

## INSPECTION REPORT

### **FERNDOWN FIRST SCHOOL**

Ferndown

LEA area: Dorset

Unique reference number: 113667

Headteacher: Mr P Minns

Lead inspector: Averil Anderson

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> October, 2003

Inspection number: 260569

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
Number on roll:	437
School address:	Church Road Ferndown Dorset
Postcode:	BH22 9ET
Telephone number:	01202 873747
Fax number:	01202 890121
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Pavett
Date of previous inspection:	24 <sup>th</sup> May, 1999

## CHARACTERISTICS OF THE SCHOOL

Ferndown First is a community first school for pupils aged four to nine years. It is much larger than most first schools, with 437 pupils. Pupils come from a broad range of social, economic and academic backgrounds. Attainment on entry is below average. Until the last academic year it had a more than average number of pupils with special educational needs but fewer with actual statements of special educational needs. It now has fewer than average. The percentage of pupils, about two per cent, whose mother tongue is not English is lower than the national average. There are no school meals provided at the school so the percentage of pupils claiming them is much lower than the national average; this has a bearing on the validity of comparisons with similar schools. In 2003 the school was awarded the Basic Skills Quality Mark and the Healthy Schools Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23733	Averil Anderson	Lead inspector	Art and design, religious education, special educational needs
9537	Ms C Marden	Lay inspector	
25778	Mr A Hicks	Team inspector	Mathematics, information and communication technology, design and technology and music
21171	Ms S Handford	Team inspector	English, Foundation Stage, English as an additional language
33106	Mr H Gray	Team Inspector	Science, geography, history and physical education

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**Ferndown First is a satisfactory school** with some good features. It provides **satisfactory** value for money. Very good leadership by the new headteacher has already begun to have a positive effect on the running of the school.

### The school's main strengths and weaknesses are:

- The clarity of vision of the new headteacher.
- Assessment procedures, particularly in English, mathematics and science.
- Pupils' attitudes to learning and their personal development.
- Provision for pupils with special educational needs and those with English as an additional language.
- The work of the teaching assistants.
- Partnership with parents.
  
- Standards in English at the end of Year 2 are not high enough.
- Teaching methods used in literacy at the lower end of the school are not sufficiently effective.
- Poor level of attendance.
- Inadequate use of assessment data in improving standards.

Improvement since the last inspection must be deemed unsatisfactory since standards in English are still below national expectations at the end of Year 2. Action is only just beginning to develop pupils' understanding of life in a multi-faith and multicultural world.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	Year-2002	Year-2001	Year2000	Year2002
reading	D	D	B	E
writing	E	E	C	E*
mathematics	C	E	A	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

The comparison with similar schools is not a valid one since it is based on free school meals. School meals are not provided at Ferndown First therefore the number of applicants is inevitably lower than it would be if school meals were available. The 2002 results are used because comparative data for 2003 was not available.

Achievement overall throughout the school is satisfactory. Achievement by pupils with special educational needs and those pupils in the reception class with English as an additional language are good. Standards have risen since the last inspection but have not kept pace with national standards.

Overall the goals children are expected to achieve by the end of the reception year are satisfactorily achieved with good achievement in mathematical development, knowledge and understanding of the world and physical development. By the end of Year 2, standards in English are below expectations. In all other subjects they are satisfactory. Pupils' achievement in English by the time they leave school at the end of Year 4 is good and their standards are in line with national expectations. Standards in all other subjects are satisfactory.

**Pupils' personal qualities including their spiritual, moral, social and cultural development are good** overall. They have positive attitudes and enjoy coming to school. Behaviour is satisfactory. **Attendance is poor** owing to the large numbers of pupils who go on holiday during term time.

## QUALITY OF EDUCATION

**The quality of education is satisfactory. Teaching and pupils' learning are satisfactory.** In a significant proportion of lessons observed teaching was good and occasionally better. Assessment procedures are very good, as is the analysis of the data. However, there is a weakness in the use made of this information when planning for the differing abilities of pupils within a lesson.

**The curriculum is satisfactory** overall with good opportunities for enrichment. The quality of the additional curriculum for pupils with special educational needs is very good, as is the support given by teaching assistants. Accommodation is good for music, special educational needs, children in reception and physical education. Good support and guidance is given to pupils and they are appropriately involved in the life of the school, however at the time of the inspection formal procedures for child protection were unsatisfactory. The school's links with parents and other schools are good. Parents support the school very well except when they take their children out of school for holidays during term time.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are sound. Leadership by the new headteacher is very good;** he has already identified areas for development through a revised school improvement plan. The senior management team and subject co-ordinators are already showing evidence of becoming more effective as the new improvement plan concentrates on increasing the rate of improvement for all pupils in literacy and numeracy. Governors are very committed to the school. They are a new and enthusiastic group who are rapidly becoming aware of the real strengths and weaknesses of the school and how they can help in raising standards. However, governance must be judged unsatisfactory because statutory requirements for child protection are not being met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents think Ferndown First is a good school. Ninety-eight per cent say their children like school.

Pupils enjoy, and are enthusiastic about, their school. They say that teachers make learning interesting.

## **IMPROVEMENTS NEEDED**

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

- Ensure teaching methods are more effective so pupils make better progress, particularly in English (reading, spelling and the quality and legibility of handwriting) and mathematics.
- Make better use of the very good assessment data and its analysis.
- Improve the levels of attendance by encouraging parents not to take their children on holiday during term time.

And, to meet statutory requirements:

- Ensure that all staff receive training in, and understand fully, child protection procedures.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Pupils achieve **satisfactorily** throughout the school. Standards in English and mathematics have fluctuated in recent years. At the end of Year 2, standards in English are below national levels but by the end of Year 4 they compare satisfactorily with the rest of the country. Standards in other subjects are satisfactory throughout the school. In personal, social and health education they are good.

#### Main strengths and weaknesses

- Very good achievement by those pupils with special educational needs and English as an additional language.
- Good achievement in English by the end of Year 4.
- Improvement in standards gained in mathematics by the end of Year 2.
- Below average standards in reading and writing in reception and Years 1 and 2.

#### Commentary

1. The table below shows that in 2002 standards in Year 2 were below average in reading and writing and average in mathematics. Standards had risen in reading and mathematics but fallen in writing. The tables refer to the 2002 tests because national comparative data was not available for 2003. In these tests girls achieved better results than boys in reading and writing. In mathematics boys achieved marginally better than girls.

#### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	15.5 (15.0)	16.1 (16.0)
writing	12.5 (13.1)	14.8 (14.9)
mathematics	16.7 (15.0)	16.9 (16.6)

*There were 80 pupils in the year group. Figures in brackets are for the previous year.*

2. Trends in standards achieved fluctuate over the years. The good results achieved in 2000 were apparently from a particularly good cohort. Since the last inspection the school's standards have risen but not quickly enough to achieve national expectations as these have also increased over the years. Pupils with English as an additional language achieve well in all areas, as do those with special educational needs.
3. By the end of reception children achieve satisfactory standards in the early learning goals in personal, social and emotional development, communication, language and literacy and creative development. They achieve good standards in mathematical development, knowledge and understanding of the world and physical development. In Years 1 and 2 achievement in all subjects inspected is satisfactory. Standards in English are unsatisfactory, but are satisfactory in all other subjects. By the end of Year 4 pupils' achievement in English is good. Consequently their work reaches a satisfactory standard. Achievement in other subjects is satisfactory. Standards in all subjects are satisfactory and reach national expectations. Throughout the school pupils with special educational needs achieve well both in lessons where they are supported in class and where they are withdrawn for specialist help in, for example, reading, speech and language therapy and work on their self-esteem and behaviour. This support has a marked effect on their ability to succeed in their learning.

#### Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their moral and social development are **good**, and their spiritual and cultural development are **satisfactory**, making these aspects of personal development **satisfactory** overall. Their attendance is **poor**.



## Main strengths and weaknesses

- Pupils enjoy school. Their positive attitudes lead to a desire to learn.
- Nearly all pupils behave well. They respond well to the school's caring ethos and take responsibility for their own actions.
- Pupils have good moral and social values because the school ethos promotes these well.
- Good procedures for following up un-notified absences.
- Attendance is poor.
- Procedures to authorise absence are not rigorous.

## Commentary

4. Pupils are enthusiastic about school. They say that teachers make learning interesting and, as one pupil said, this 'makes me want to try my hardest'. When lessons are lively and demanding, pupils respond well. For instance, Year 4 pupils worked hard at solving problems based on subtracting two numbers. They were working at the limit of their capability, and showed real pleasure in getting the correct answers. In a few lessons the teacher did not command pupils' attention well enough during the lesson introduction, nor insisted enough on quiet concentration during group activities later on. As a result, some pupils did not work hard enough and wasted time.
5. Pupils say that teachers use the 'Golden Rules' and the 'Oh Dear' board well to encourage them to behave and to work hard. They understand and respect the systems of rewards and sanctions. As pupils move through the school, they gain a good understanding of the need for self-discipline and develop mature attitudes. Learning targets such as 'I will ignore distracting behaviour and focus on the teacher' are a good reflection of the importance that the school places on the development of pupils' self-reliance. This is further reinforced by the school aims which are prominently displayed around the school and discussed frequently. A few pupils can be challenging and, very occasionally, lessons are interrupted by a small number of pupils who lose concentration and misbehave. This affects learning for the whole class. However, teachers are consistent in their approaches to behaviour management, so lessons proceed calmly. Isolated instances of bullying in the playground are dealt with effectively.
6. Pupils have good social and moral standards because all adults in the school set a good example. Very good relationships are founded on the key attributes of courtesy and respect. Pupils are very clear about right and wrong, fairness, justice and honesty and consequently the school is a happy place where pupils thrive. Pupils are encouraged to take on responsibilities around the school, for example helping to prepare assemblies and to clear up afterwards. The school council provides a very good forum for pupils to join in the life of the school and to raise matters that are important to them. During the inspection the school council set out initial plans for an end-of-term talent show and a delegation was briefed to discuss the idea with the headteacher.
7. Pupils' spiritual and cultural development are satisfactory but not enough has been done since the last inspection to develop pupils' understanding of life in a multi-faith and multicultural world. This was a weakness at the last inspection and action is only now beginning.
8. Pupils' attendance is worse than pupils at three-quarters of primary schools nationally. There is a belief among parents that they have a right to ten days holiday during term time and they do not value their children's education enough to take holidays during school holidays. The school has routinely agreed to all requests for up to ten days holiday, including some for long weekends rather than for the family holiday. The school has not analysed the effect of poor attendance on the standards pupils achieve. The school has good procedures for following up any un-notified absences and there were no unauthorised absences recorded last year.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	6.7
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education for its pupils. Overall teaching and pupils' learning are satisfactory over time and the curriculum offers a satisfactory range of learning experiences. The very good assessment of pupils' work and the information gained are not used effectively to plan the work for groups and individuals. The school works well with parents and other local schools.

### Teaching and learning

The quality of teaching is **satisfactory** overall. In over one half of lessons seen during the inspection, teaching was **good**. Scrutiny of work and records showed that over time teaching was **satisfactory**. This leads to satisfactory learning in almost all areas. It is unsatisfactory in English in the younger classes of the school.

### Main strengths and weaknesses

- Quality of teamwork between teachers and teaching assistants.
- Assessment of pupils' work and analysis of information gained, particularly in English, mathematics and science.
- Inclusion and teaching for pupils with special educational needs.
- Bilingual support to children in the reception class and Year 1.
- Assessment information is not used as effectively as it could be and pupils do not always have a clear picture of what they need to do to improve.
- In some lessons planning of content is not sufficiently well thought out to cater for the range of ability and attainment.

### Commentary

9. The good teaching is characterised by stimulating introductions and a high level of questioning of pupils which makes them really think about the lesson. This was very evident in an art and design lesson where pupils were drawing self-portraits. Pupils began to look at their own and others' faces with an intensity that ensured they realised how to succeed in their task. It was also apparent in a religious education lesson where pupils thought about Zaccheus and began to understand how one can successfully change one's own attitudes. In less successful lessons, the structure and pace of the lessons leads to pupils becoming bored and losing interest. In a literacy lesson for example, where the introduction was overlong and the assessment of pupils' needs had not been sufficiently used to provide all pupils with stimulating activities, behaviour deteriorated and concentration was lost. Opportunities for consolidation and the furthering of pupils' learning are sometimes lost in the younger classes, for example, when learning particular sounds such as 't' only a brief time is spent and everyday uses of the sound, as in pupils' names or objects in or outside the classroom beginning with 't' are not utilised.
10. Teaching assistants are an asset to teachers and pupils alike. They invariably work very hard and provide high quality support for pupils with special educational needs both in the classroom and in withdrawal sessions. Withdrawal sessions away from the class bases are more successful than those using the areas on the edge of the year bases. This is because there is, inevitably, a 'working buzz' coming from the three classes in each base and this disturbs pupils who find concentration difficult. The bilingual teaching assistant provides very good support to children in the early stages of acquiring English, in the reception classes and Year 1.

### Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	2 (4%)	24 (48%)	20 (40%)	3 (6%)	0 (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.

11. Assessment procedures are very good. Monthly assessments, following a well-thought-out programme of areas to be assessed, are carried out in English. Termly assessments occur in mathematics, science, information and communication technology (ICT) and religious education. The information from these assessments is carefully analysed by the co-ordinator who then passes it on to class teachers and the special educational needs co-ordinator (SENCO). This high quality information is used very effectively by the SENCO to pinpoint areas for development with the pupils she manages. However, it is not always used effectively throughout the rest of the school and this is evident in the standards achieved by pupils in these subjects. Termly assessments in all other subjects have recently been introduced.

## The curriculum

The curriculum provides **satisfactorily** for the interests and needs of all pupils. Visits, visitors and out-of-school activities add good enrichment and variety. The school accommodation and learning resources are satisfactory overall.

## Main strengths and weaknesses

- The school provides very well for pupils who have English as an additional language and for pupils who have special educational needs.
- ICT is linked well to most other subjects.
- There are good facilities for children in reception, for pupils with special educational needs, and for the teaching of music and physical education
- Visits, visitors and opportunities for music and sport make good contributions to pupils' learning and to their personal development.
- The ICT suite is too small for whole-class use.

## Commentary

12. Curriculum planning meets the requirements of National Curriculum subjects and religious education. Statutory requirements are met. Support for pupils in the early stages of learning English is very good. A newly appointed bilingual teaching assistant works very effectively with pupils in lessons. A good example was seen in an ICT lesson where pupils were learning to use a computer painting program. Her close support ensured that pupils were able to complete tasks successfully and to make the same progress as others in the class.
13. The curriculum for pupils with special educational needs is very good. Pupils' needs are diagnosed quickly and accurately and individual programmes are set up by the very effective co-ordinator who works in close co-operation with the assessment co-ordinator. All the adults who comprise the special educational needs team are very professional in their work and really make a difference to the pupils' learning.
14. Those pupils with English as an additional language receive good support from the bilingual classroom assistant. She helps children in the reception classes settle into school and works closely to support these children and those still acquiring English in Year 1, so that they learn well.
15. Last year the school identified as a priority, and successfully developed links between, ICT and other subjects. As a result, pupils learn new skills as they need them, in context. A good example is in science, where pupils learn to search a database of creatures to help them describe basic differences and similarities between insects such as a grasshopper and a wasp.
16. The well-appointed facilities for children in reception have a good impact on their learning, especially their physical and creative development, through opportunities for structured play. The music room and the school hall are well equipped for class music lessons and for larger scale music making. The large hall and big audience added much to the sense of occasion in the 2002 Nativity and Christmas concert. As a result, pupils performed well. Discussion with some who took part shows that pupils are rightly proud of their achievements, despite nerves on the night. Opportunities such as these do much to nurture pupils' self-confidence and to develop their sense of team spirit.

17. Musicians, artists, church representatives and many others visit the school throughout the year to work with pupils. The 'Drama Man's' visit, for example, was very successful. Dressing up as Victorian children and re-enacting scenes from life in the nineteenth century did much to improve pupils' understanding of history. The good outdoor sports facilities, specialist coaching, inter-school team games and a swimming gala all contribute well to pupils' achievements in physical education.
18. The ICT suite is well equipped, and is ideal for small group work. It was successfully used in this way on a number of occasions during the inspection. However, it is too small for whole-class use. Pupils cannot access computers easily enough, and progress in class lessons is compromised.

### Care, guidance and support

Care for pupils is **unsatisfactory**. The school provides **good** support and guidance to pupils and involves pupils appropriately in the life of the school.

### Main strengths and weaknesses

- Teachers know their pupils well.
- Good support for personal development.
- Good support for pupils moving to middle school.
- Not all staff are fully aware of child protection procedures.

### Commentary

19. There are many significant strengths in the care of pupils but because child protection procedures are not securely in place it is unsatisfactory overall.
20. Staff supervise break-times well and there are very good procedures for dealing with accidents. The school takes health and safety of pupils and staff seriously and carries out appropriate risk assessments. There are also termly tours of the site by the health and safety governor and the site manager. The present health and safety policy does not fully accord with the practice in the school, but it is at present undergoing revision and a new draft policy has been written. The deputy headteacher is the newly appointed child protection officer and has not yet had any training, although she is well aware of the procedures and carries out her role conscientiously. There has been no training for staff in the last two years to ensure they have a good understanding of child protection procedures, consequently staff are not completely sure of how they would deal with some issues.
21. Teachers know their pupils well and help them identify targets to improve their work. Pupils regularly review their progress through the diaries and identify what they have done well, what they enjoyed doing and what they want to find out more about. Teachers effectively encourage pupils to take responsibility for their own behaviour and to act responsibly. There is a comprehensive programme to help smooth the transition to middle school. This includes pupils from the middle school visiting the school and providing a booklet about life at the middle school. Pupils moving up to the middle school prepare a personal profile of themselves and they spend a day at the school.
22. Selected pupils from all classes are members of the school council and this gives them an appropriate forum in which to express their views about aspects of the school. The latest meeting decided to hold a talent contest and began to think about how they could organise it. The chair was going to take concerns about the state of the toilets to the headteacher.

### Partnership with parents, other schools and the community

The schools links with parents and other local schools are **good**. Links with the community are **satisfactory**.

### Main strengths and weaknesses

- Very good information for parents about what their children will be learning.
- Good information about pupils' progress.
- Parents provide good support for pupils' learning and the work of the school.
- Links with local schools contribute well to staff training and provide opportunities to extend pupils' learning.
- The school has yet to convince parents not to take their children on holiday during term time.

## Commentary

23. The school works hard at having an effective partnership with parents to improve the achievement of pupils. It provides parents with a good range of information to help them do this. At the beginning of each term the school provides a very clear outline of what pupils will be learning and how parents can support their children at home. There are also booklets about how numeracy is taught. The school provides occasional workshops, most recently for numeracy and ICT so that parents can gain an understanding of what goes on in the classroom. The end-of-year reports give parents a clear picture of what their children know and can do in all subjects, but it is not clear where pupils are in relation to national expectations.
24. Parents support pupils' homework well with many regularly recording comments in pupils' reading records. They help supervise pupils on school trips and a very committed group of parents come into school twice a week to prepare resources for teachers to use. The parent, teacher and friends' association work very hard and through their fundraising have provided many extra resources for the school, including new staging equipment, a whiteboard for every child and an outdoor classroom. In addition they funded an artist in residence to work in the school and visits to the life bus.
25. The school uses its links with the local community appropriately to enrich the curriculum. Visitors come into school, for example local faith leaders. Pupils also make visits into the local community. The deputy headteacher is looking to extend these links and has joined the Ferndown Community Action Group to help pupils become more involved in the local community.
26. The school has productive links with other local schools. There are co-ordinators' meetings for some subjects, including for personal, social and health education. The local middle school provides a venue for a swimming gala for local primary schools and there are regular opportunities for joint staff development held at the local secondary school.

## LEADERSHIP AND MANAGEMENT

The new headteacher is providing **very good** leadership. Leadership of other key staff is **satisfactory**. The governance of the school is **unsatisfactory** since their statutory responsibilities for child protection are not met.

### Main strengths and weaknesses

- The headteacher's vision for the school is very good and he has already identified areas for development through a revised school improvement plan.
- There are comprehensive systems in place for assessment of pupils' work and progress but these are not having sufficient impact on class planning and teaching so that pupils' differing needs can be met effectively and standards raised.

## Commentary

27. The headteacher, who was appointed at the beginning of the autumn term, is already creating a very positive approach towards reviewing the school's provision for teaching and learning. He is involving governors and key staff in securing the necessary changes to ensure that the needs of pupils are being met through appropriate and effective teaching and learning. The roles of the senior management team and other key staff are being reviewed and the current contributions of the advanced skills teacher, as assessment manager, are being incorporated into the management structure of the school. Four out of the five year-group bases are represented on the senior management team. Teachers and learning assistants work well together and staff in each year-group base have created good teams to ensure consistency of teaching. Leaders provide sound role models for colleagues and pupils by demonstrating good commitment and concern for the needs of the pupils.
28. This commitment, however, needs to have an effect on the standards of teaching and learning and the achievements gained by the pupils. The headteacher has already begun, personally, to monitor teaching and learning across the school. Hitherto, opportunities for key staff to monitor these areas have been mainly limited to the oversight of curriculum planning. They now need to evaluate the effectiveness of teaching on pupils of all abilities and adapt planning accordingly in order to raise standards.

29. The leadership shown and the management of her department by the SENCO is of a very high standard. Plans are put in place well before pupils with known special educational needs arrive in school. For example, a quiet room has been built as part of the special educational needs suite for a hearing impaired pupil who joined the school in September and discussions are already underway for a pupil who will not join the school until September 2004. Pupils' needs are quickly assessed and individual programmes are organised. These not only involve literacy and numeracy but also, for example, the raising of pupils' self-esteem and speech therapy, using both school teaching assistants and outside professionals. All this has a very positive effect on pupils' learning.
30. The school employs a teaching assistant who speaks the same community language as the majority of pupils for whom English is an additional language. She is managed very well, so that her time is used productively to help younger pupils across the curriculum. She is supported very well in her professional development.
31. The headteacher has identified the main areas for development and has already begun to put in place measures for improvement. The school improvement plan has been considerably refined from that previously used. Leadership and management are both a main focus for the school in order to raise standards and to enable pupils to realise their potential. Sound consideration has been made by the governors for using surplus budget funds towards providing a new reading scheme or to enhance the provision of teaching assistants. Teaching assistants clearly know their roles but the headteacher is planning to develop these to support teaching and learning more effectively. Principles of best value are applied appropriately. The governors ensure cost effectiveness through competitive tendering. The headteacher and assessment manager compare the school's performance data with that of local schools and those in the county. The comparison has yet to impact significantly on changes to curriculum planning to effect a rise in standards or in challenging performance targets, especially by the end of Year 2.
32. The governors are very committed to the school and see their roles as being highly supportive, especially of the headteacher and senior staff during this period of leadership transition. They are committed to the school's principles of inclusion and to the improvement plan's aims of firstly, increasing the rate of improvement for all pupils in literacy and numeracy and secondly, to ensure that leadership and management enable all pupils to achieve their potential. A number of governors make regular visits and some have links with core curriculum subjects. The chair of governors works closely with the headteacher. Members of staff have given information to the governors regarding individual subject areas. There are, however, areas where governance needs improvement, especially regarding the policy on child protection. The governors see their role as one of 'critical friend' and are awaiting the review of the school improvement plan before establishing means to both challenge and support the work of the headteacher and staff in raising pupil standards.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	758,823	Balance from previous year	49,261
Total expenditure	711,270	Balance carried forward to the next	47,553
Expenditure per pupil	1,638		

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

33. The reception area is organised into three bays, each supervised by a class teacher. Additional support is provided by teaching assistants. All children enter the reception at the beginning of the school year, attending for mornings only in the first term. Children who are five become full time in the spring or summer term. Most children have had pre-school experience and come from one of the two main pre-school providers.
34. The overall quality of teaching is **satisfactory** and in mathematical development, knowledge and understanding and physical development it is **good**. Overall, satisfactory planning covers the required six areas of learning. Provision for the few children with English as an additional language is **very good**. A bilingual assistant helps the children to settle and to understand what is expected of them. Provision for pupils with special educational needs is good. The reception area is bright and welcoming, resources are very good and the provision for play and learning is generally good. Although children have only been in the school for a few weeks, some are ready to develop their literacy skills, but not enough time is given to teaching and reinforcing these. Observation and assessment are not systematically in place in order to identify individual children's achievements and show up any early needs. The wide range of activities provided make it difficult to strike a good balance between those which children initiate for themselves and those where adults can engage children and so move on their learning. Additionally, the chatter of those children at play within the base can interfere with adult-led activities so that it is sometimes difficult for children to concentrate and focus on their learning.
35. At the end of the reception year, children achieve broadly average standards, except in the area of literacy, where they are not prepared well enough for the work they will meet in Year 1.

### Main strengths and weaknesses

- A bright and welcoming environment.
- Very good resources which provide well for the six areas of learning.
- Support for children who have English as an additional language.
- Not enough attention given to developing children's basic literacy skills.
- Learning opportunities for the different activities are not well enough identified so that children know what is expected of them and adult support can be used effectively to promote learning.
- This means that ongoing observation and assessment are not used well enough to give teachers a picture of children's early achievements and so provide for the next step.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

### Main strengths and weaknesses

- High expectations of behaviour.
- Lack of concentration when children not settled.

### Commentary

36. Children understand basic routines and what is expected of them. They play well together and help each other. They understand what is expected of them when they gather together as a class and where the teachers have high expectations, they listen well to adults and to each other. However, when expectations are low, children become bored and fidgety.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory** overall.

### Main strengths and weaknesses

- Resources, including books and interesting experiences to develop speaking and listening.
- Support for pupils with English as an additional language.
- Links with parents for developing reading.
- Insufficient attention to teaching basic skills.
- Too many missed opportunities for reinforcing these skills.

### **Commentary**

37. Children enjoy the different books that are shared with them and the good opportunities for developing their understanding through different activities which relate to the stories. They are given good opportunities to talk about their experiences in adult-led sessions. Regular sessions also introduce children to letter sounds and early writing skills, but not enough time is given to the repetition and consolidation of new learning that young children need. This means that children who are ready to move on and develop their knowledge cannot be so well identified. There are good links with parents so that they can help their children's reading at home.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Detailed planning for all elements of the programme.
- Wide range of activities provided to develop mathematical skills.
- Resources used to support counting skills.
- Insufficient adult intervention and support in 'free' activities.

### **Commentary**

38. Teachers introduce children to number and counting in informal ways, as well as through direct teaching, so that they are beginning to associate numbers with the symbols. In some situations, for example, construction activities or water play, children would achieve more if an adult was present to direct and assess their learning and help them develop number language.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Extending children's awareness of the natural world.
- Wide range of good experiences provided.
- Lack of planned occasions where adults support children's learning.



## Commentary

39. The outdoor classroom is well planned and provides children with interesting opportunities to observe the natural world and to be involved with plants and growth. Classroom resources are good so that children have good opportunities to explore and investigate and use tools and equipment to build and construct. At times, where children are not given clear instructions on what is expected of them, they do not achieve so well. Children use the computers with confidence to carry out simple functions.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Good teaching for build up of skills and control of movement.
- Daily opportunities planned in outdoor classroom.

## Commentary

40. Children use the outside play area well to develop their co-ordination and a sense of space. Lessons in physical development are well planned and provide well for children to learn about the importance of exercise. They develop their skills well and respond to instructions, suiting their movements to the requirements of the lesson and to interpreting the musical accompaniment.

## CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

### Main strengths and weaknesses

- Range of provision
- At times, children would benefit from adult involvement in their play so that they can develop their language and social skills.
- Few opportunities for children to use their imagination to create their own compositions.

## Commentary

41. Children enjoy working with paint and, where they are encouraged by adults, they listen to instructions and observe carefully so that they achieve good results. They enjoy singing songs and rhymes, and playing a variety of musical instruments. They mostly play well together in the role-play areas, but there are not enough occasions where adults intervene in their imaginative play to extend and develop their language and learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English is **satisfactory**.

### Main strengths and weaknesses

- Quality of teaching in Year 4.
- The opportunities for pupils to use their literacy skills in other curriculum subjects.
- Support is good for pupils with special educational needs and pupils for whom English is an additional language, so that they develop their language and literacy skills well.
- Standards in English by the end of Year 2 are unsatisfactory.
- Younger pupils are not given enough opportunities to learn basic literacy skills to help them with their reading, writing and spelling.

## Commentary

42. Speaking and listening skills are satisfactory. Teachers in Year 4 use questioning effectively, so that pupils get the chance to share what they know and to develop their ideas because they are prompted to

think about the vocabulary they use. In Year 2, teachers ensure that pupils are fully focused and listening, and good questioning helps them to understand and talk about the texts.

43. By the end of Year 2, pupils' reading is below the average standard. However, by the time pupils reach Year 4 most pupils are achieving satisfactorily. Younger pupils in Years 1 and 2 are not given enough grounding in relating sounds to letters and reading strategies to enable them to develop their reading skills to a satisfactory standard. Despite the evidence of good liaison with parents in reading diaries, pupils are not achieving well enough.
44. By the end of Year 2, pupils' writing is below the average standard. By the time pupils reach Year 4, the majority have caught up and their writing is satisfactory. Although the content of pupils' writing in Years 1 and 2 is satisfactory, and many are beginning to use capitals and full stops correctly, their spelling skills are weak. This, and the fact that many pupils have difficulty with forming the school's scheme of joined handwriting, makes their writing difficult to read.
45. Teaching is satisfactory overall. Good teaching in Year 4 provides for topics which interest pupils and literacy skills are well developed in English and other lessons, such as history. Teaching in Years 1 and 2 is mainly satisfactory in lessons. From a scrutiny of pupils' work, however, there are weaknesses in the teaching of basic skills, so that this element of teaching is unsatisfactory. Teachers are not spending enough time thoroughly reinforcing and consolidating these skills. However, pupils with special educational needs receive good, well-focused support from teaching assistants and the SENCO to help them improve their literacy skills. Those pupils in the early stages of acquiring English receive good support and achieve well.
46. The co-ordinator has monitored teaching and learning and identified where there is underachievement. She provides teachers with a good role model for teaching. A new reading scheme is being purchased which will provide teachers and pupils with a more structured approach to developing reading. An assessment system helps teachers track pupils' achievements, but is not so well used to analyse how to achieve the next step. Strategies, which will help the school move forward so that pupils can achieve standards closer to their abilities, are underdeveloped.
47. In reading and writing girls achieved better results than boys in the 2002 national tests. Standards are not as high as at the time of the previous inspection and teaching is not of the same high quality especially in Years 1 and 2.

#### **Language and literacy across the curriculum**

48. Standards are unsatisfactory in Years 1 and 2 because pupils' literacy standards are not high enough to allow them to read and record effectively in other curriculum areas. Pupils are able to access topics and develop a good understanding because teachers pay good attention to questioning. In Years 3 and 4 this aspect of teaching is also a strength, and by Year 4 pupils use their literacy skills effectively to record their learning. Generally, ICT is not used enough so that pupils can draft their work and present it in different ways.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Teaching pupils in groups organised by their levels of attainment (setting) enables teachers to plan effectively for different levels of ability.
- Teaching assistants support well those pupils with special educational needs and those in the early stages of learning English.
- The use of learning targets in planning is good in a few classes, but practice is not consistent across the school.
- Occasionally, where teachers make insufficient demands, pupils lack motivation and waste time.

### Commentary

49. Current Year 2 pupils achieve satisfactorily and are on track to reach average standards in the 2004 tests. Year 4 pupils are also achieving satisfactorily.
50. Teaching and learning are satisfactory overall. Where lessons are good, teachers explain work clearly, lessons are brisk and work is well organised to meet the needs of pupils, especially through the use of setting. For instance in Year 2, three related but different lessons on adding consecutive numbers and doubling were seen. Higher attaining pupils worked out sums such as 11 plus 12 in their heads (although several struggled with 17 plus 18), and applied their skills to solving simple word problems. They picked out words such as 'altogether' and 'one more than' to help them set out the correct calculation. Lower attaining pupils concentrated on finding doubles. They explained, for example, that double 6 is 12 'because 6 and 6 makes 12' and counted in twos to find the value of several two pence coins. A few teachers use learning targets effectively in planning work. They write targets in pupils' books and make good comments on progress in their marking. They add questions such as 'What is special about even numbers?' that help pupils think about what they have learned. However, this good practice is not consistent throughout the school. In less successful lessons, teaching lacked pace and interest, activities were not adequately planned to engage the interest of all the pupils' abilities and they became bored and failed to complete the work set.
51. Pupils with special educational needs and those in the early stages of learning English are well supported. In one lesson, pupils developed their counting skills and number recognition well because close supervision moved learning on at a satisfactory pace and good questioning ensured that all of the group were clear about what they were trying to achieve.
52. In one lesson a lively team game captured pupils' interest well and got the lesson off to a good start. Pupils joined in keenly, explaining how to check addition sums by rephrasing them as subtraction sums, and vice versa. The teacher used pupils' incorrect answers well to develop their understanding through further questioning.
53. Performance data analysis reveals areas of relative strength or weakness in test results. However, these analyses are not used in the development plan to raise standards.

### Mathematics across the curriculum

54. There is insufficient evidence to judge how well pupils use their mathematics skills in other subjects.
55. Standards of Year 2 pupils have improved since the last inspection, although there is considerable variation from year to year. Boys achieved marginally better than girls in the 2002 tests. Teaching is not as good as that reported at the last inspection. Overall improvement is satisfactory.

## SCIENCE

Provision for science throughout the school is **satisfactory**.

### Main strengths and weaknesses

- Pupils enjoy science and most are articulate and motivated.

- The comprehensive assessment process is used well to record coverage and attainment, but is not used effectively in planning for groups of pupils with differing needs.

### **Commentary**

56. Standards of attainment are in line with national expectations at the end of Year 2 and at the end of Year 4. Boys and girls achieve equally well. Attainment in science at the last inspection was above average. Standards would, therefore, appear to be lower than those reported at the last inspection.
57. The majority of the science curriculum is taught and assessed through investigative activities. The school develops pupils' investigative skills as they move through the school by ensuring continuity and progression. This is supported by a comprehensive planning and assessment procedure that ensures that teaching across the three classes in each year group base is consistent.
58. In Year 1 pupils discuss different types of food and know what food items make up a healthy lunch box. The school has recently received the Healthy Schools Award. In Year 2 pupils predict and record changes that occur when materials are stretched, squeezed, heated, cooled or poured into different shaped containers. They can sort materials into groups by texture. Pupils know that some materials, such as jelly, change their state. In Year 4 pupils predict that some solids will dissolve but others will not. They can discern which materials and solids will return to their original stage. One pupil commented: 'I noticed that the sugar just made a big sticky mess at the bottom of the tray.' Most pupils understand the concept of a fair test.
59. Teaching and learning are satisfactory overall. In good lessons the pace is appropriate to the interest of the pupils. Some lessons, however, concentrate for too long on prediction and omit the practical aspect. Links with other subject areas are evident, for instance with physical education in regard to heart rate on exercising and with literacy as shown in a display about 'Space and the 1960s'. All pupils have a chance to discuss their work and they show an effective understanding of scientific vocabulary. Pupils with special educational needs and those who have English as a second language receive focused help from the teachers or teaching assistants.
60. The subject is competently led by the co-ordinator. There are good teams working within the year bases which ensure consistency of teaching and assessment. Teaching assistants are effectively deployed to work with groups of pupils or with individual pupils. Assessment of pupils' work, although comprehensive, now needs to be applied to identify different abilities of pupils and to match future planning and targets to their individual needs. The subject co-ordinator bids for an annual budget for science and this ensures that the subject is satisfactorily resourced.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Teachers make good links between ICT and most other subjects.
- The school is well equipped, but the ICT suite is too small for class use and computers in the year bases are not used enough.
- The ICT teaching assistant is knowledgeable, and works well with small groups of pupils.

### Commentary

61. A portfolio of completed work from pupils across the school and two Year 2 lessons were seen. Discussions were held with the ICT co-ordinator and a group of Year 3 and Year 4 pupils. From these observations limited judgements may be made.

### Information and communication technology across the curriculum

62. The school's approach to teaching ICT with other subjects is effective. Good links are made with many subjects; art and design for instance, where Year 1 pupils paint lighthouse pictures, linked to reading 'The Lighthouse Keeper's Lunch', and science, where Year 4 pupils use a 'creatures' database to find out about insects such as grasshoppers and wasps.
63. Pupils make satisfactory progress and achieve satisfactorily. Despite the difficulties that many pupils have with writing and spelling, pupils reach expected standards in ICT work that involves the use of text and pictures. Year 2 pupils sequence sentences to tell a story and prepare lists of items that they need for a holiday. Some pupils add pictures found in 'clipart' collections and alter letter styles to make work more attractive. Year 4 newspaper reports are good. Pupils write in a sound reporting style, they set work out in columns and add suitable headlines. Pupils have a secure understanding of computer modelling and control technology. Year 2 pupils, for instance, draw a treasure map, and then program a small robot to find its way to the treasure. By the time they reach Year 4 pupils use a computer modelling program to write short sequences of instructions to create patterns and pictures such as flowers.
64. The lessons seen were good. In one, the ICT teaching assistant worked with a small group of low attaining pupils on a writing task. Her instruction was clear and, because the work was matched well to the pupils' needs and ability, they worked hard. Working individually at the computers, pupils added captions to a variety of illustrations from a story about a bear. Progress was satisfactory, but was restricted by pupils' hesitant use of the keyboard and poor spelling. In the other lesson, cramped conditions prevented some pupils working effectively with their partner, which restricted the progress they could otherwise have made. All adults demonstrate new techniques well, and consequently pupils learn quickly how to use the mouse and keyboard effectively, for instance to select items from menus and to highlight text that they wish to change.
65. Pupils clearly enjoy working with computers, and behaved well in the lessons seen. They talk enthusiastically about the work they do, but also say that they only occasionally use computers in the year-base areas.
66. Subject management is good. Monitoring teaching plans and leading cross-curricular developments gives the co-ordinator a good view of what is going well and what needs to be improved. However, the ICT development plan contains too much and does not focus sharply enough on raising the standards of pupils' work. The quality of provision is satisfactory.

## HUMANITIES

Provision in humanities is **satisfactory**. No lessons were seen in geography, three in history and three in religious education. Where possible work was scrutinised and co-ordinators were interviewed.

### Geography

It was not possible to observe any lessons in geography. Planning meets the requirements of the National Curriculum. Resources and accommodation are satisfactory.

## History

Provision for history is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning are good.
- There are constructive links with other subjects and literacy.
- Assessment in history needs further developing throughout the school and should take more account of pupils' differing abilities when units of study are planned.

### Commentary

67. Standards in history are in line with expectations in Year 2 and Year 4. The last inspection drew a similar conclusion and so standards across the school have been maintained. Pupils enjoy their studies in this subject and some follow up their interests at home. Boys and girls achieve equally well.
68. There are good links with literacy and in Year 2 pupils write in connection with their study of seaside holidays. They are aware of time scale, the months of the year and their associated events, such as a snowman depicted for January, T-shirt and shorts in July and a Christmas tree in December. Pupils study the Victorian era and are aware of differences in lifestyle when compared with modern times. Year 3 pupils study Egypt and their mapping work links with geography. They can describe Egyptian artefacts, know about mummification and that salt was used as a preservative. Year 3 classes act out the mummification process and enjoy removing the internal organs! Pupils know how to use reference books to find out information. This makes a good contribution towards the learning of higher attaining pupils. By the time they reach Year 4, pupils have a good idea of chronology. Year 4 displays – one showing space exploration – involve both literacy and science as well as pupils' awareness of the 1960s.
69. Teaching and learning are good. Teachers take lessons at an appropriate pace and vary the amount of work expected from different ability groups. Teaching assistants support individuals or groups of pupils well. This effective management helps maintain the positive learning atmosphere. The teachers have good subject knowledge and this has a positive impact upon the pupils' enjoyment of the subject.
70. Leadership of the subject is sound. Planning and assessment ensure that pupils in each year-group base receive the same unit studies. Assessment now needs to be applied across the school and consideration given to how the different abilities of pupils and their needs can be met within the history study units. Links with literacy are vital in this respect. Systematic assessments against national expectations are not recorded for individual pupils. Resources are adequate to support historical study and where actual artefacts cannot be obtained, photographs are put to good use instead.

## Religious education

The quality of provision in religious education is **satisfactory**. The Dorset Agreed Syllabus is followed.

### Main strengths and weaknesses

- Pupils' ability to transfer what they learn in lessons to their everyday life.
- Achievement in lessons is good.
- Achievement and standards over time are satisfactory.
- Audit of plans by co-ordinator to help teachers with their planning and teaching.

### Commentary

71. Standards of attainment seen during the inspection are in line with the expectations of the locally agreed syllabus. Much of the work in religious education lessons centres around discussions so there is very limited written work to examine. However, talking with pupils indicates that their achievement is sound. Year 2 pupils remembered very well what they had seen in a Christian church and were well able to compare it with a Jewish synagogue. Pupils in Year 3 discussed the story of Zaccheus and then thought about one thing they would like to change about themselves. They were very thoughtful and honest during this time, with comments such as, 'I get angry when I lose at tennis. I'd like to calm myself down and then think about what happened'.
72. Plans for subject development are good. The enthusiastic co-ordinator is new this term but has already responded to an audit of medium-term plans with suggestions about how religious education can be incorporated into other lessons, particularly literacy, and refocusing activities so that they are more relevant to the objectives planned for lessons.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision is **satisfactory** in all areas. Four lessons were seen in art and design and physical education, two in music and none in design and technology.

### Art and design

Provision in art and design is **satisfactory**. Four lessons and pupils' work on display around the school were seen. Overall standards of past and present work meet national expectations.

### Main strengths and weaknesses

- Quality of teaching in Years 1 and 2.
- Enthusiasm of pupils.
- Relevance of policy and long-term planning to needs of pupils.

### Commentary

73. Overall achievement in art and design is satisfactory. In Year 1, good links with science were made when pupils practised mixing powder paints to paint fruit studied in their healthy eating lessons. In Year 2, pupils learnt how to draw self-portraits. By the end of the lesson, having closely observed themselves and used the various techniques they had been taught, they had all achieved very creditable drawings. There were good links with pupils' personal development when discussions focused on similarities as well as the differences in people's features. Year 4 pupils experiment enthusiastically with paint, sand, PVA glue, wool and rice to create patterns and textures to use on their alien space masks. This work links very well with their literacy topic on space.
74. Teaching and learning is satisfactory over time. In lessons observed in Years 1 and 2 it was never less than good and in one lesson it was excellent. This was due to very clear planning, high quality but simple and relevant resources, for example, templates of the shape of a face and 'art tips' for positioning features, and the quiet ensuring that all pupils succeeded and thus increased their self-esteem at the same time.

75. The co-ordinator is new to the school this term and, as yet, has not had the opportunity to implement her exciting plans for the subject. Resources and accommodation are adequate to implement the art scheme of work satisfactorily.

## **Music**

Provision in music is **satisfactory**. School assemblies, two lessons, in Years 2 and 4, and a small collection of pupils' work were seen. Discussions were held with a group of Years 3 and 4 pupils and with the subject co-ordinator. Overall, standards in work seen are in line with national expectations. There is insufficient evidence to judge the quality of teaching and learning overall.

### **Main strengths and weaknesses**

- Performances make a good contribution to pupils' personal development.
- The music room is large and well-equipped.
- Teaching resource packs prepared by the co-ordinator assist colleagues well in planning lessons.
- Some activities are too difficult.

### **Commentary**

76. Pupils sing satisfactorily in assemblies and lessons. Performances of action songs such as 'Knicky Knacky Knocky Knool!' are enjoyable and rhythmical. In previous performances, seen on video, acting, singing and dancing were all well rehearsed and performed confidently. Pupils clearly enjoyed the experience and worked hard. Singing is lively, expressive and tuneful. When asked what they liked about taking part, several pupils said they enjoyed being responsible for solo parts and working together as a team. They are rightly proud of their achievements. Opportunities such as this contribute well to pupils' personal development.
77. The two lessons seen were satisfactory. They were well organised and taken at a satisfactory pace. Pupils responded well to their work, but some were not able to sustain concentration very well in listening tasks and began to fidget. Once occupied in practical music making they worked well. However, they are not always successful in completing work, for example, performing a short, four-part rhythm exercise was too difficult for many.
78. The music room is large and pupils have access to a wide range of instruments. They know their names, but do not always know how to play them correctly. The teaching packs that the co-ordinator produces for each unit of work support non-specialist colleagues well in planning and ensure that lessons are a good mix of performing, composing and listening.

### **Design and technology**

Pupils have an appropriate range of learning opportunities in materials, food and textiles. Planning meets National Curriculum requirements. It was not possible to observe any lessons during the inspection nor to see any previous work.



## Physical education

Effective provision of physical education is **satisfactory** and ensures that pupils of all abilities achieve appropriately and explore a variety of skills and activities.

### Main strengths and weaknesses

- Overall, teaching of physical education is good. Teachers are well prepared and competent in teaching this subject.
- Teaching assistants are not used effectively (timetabled) when a significant number of potentially disruptive pupils are present.

### Commentary

79. Pupils' learning throughout the school is satisfactory. Since the last inspection standards in physical education have been maintained. Pupils understand and follow the rules of safety and respond well in lessons. They change into their kit quietly and tidily and enter and leave the hall in an orderly fashion. Some pupils show particular skill at certain activities and this is used constructively in lessons. Warming up and recovery activities are used very effectively.
80. In Year 1, music is used while the pupils change. This sets a good atmosphere prior to the lesson. Following warm-up activities teachers draw the pupils' attention to the change in heart rate. This is a good link with science. One pupil commented, 'I can feel my heart pumping blood quicker.' Teachers work well with teaching assistants in modelling activities and drawing out discussion from the pupils. Pupils can demonstrate a range of ball skills such as catching, bouncing and rolling using appropriate control. Year 2 pupils take a footballing theme and explore ball skills further using good foot control and co-ordination. They know how to exercise safely and can describe the effect of exercise on their bodies.
81. Year 3 pupils explore different means of travelling over apparatus. Warming-up exercises involve an interesting interpretation of 'beans' with pupils responding to jumping beans, jelly beans, broad beans (wide shape) and string beans (narrow shape). Year 4 pupils continue the apparatus theme through the theme of 'flight'.
82. Teaching and learning are good. Lessons progress at a good pace. Higher ability pupils are encouraged to demonstrate their skills as examples and, when working in pairs, pupils discuss and modify their actions well. Boys and girls achieve equally and teaching assistants additional help and encouragement to pupils who need it.
83. Leadership of the subject is satisfactory. Planning for physical education is consistent across the year groups with each class following the same programme. In lessons for Years 3 and 4, the activities should be planned to provide additional support from other adults in order that some less able pupils can succeed in their activities. Comprehensive assessment takes place but this now needs to have an effect on planned activities for identified groups of pupils, including the able and less able.
84. Pupils from Years 1 to 3 have regular swimming lessons and continue to receive awards to celebrate their achievement.
85. The subject is appropriately resourced. Pupils manage apparatus effectively. The accommodation, which includes a hall, large field and area for outdoor work, is all used beneficially.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

No discrete lessons were seen in this area of the school's work so no judgements are made about overall provision.

### **Commentary**

86. The school sees pupils' personal development as an important part of its work. There is a good programme of activities, including work on diet, health and personal safety, within the general curriculum of the school. This programme helps pupils develop a safe and healthy lifestyle, gain confidence and interact with others. The school council provides pupils with opportunities to witness democracy at first hand.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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