils.
- There is a strong focus on developing pupils' numeracy skills.
- Pupils are not always clear about what they have to do to improve.
- Some lessons are too long.

Commentary

41. Standards in Year 6 are currently above average, as they were at the time of the previous inspection. This represents very good progress for these particular pupils as their knowledge and understanding of mathematics were well below average four years ago when they entered the school. Results from the most recent national tests confirm the very good progress made by pupils by the end of Year 6.
42. All pupils achieve very well. The school provides well for its pupils in mathematics with all groups of pupils making very good progress. Setting provides effectively for different capabilities and successfully extends higher attaining pupils and results in the high proportion of pupils who attain above expected levels. It also provides good support for pupils with special

educational needs enabling them to achieve as well as their classmates. As a result many of them reach expected levels by the time they leave the school. Boys and girls make similar rates of progress.

43. Work in pupils' books shows a strong and appropriate emphasis on numeracy that helps to ensure they make good gains as they move through the school. Teachers build successfully on the good start in Year 3, introducing negative numbers in Year 4 and strategies for multiplication and division in Year 5. By the time they get to Year 6, most pupils have developed sufficient understanding of number to deal confidently with fractions, decimals and percentages.
44. A commercial scheme of text books has been adopted and this helps to ensure that pupils' learning builds progressively as they move through the school. It also helps to ensure that all strands of the National Numeracy Strategy are covered. However, its structured use limits the opportunities for practical problem solving and other activities to promote independent learning.
45. Teaching is good overall, as it was at the time of the previous inspection. The thoroughness of teachers' planning was a feature of almost all lessons seen. Suitably challenging activities are prepared for the different capability groups and teaching assistants are used effectively whenever they are available. In Year 3, these strategies were particularly successful in ensuring that all pupils were fully involved in a brisk mental mathematics session. Teachers manage behaviour effectively and their strategies successfully promote mutual respect and good working relationships. They have secure knowledge of the subject and this is evident in their skilful questioning and clear explanations. In Year 5, for example, the teacher introduced a Logo activity in the classroom before moving to the computer room where everyone knew what was expected of them and they were able to make a prompt start. As a result, pupils were productive and were confident in seeking help when required.
46. Day-to-day assessment, including teachers' marking and pupils' involvement in self-assessment is not so well developed and rarely indicates to pupils how they can improve. In some lessons, younger pupils in particular found the hour-long session too long. As a result, they lost some learning time towards the end of the lesson as their concentration lapsed.
47. The subject leader provides good leadership and management. His detailed analyses of pupils' performances in regular testing highlights specific areas for development and provides clear and helpful guidance for colleagues.

Mathematics across the curriculum

48. There are frequent opportunities for pupils to use mathematics as part of their work in other subjects. For example, pupils' awareness and understanding of pattern and shape is developed well in Year 6 where they reproduce intricate patterns based on Indian art. In science, pupils in Year 4 measure the distances travelled by toy cars when investigating friction. They record their accurate measurements and calculate the differences. In Year 3, the teacher made very good use of an interactive whiteboard to promote a good basic understanding of the value of each digit in numbers to 1,000. Teachers throughout the school take advantage of these good opportunities as they crop up but they are not yet identified systematically in the planning frameworks for these subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is very good.
- The curriculum is well planned and managed to consolidate and extend learning.
- Teacher expertise is used very effectively in Year 6.
- Cramped accommodation restricts practical work.

Commentary

49. The standards attained by pupils at the end of Year 6 are above expected levels. The trend in the school's results in recent years has been maintained above the average for most schools, despite significant variation in the overall standards for each year group on entry to the school. In 2003, pupils' performances reflected the very good progress they made during their time in the school. The achievement of pupils currently in the school is very good overall, particularly in Year 6, as a result of the very good teaching, which has enabled them to progress from standards that were well below average when they joined in Year 3, to standards that are now above average.
50. Teaching is good overall and is very good in Year 6 where teachers change classes to teach different aspects of the subject according to their expertise. Consequently, pupils' learning is good overall in all the elements required within the National Curriculum. Teachers plan their teaching well, often incorporating key questions which they use successfully to assess pupils' learning and prompt their thinking. Good account is taken of the needs of pupils of different capabilities so they all make at least good progress. Activities are well structured, and effective teaching methods capture pupils' interest and motivate them. Teachers set a good example by consistently using scientific vocabulary accurately and this aids pupils' understanding and helps them to discuss work clearly. Most lessons begin with an effective review of work in previous lessons, which reinforces learning and focuses pupils' minds on the subject. Teaching helps pupils to develop good knowledge and understanding of the need to conduct tests fairly, how to control variables and the importance of recording findings accurately and clearly. The best teaching caters well for the different ways in which pupils learn and provides good opportunities for them to ask about and apply their knowledge when investigating scientific issues.
51. A current priority for the school is to improve pupils' investigative skills and there is much evidence in books and in lessons of pupils being given good opportunities to engage in scientific enquiries. At present most of these are teacher-led, which is helping pupils to understand how to structure an investigation, but further opportunities are needed for them to become more independent in identifying and conducting worthwhile investigations. The cramped accommodation in some classes inhibits practical work. This was seen, for example, in a Year 4 class when pupils measuring the distance travelled by toy cars over various surfaces found it hard to move without inadvertently interfering with a neighbouring group.
52. Leadership and management of the subject are good. The curriculum is kept under review and changes are made when needed to ensure that it is relevant to each cohort of pupils. Good use has been made of expertise from local secondary schools. This year, secondary teachers are helping pupils and teachers to develop investigative skills in Years 5 and 6. Monitoring and evaluation of the subject focuses on reviews of planning and discussions with staff. However, science teaching is not often observed and there is little assessment data to help the co-ordinator evaluate the impact of teaching and the curriculum on pupils' achievement as they move through the school. Improvement since the previous inspection is satisfactory. The school has maintained high levels of achievement, despite variations in the attainment on entry to the school of different year groups, because it caters better for pupils of different capabilities than it did at that time.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils achieve well because their learning is purposeful.
- Teachers structure lessons well so that pupils are able to apply what they have learned.
- The current deployment of resources is enabling pupils' levels of basic ICT skills to be raised quickly.
- Assessment procedures are not yet in place.

Commentary

53. Pupils' achievement is good. From limited capability on entry to the school, all pupils make good progress and most will reach expected levels by the end of Year 6. This is an improvement from the time of the previous inspection when standards were below expected levels and is the result of well-structured teaching and good access to ICT resources.
54. Teaching is good overall and is sometimes very good. Consequently, learning is also good with pupils acquiring new skills and knowledge at a good rate and developing the capacity to become more independent users of ICT. The main characteristic of the good teaching is the strong emphasis on using ICT for a purpose, not just to acquire skills. Thus, pupils see the relevance of their learning, are well motivated and apply themselves well to their tasks. Teachers give very clear instructions, use ICT-related vocabulary accurately and consistently and provide helpful demonstrations of system and program functions and of tasks pupils are to undertake. Often they set short-term targets for pupils to achieve. These help pupils understand what is required of them so they settle to tasks quickly and with enthusiasm, work productively and enjoy the successes they achieve. In the best lessons, pupils were encouraged to review and evaluate their work, including considering the pros and cons of using a computer for the task, and were taught how to cope when something unexpected happened.
55. The leadership and management of the subject are good and have ensured that there has been good improvement in provision since the previous inspection. A robust curriculum is in place and resources are much improved, although there is a temporary problem with the software for monitoring the school's weather station and some technical problems yet to be resolved which prevent all the school's computers from being used fully. The co-ordinator's monitoring of teachers' plans and pupils' work has enabled him to confirm that the full curriculum requirements are now being taught and this is borne out by work seen during the inspection. One weakness remains from the previous inspection, as the school still does not have adequate assessment procedures in place to monitor what pupils know and can do in comparison with national expectations.
56. The decisions taken about the deployment of resources have been very effective in the short term in raising standards. Staff knowledge and confidence in teaching ICT vary but the most expert staff are spread across the school so that there is at least one in each year group who is able to support colleagues with planning their teaching. The large number of new computers has been placed in the suite rather than distributed around the school so that each pupil has more hands-on time each week. Having pupils working individually at the computers has helped staff to identify their different levels of skill and provide support accordingly. Whilst this strategy has been very effective in raising the standard of basic skills quickly, it will need to be regularly reviewed as pupils become more independent users and the demand for ICT across the curriculum increases.

Information and communication technology across the curriculum

57. Some good work was seen where ICT was effectively linked with other subjects, for example in English, mathematics and history. Teaching plans identify some opportunities for cross-curricular links but these are suggestions rather than embedded in the curriculum. The school is taking sensible action to improve this aspect. It has developed a detailed curriculum overview that will help staff to plan further opportunities for using ICT and is introducing a new

planning document in which ICT links will be more clearly identified. It has begun to equip classrooms with interactive whiteboards and currently has one in each year group and in the computer suite. The more expert staff are beginning to make effective use of these but, as the school recognises, further development is needed for them to make a valuable contribution to teaching and learning across the school.

HUMANITIES

58. Only one lesson was seen in **geography**. In addition, inspectors talked to the subject leader and looked at pupils' work and teachers' plans. Although it is not possible to make a firm judgement, this limited evidence indicates that provision is satisfactory. Teaching was satisfactory in the lesson seen. Prompted by careful questioning pupils were able to list many of the advantages and disadvantages of the Aswan Dam. Teachers make good use of links with other subjects to make learning more interesting. In Year 6 pupils learn about Chembakolli, a village in India. An interesting collection of artefacts supports and extends their learning in art and design as they reproduce complex patterns based on Indian art and in physical education practise a series of Indian dances. Sometimes, however, this is at the expense of the essential skills of geography. This has been recognised by the school and the planning framework is being revised to take this into account. In particular, there will be more opportunities for geographical enquiry and for pupils to take part in field work.

History

Provision in history is **good**.

Main strengths and weaknesses

- Very good use is made of visits to enrich pupils' learning.
- Pupils achieve well and make good gains in their knowledge and understanding of people, events and changes in history.
- Teachers use a good range of effective teaching methods.
- The development of enquiry skills is often too teacher directed.

Commentary

59. Standards are in line with national expectations by the end of Year 6 but pupils make good progress from a low starting point and achieve well. They enjoy history and their learning is enhanced very well by the well-chosen visits that help to bring the subject to life. For example, the Year 6 visit to Nothe Fort gave pupils good insights into wartime life and provided a context that helped them to interpret and understand the impact of events and changes that occurred during World War Two. Teaching is good and leads to good learning. Teachers introduce pupils to a good range of resources and use questions well to prompt them to consider what they can find out from different sources. In most lessons, teachers ensure that pupils are actively engaged in using resources to find the answers to historical questions. These teaching methods and teachers' enthusiasm capture pupils' interest and enable them to make good gains in their knowledge and understanding of events, people and changes in the past, and of the different ways in which history can be represented and interpreted.
60. Pupils are learning to conduct historical enquiries satisfactorily under the direction of their teachers but do not have enough opportunity to ask and research the answers to their own questions and this is limiting their development as independent learners. There are some exceptions and where this is the case their achievement is very good. An example of this was seen in a Year 3 class when pupils suggested things they wanted to find out about schools in the Ancient Greek period. They avidly poured over a range of resources their teacher provided for them to see what they could find out. Although teachers assess pupils effectively in lessons and adjust their teaching to ensure that all pupils make progress, assessments are not

consistently recorded in a way that would help the co-ordinator to monitor strengths and weaknesses in achievement. Thus, improvements in the subject are based on information about what is taught rather than secure information on the impact of teaching and the curriculum on achievement.

61. The leadership and management of the subject are good overall. The co-ordinator has kept the curriculum and the school's history resources under review and made changes and improvements when necessary to ensure its relevance to pupils. Improvement since the previous inspection is satisfactory as the school has maintained the good quality of teaching and of the curriculum. Standards are lower than they were at that time but this is because of differences between cohorts of pupils. Pupils continue to make good progress and to achieve well.

Religious education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Pupils have good knowledge of Christianity and other religions.
- Good links are made between the subject and everyday life.
- Pupils learn not only about religion but from religion, in being able to understand and interpret their own experiences and those of others.

Commentary

62. By the end of Year 6, standards are in line with the requirements of the locally agreed syllabus and national guidelines. This maintains the standards seen during the previous inspection. Boys and girls achieve equally well and all pupils, including those with special educational needs make good progress in gaining more knowledge and understanding of their own and others' religious beliefs.
63. Pupils have good knowledge and understanding of the beliefs, practices and lifestyles of the religions they study. Teaching is satisfactory and, as a result, pupils gain a sound understanding of Christianity, such as the place of Lent and Easter in the Christian calendar, and other religions, such as Buddhism and Islam. Lessons contribute effectively to pupils' personal development through the links that are made between the subject and everyday life. This was demonstrated very well when Year 6 pupils shared views and opinions about proposed developments in the locality which were likely to have an adverse affect on the natural beauty and wildlife.
64. Good contributions are also made to pupils' spiritual and cultural development. In Year 3, for example, pupils developed an understanding of feelings and trust through the story of *The Good Samaritan* and wrote their own versions of how help might come from unexpected sources. Pupils learn about Hindu rituals and beliefs, and compare these to their own beliefs. They consider how certain symbols and customs are very important to others. Pupils in Year 6 extend their knowledge of different customs and traditions by designing patterns linked to Indian culture and sharing their own thoughts and experiences relating to personal and family problems. Very sensitive prompts by the teacher and the provision of moments of peaceful reflection enable pupils to consider their own attitudes and beliefs, whilst being encouraged to respect those of others.
65. The curriculum is well planned and pupils' understanding of Christianity and other world religions is effectively enhanced through visits to the local church and how this differs from a synagogue. Visitors to the school discuss the work of different charities. Through these visits, pupils have provided funds for a family in Nepal and have received photographs and a letter of

thanks from the family. Resources are good and are used effectively in classroom displays. The subject is led and managed satisfactorily and the co-ordinator has a clear idea of standards across the school and of the developments needed in assessment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Only one lesson was seen in **design and technology**. It is not possible, therefore, to make a firm judgement about provision although the limited evidence indicates that it is good. In addition to the lesson observation, inspectors talked to the subject leader and looked at pupils' work and teachers' plans. It is clear that pupils are gaining good experience of the subject skills. They work with a broad range of materials and techniques to design and produce a wide variety of products, including different working mechanisms. Pupils' work shows a strong emphasis on the skills of making and the quality of finish. There is less evidence of pupils evaluating their designs and amending them as they proceed.
67. In the lesson seen, teaching was good. The teacher's very good subject knowledge and high expectations were evident in his thorough preparation and confident demonstrations. Pupils made good gains in basic measuring and cutting skills as well as beginning to acquire an awareness of how ICT can be used to control their models. The subject leader provides very good support for colleagues. He has adapted the national guidelines to match the needs of the school and has tailored the plans according to teachers' expertise. Arrangements for assessing pupils' work are at an early stage of development.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The school provides a good range of activities that fosters pupils' creative and practical skills.
- Teachers create good links with other subjects.
- Pupils achieve very well in art and design and enjoy the subject.
- The co-ordinator provides good leadership and management.

Commentary

68. By the end of Year 6, pupils achieve very well and attain standards which are above expected levels. This is an improvement since the previous inspection when progress was judged to be sound and standards were at expected levels. Pupils achieve very well because the subject is highly valued, not only for its own merits but also because of the contribution it makes to pupils' understanding of other subjects through well-developed curriculum links. Provision for art and design makes a major contribution to pupils' spiritual, moral, social and cultural development, particularly through links with art work from India and from different periods from the past.
69. Teachers plan a good range of activities involving two- and three-dimensional work. Good emphasis is placed on attention to detail in sketch work and on encouraging experimentation with colour tones. Teachers have good subject knowledge and use skilful questioning to encourage pupils to look analytically at their own work and the work of others. Inspired by good teaching and the good range of resources, pupils work successfully with a variety of media including water colour, pastel, collage, textiles and clay. Pupils' knowledge and skills develop well as they move through the school. Pupils with special educational needs also make very good progress in their creative and design skills, enjoying the less academic tasks. Resources are good and are used effectively to inspire pupils' learning. ICT links are further extended at relevant times when pupils gather information about famous artists, study their different styles and create their own designs.

70. Pupils' achievement develops throughout the school in a range of stimulating experiences. Pupils in Year 3 showed good skills in shaping clay pots and decorating them with symbols and characters linked to the Ancient Greeks, and Year 4 pupils used a good range of skills in links with the Romans. Year 5 pupils made good links with their science work when they produced good quality sculptures representing physical actions. They used wire mesh and a form of plaster-of-Paris to create their individual action figures. Year 6 pupils look at the work of other artists, such as Mondrian, and produce their own good representations in his style. Pupils' work is celebrated and displayed in classrooms and corridors and is much appreciated by teachers, pupils and parents.
71. The subject co-ordinator provides good leadership and management of the subject. She shows great enthusiasm and has imparted this to staff and pupils alike. She has developed a carefully planned programme of learning for each year group which has contributed greatly to the enjoyment of the subject and the high quality of work around the school.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Teachers' very good subject knowledge and enthusiasm results in very good achievement by pupils.
- Pupils' knowledge and skills are of a high standard.
- Good resources are used in a wide range of practical sessions.
- Pupils show great interest and enthusiasm in the subject.
- Very good leadership and management provide a rich programme of learning.

Commentary

72. All pupils achieve very well and by the end of Year 6 attain standards which are well above expected levels. This improves on the good standards judged at the time of the previous inspection. The quality of teaching and learning is very good overall and pupils benefit greatly from the excellent subject knowledge of teachers, particularly the subject co-ordinator who teaches the subject in more than one year group. Pupils with special educational needs also enjoy the subject greatly and make good progress. Boys and girls achieve equally well and with the same high levels of interest.
73. From as early as Year 3, pupils develop an early enthusiasm for music and, as they pass through the school, they extend their listening, appraising, composing and performing skills in response to the very good teaching. This was demonstrated very effectively by Year 4 pupils when playing accompanying phrases with very good control and rhythmic accuracy using tuned and untuned percussion instruments and recorders. The excellent subject knowledge, high levels of challenge and sensitive prompts by the teacher encouraged all pupils to attain well above expected levels.
74. Pupils in Year 6 performed very well and showed the high levels of confidence and pleasure that all pupils are gaining from the subject, as they rehearsed for their class assembly. Their singing told the story of the parable of *The Good Samaritan*, and reflected not only the different time and place but also included a modern pop-tune and modern rap rhythms. The enthusiastic and stimulating efforts of the class teacher highly motivated all pupils.
75. The quality of teaching is very good overall and ranges from excellent to good. In addition to class lessons, pupils are given opportunities to learn individual instruments. Many pupils choose to do so and are encouraged to play in the orchestra or smaller groups, where the quality of performances are very good and pupils show high levels of interest and enthusiasm.

Pupils benefit from a good range of extra-curricular activities. They regularly perform in school productions, which are greatly appreciated by parents, and they also represent the school in festivals. Groups have performed at The Royal Albert Hall and the Weymouth Festival with high levels of success.

76. The subject co-ordinator provides very good leadership and management by ensuring that the strengths in teaching are used for the benefit of staff and pupils. Pupils are encouraged to evaluate their own work and also to suggest how others might improve their performances. The programme of learning is broad and enriched with very good, relevant links to other subjects. Pupils' progress is tracked carefully and adjustments made in lessons to set challenges at the correct level. Resources are of good quantity and quality and are used regularly by pupils of all ages and capabilities.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- The school provides a wide variety of experiences.
- There is good use of staff expertise.
- The subject makes a significant contribution to pupils' personal development.
- There are no arrangements for assessment.

Commentary

77. Standards are average overall with particular strengths in some areas, largely dependent on teachers' confidence and expertise. Throughout the school pupils achieve well, particularly in relation to the development of basic skills and techniques. Boys and girls respond with equal enthusiasm and there is no difference in the standards they attain.
78. A broad and well-balanced curriculum provides a wide variety of experiences that includes outdoor and adventure activities in Year 6. This provision has been improved since the previous inspection by the addition of swimming and most pupils reach expected levels by the time they leave the school. Teachers ensure that all pupils are fully and actively involved in games, gymnastics and dance. Often this is with the valuable support of teaching assistants who ensure that pupils with special educational needs are fully integrated. This was demonstrated well in a Year 6 lesson taken by a teaching assistant with particular qualifications when pupils learnt Indian dances in links with their geography topic.
79. Teaching and learning were satisfactory in most of the lessons seen. In a better lesson, good attention to the teaching of basic skills helped pupils in Year 5 to improve more quickly. They made good gains in passing and catching as well as developing a good awareness of tactics as a result of the teacher's skilful interventions. Although lessons such as this are not representative of the overall picture, they do present a very clear indication of the strong potential for further improvement. Pupils in Year 6 showed very positive attitudes to games and gymnastics in a well-organised session for the whole year group. They worked hard individually, with partners and in small groups to refine their performances.
80. Although teachers provide opportunities for pupils to demonstrate their skills, they do not always encourage them to plan and talk about their work or to reflect on the quality of their movements in order to improve. Occasionally, learning is interrupted by the unsatisfactory behaviour of a very small minority of younger pupils.
81. Physical education is led and managed satisfactorily. The co-ordinator is able to gain a partial view of the subject through analysing teachers' planning and holding informal discussions but

there have been no opportunities to observe teaching and learning. There are no systems in place for assessing pupils' progress.

82. There is a very good range of extra-curricular activities that allow pupils, especially boys, to follow their own interests and the school enjoys considerable success in local and county competitions. Resources are good and are used well to support learning. The accommodation is satisfactory overall. Although this has been improved significantly by the acquisition of a playing field, the hall is quite cramped for dance and gymnastics.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Carefully selected activities develop pupils' personal skills well.
- Teachers and other adults provide good role models.
- Pupils are interested in the life of the school and enjoy taking responsibility.

Commentary

83. The school attaches great importance to developing pupils' personal skills. Teachers deal very effectively and sensitively with issues such as feelings and emotions as pupils reflect on times when they have been happy or sad. Many of these issues are dealt with effectively in specific sessions set aside for this purpose and also in religious education, when the emphasis is placed on learning from religion. Matters relating to diet, health, sex and relationships, drugs use and misuse and personal safety are dealt with effectively in a carefully prepared programme for each year group. Well-planned sessions have a significant impact on pupils' moral and social development as well as their learning. Many issues that affect all pupils are also dealt with sensitively in assemblies. All adults consistently implement the school's policy and approach which includes the establishing of school rules and class rules.
84. All of these qualities help to promote the very caring and supportive atmosphere and mutual respect throughout the school. From Year 3, the youngest pupils are given good opportunities to gain self-confidence and develop socially and morally responsible behaviour both in the classroom and beyond it. These skills are systematically reinforced year by year as part of pupils' all-round development. A small group of Year 6 pupils act as peer mediators to help sort out differences between pupils in school and at playtimes. They display mature attitudes to their duties and there has been a reduction in the number of friendship issues as a result.
85. Classes elect representatives to the school council and, through this provision, several useful improvements have come from the pupils themselves, including litter control and improved facilities for outdoor activities at playtimes. A small number of pupils in Year 6 have been appointed as prefects and willingly undertake helpful duties and tasks around the school. Monitors also help in classes, the library and with lunchtime duties. They demonstrate good levels of initiative, independence and personal responsibility. This help contributes to the smooth running of the school and the very good relationships within it. Within the good programme for developing citizenship, pupils consider relationships with each other and the community in terms of justice, rights and responsibilities and racism. Pupils learn what it means to be helpful, considerate and mature within their school community and what it means to be a good citizen in the wider and more diverse world.

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	2
Overall standards achieved	3
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	2

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).