

# INSPECTION REPORT

**HAMPRESTON CHURCH OF ENGLAND  
VOLUNTARY AIDED FIRST SCHOOL**

Wimborne

LEA area: Dorset County Council

Unique reference number: 113802

Headteacher: Mrs J Mumford

Lead inspector: Paul Missin 19227

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> November 2004

Inspection number: 266950

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First school
School category:	Voluntary Aided
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
Number on roll:	143
School address:	Hampreston Village Wimborne Dorset
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Appropriate authority:	The Governing Body Hampreston CE VA First School
Name of chair of governors:	Mrs Helen Hobbs
Date of previous inspection:	March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Hampreston CE VA First School is a school for boys and girls aged from four to nine years and is situated in a rural area in Dorset between the towns of Wimborne and Ferndown. The school is smaller than most other schools and there are 15 more girls than boys in the school. At the time of the inspection, 11 boys and 18 girls were attending the Foundation Stage part-time. All pupils are from the white British ethnic group and there are no pupils who speak English as an additional language who are at an early stage of learning to speak the language. There are 31 pupils on the school's special educational needs (SEN) register and three pupils have SEN statements. These proportions are broadly average. The most common areas of need are specific learning difficulties and speech or communication difficulties. The school received a Healthy Schools Award in 2004. The school is a member of several local groupings of schools, including the Holt Heath Cluster, the Ferndown Pyramid and the East Dorset Education Partnership. This is a popular school which is regularly over subscribed. Although there is some yearly variation, when they enter the school, most pupils are achieving standards that are average for their age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Mathematics, history, geography, design and technology. English as an additional language.
9446	Helen Griffiths	Lay inspector	
16492	Bob Lever	Team inspector	English, information and communication technology, art and design, physical education. Special educational needs.
18083	Judith Howell	Team inspector	Science, music. Pupils' personal, social, health and citizenship education. Children in the Foundation Stage.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Hampreston CE VA First School is a very good, effective school with several excellent features and no significant weaknesses.** The outstanding leadership of the Headteacher is an important reason for the school's success. She creates and secures a very strong school ethos through which pupils are very well nurtured and challenged within a Christian family environment. This vision is communicated very effectively to all who are involved with the school's work. The quality of teaching and learning across the school is very good and this enables pupils to make very good progress in their learning and to reach standards that are well above those expected for their age by the end of Year 4. The school provides very good value for money for its pupils.

The school's main strengths are:

- The charismatic leadership of the Headteacher is inspirational.
- All aspects of the school's life are underpinned by a very strong ethos which is clearly based on its Christian foundation.
- The very good curriculum is enhanced and enriched very well and it provides excellent opportunities for the spiritual, moral and social development of the pupils.
- The very good teaching and learning enable pupils to reach standards that are well above those expected for their age in English, mathematics, science and music by the time they leave the school.
- Pupils' very good attitudes and behaviour and the excellent relationships evident in the whole school community are important reasons why pupils are keenly motivated and achieve very well.
- Provision for pupils' personal development and for pupils with SEN is very good.
- The school's links with its parents and other schools and colleges are excellent and serve to enhance its reputation and give the school a very high profile in the local community.

The school has made very good progress since the last inspection. Standards in Year 2 and in Year 4 have continued to rise and the quality of teaching and learning has been improved significantly. Very good progress has been made in addressing the points for improvement from the last inspection relating to improving the punctuality of pupils and aspects of their cultural development. Good progress has been made in strengthening the effectiveness of procedures for monitoring the quality of teaching and in using assessment data to set learning targets for the pupils.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	B	C
writing	A	A	A	B
mathematics	B	B	B	C

*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*

In the 2004 national tests for seven-year-olds, pupils attained standards in reading, writing and mathematics that were above and well above those in all schools, but comparisons with similar schools were lower. This is because the similar schools' comparison is distorted because no parents claim their entitlement to free school meals. Pupils in the current Year 2 group are attaining standards in reading and writing, science and music that are well above average and standards in mathematics that are above average and average in art and design and information and communication technology (ICT). Standards in Year 4 are well above those expected for pupils' age

in English, mathematics, science and music and above average in all other subjects which were inspected.

By the end of the Foundation Stage, children reach above average standards in their mathematical and physical development and in their knowledge and understanding of the world. In other areas of learning where judgements could be made, standards are average.

**Achievement across the school is very good.** From a broadly average level when they enter the school, most pupils make very good progress to reach standards that are well above those expected for their age by the time they leave. Achievement is good in the Foundation Stage and in Year 2 and very good in Year 4.

**Pupils' personal qualities including their spiritual, moral, social and cultural development are excellent.** Pupils' attitudes and behaviour are very good. They co-operate very well with adults and each other and are keenly motivated to do their best at all times. The school places a high priority on maximising the development of the whole child. The attendance rate is very good and most pupils now attend school punctually.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. The quality of teaching and learning is very good.** Strengths in teaching are the very impressive level of enthusiasm and commitment to the lessons that teachers generate from the pupils. Teachers have very good subject knowledge and a very good understanding of how pupils learn best. Assessment procedures are good and data used well to set learning targets for pupils. The curriculum is very well planned and made to come alive by very well planned visits and visitors. Care and welfare procedures are very good. The school's partnership with its parents and the links with other local schools are excellent. These strengths impact very positively on pupils' achievement. The school has worked very hard to improve its accommodation. It is now very good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The energy and enthusiasm of the Headteacher, the way that she leads the school by example, and the effective way that she enthuses and encourages all those with whom she comes into contact, are excellent. She is very well supported by the Assistant Headteacher and other senior staff. The cohesiveness of the whole staff team is impressive. The management and the governance of the school are very good. Governors are well informed and enthusiastic and contribute significantly to the life of the school through their full meetings and through the work of the different committees. Governors meet all statutory requirements.

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

Parents and pupils have very positive views of the school's work. For example, every one of the high proportion of parents who returned their pre-inspection questionnaire thought that the school was led and managed well. Most pupils thought that they had to work hard and that there was an adult at school that they could go to if they felt distressed.

## **IMPROVEMENT NEEDED**

- There are no significant areas of weakness.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

As they move through the school, pupils make very good progress in their learning and achieve very well. Children in the Foundation Stage and pupils in Years 1 and 2 attain above average standards and achieve well. By the time they leave the school, most pupils reach standards that are well above those expected for their age and achieve very well.

#### **Main strengths and weaknesses**

- The school's promotion of the highest standards ensures that all pupils reach their potential in many aspects of the curriculum.
- Standards in music and in all aspects of literacy are well above average across the school.
- In Year 4, pupils attain standards in English, mathematics and science that are well above those expected for their age.
- Pupils with SEN make very good progress towards their own learning targets and achieve very well.
- The needs of higher attaining pupils and those with special gifts and talents are met very well.
- Children in the Foundation Stage make good overall progress in their learning.

#### **Commentary**

1. By the end of the Foundation Stage, children are likely to reach standards that are above those expected for their age in their mathematical and physical development and in their knowledge and understanding of the world. Standards in personal, social and emotional development, communication, language and literacy and creative development are average for their age. These inspection judgements are similar to those of the last inspection which found that most of the expected learning goals had also been achieved by the age of five. Children are achieving well and are making good progress from a broadly average level when they enter the school. However, a significant number of children enter the school with lower writing and social skills than most other children. Children achieve well mainly as a result of the good, and sometimes very good, teaching they receive.
2. Trends in the recent results of the national tests for seven-year-olds have shown that standards in all tested subjects have been consistently above and well above average. Standards when compared with similar schools are not as high. In the 2004 national tests, standards were well above average in writing and above average in reading, mathematics and science. Analysis of data also shows that the proportion of pupils reaching the higher Level 3 is also above and well above that achieved in most other schools. The fact that the authority does not provide school meals and that no parents at the school claim free school meals limits the reliability of the free school meals comparisons at this school. Analysis of the data on the standards achieved by pupils when they transfer at the end of Year 4 shows that in reading, writing and mathematics, pupils from this school achieve significantly better than the LEA average for both the expected and higher levels for pupils of that age.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.9 (17.3)	15.8 (15.7)
writing	16.1 (16.4)	14.6 (14.6)
mathematics	17.0 (16.9)	16.2 (16.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

3. The findings of this inspection are that the current Year 2 pupils are achieving standards that are well above average in reading, writing, science and music and standards that are above average in mathematics. Standards are average in ICT and in art and design. Standards in Year 4 are well above average in English, mathematics, science and music and above average in ICT, art and design and PE. These inspection judgements are in line with the school's own targets for the likely attainment in the 2005 national tests. These results represent a significant improvement in standards since the last inspection. Across the school, improvement in all aspects of literacy has been good, and in mathematics and science, improvement has been very good. Improvements have been secured as a result of the better planned and enriched curriculum and through improvements in the quality of teaching and learning.
4. Pupils with SEN make very good progress against specific targets and goals. They do well when receiving extra support and teaching appropriately matched to their needs. No significant difference between the attainment of boys and girls was evident during the inspection.
5. Pupils achieve very well and make very good progress as they move through the school. Most children are attaining standards that are in line with those expected for their age when they enter the school, but children's writing skills are often less well developed. Children achieve well in the Foundation Stage, and in several areas of learning they reach and exceed the expected level by the end of the Reception year. The good progress is maintained in Years 1 and 2 and is particularly marked in Year 2. Progress is further accelerated especially in Year 4. Here, as a result of the very strong teaching which pupils receive, progress and achievement are very good. Across the school, the needs of higher attaining pupils are met well. All pupils are very well challenged through the use of separate activities for pupils of different abilities and through the expertise of teachers who know their pupils very well and skilfully ensure that their needs are met as a normal part of regular class teaching. Gifted and talented pupils are identified and opportunities, for example, in arts and sports, are provided well. These strengths confirm parents' positive views of the school's achievements.

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

Pupils' attitudes and behaviour are very good, as are their attendance and punctuality. Their moral, social, spiritual and cultural development is excellent.

### **Main strengths and weaknesses**

- Pupils are very eager to learn, concentrate very well and join in all activities with enthusiasm.
- The ethos of the school is outstanding.
- Pupils' behaviour is very good in lessons, assemblies and around the school.
- Relationships between pupils and among pupils and adults are excellent.
- Pupils are very willing to take responsibility. They are confident, mature, highly articulate and very supportive of one another.
- Pupils show excellent respect for one another's feelings and beliefs.
- The attendance rate is well above the national median.

### **Commentary**

6. This is a very happy school. At all stages, pupils enjoy school and all it has to offer. Some parents commented that children were impatient for the holidays to end so that they could go back to school. Children in the Reception class settle quickly into school routines and interact very well with older pupils. Pupils show excellent concentration and want to do well. They are very independent in their approach to learning. They are highly articulate and mature. They listen very well to the views of others, co-operate very well and are very trustworthy. Pupils take pride in their work and treat their environment with great respect. All pupils are very confident and have high self-esteem because they know that the school values all that they have to offer. They talk with courtesy and openness to adults: for example, several Year 4 pupils had written haikus during their



lunch hour and were eager to show them to the inspection team. Pupils are able to express their views with thoughtfulness and maturity in class discussions. Pupils with learning difficulties form very good relationships with teachers, support staff and each other. They increase their confidence and self esteem.

7. Behaviour is very good throughout the school in lessons, assemblies and playtimes, because pupils respond so well to teachers' and other adults' high expectations of them. This reflects the views of the parents who responded to the questionnaire. Pupils know the school rules very well, are very well aware of how they should behave and fully understand the difference between right and wrong. No bullying or harassment was observed during the inspection and pupils knew what they should do if it should occur. Pupils are very enterprising and respond very well to the many very good opportunities for taking responsibility. Relationships between pupils and adults and among the pupils themselves are excellent. For example, in a Year 2 music lesson with recorders, the excellent interaction between the teacher and pupils contributed very well to pupils' learning. Pupils are very keen to take part in school activities.

### Attendance

8. Attendance is very high and there is no unauthorised absence. Punctuality is very good, which is an improvement on the finding of the last report. The Headteacher monitors attendance very effectively, well supported by the Educational Welfare Service. There have been no exclusions for many years.

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.1	National data	0.4

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

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
143	0	0

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

9. The family ethos of the school is outstanding and the social and moral development of the pupils is excellent. Pupils behave with great consideration for others and have a very well developed sense of how their behaviour might affect others. Although there is no formal school council, pupils are confident that their views will be heard: for example, older pupils suggested the role of playground monitors and take pride in wearing the "Here to Help" tabards at playtimes. The monitors for the day greet other pupils and visitors in assemblies. All staff are good role models, presenting a calm and thoughtful approach to life and the school and discussing issues with pupils during the school day. The PSHCE programme makes a very good contribution to pupils' moral and social development.

10. Provision for pupils' spiritual development is excellent. Pupils have excellent opportunities to reflect on their own beliefs and the beliefs of others through PSHCE, religious education (RE) and during collective worship. For example, in a Year 4 PSHCE lesson taken by the Headteacher, pupils were given the opportunity to reflect on the subject of friendship and a strong sense of spirituality pervaded the session. Teachers consistently show themselves willing to tackle difficult issues such as bereavement and encourage pupils towards self-awareness: for example, a Year 4 pupil could quote Browning's, 'Man's reach should exceed his grasp, or what's a heaven for?' with

real understanding. Prayers are said before lunch and at the end of the day. All pupils show very good self-knowledge in discussions. The school is very well supported by the local church.

11. Provision for pupils' cultural development is very good. Pupils have very good opportunities to study their own community through the many visits and activities provided for them. All pupils have the opportunity to learn the recorder and all Year 4 pupils can read music. The school is conscious of being a monocultural school and has taken steps to address this, through multicultural displays and through a recent 'Valuing Diversity' day. Strong pen-pal links have been developed with a school in India. Older pupils learn French each week.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good overall, with some excellent features and no significant weaknesses. The quality of teaching and learning is very good and this is supported well by effective assessment procedures. The school provides a well planned curriculum which is enlivened well by interesting enhancements. Care and welfare procedures are very good. The partnership the school has established with its parents and the links with other schools and the community are outstanding and contribute very effectively to the outreach of the school's work.

### Teaching and learning

Teaching and learning are very good overall with several excellent features. Teaching and learning are good in the Foundation Stage and in Year 2 and very good in Year 4. Assessment procedures are good across the school.

### Main strengths and weaknesses

- Teachers have a very secure knowledge of their subjects and of how pupils learn most effectively.
- Teachers consistently create very receptive learning atmospheres in their classes where pupils are very well behaved and motivated to do their best.
- Teachers have very high expectations of pupils' achievement and their behaviour.
- Pupils with SEN are taught well.
- Teachers' lesson planning is detailed and makes clear reference to the specific learning intended in that lesson. This ensures that pupils know what is expected of them.
- A good range of assessment data is collected and information is used well to ensure the needs of all pupils are being met.

### Commentary

#### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	8	13	4	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.*

12. Teaching and learning are good in the Foundation Stage and in Years 1 and 2, and very good in Years 3 and 4. This represents significant improvement since the last inspection. The main difference is that the proportion of excellent and very effective teaching has been increased. The inspection findings confirm what most parents and pupils think about teachers.
13. In Year 2, the quality of teaching and learning is very good in all aspects of English and in music. In all other subjects which were inspected, they are good. There was insufficient evidence in PE. In Year 4, teaching and learning are very good in English, mathematics, science and music and good in all other inspected subjects. At the last inspection, teaching was good in English, mathematics and music and satisfactory in all other subjects where clear judgements were made.

14. There are many important strengths in the quality of teaching and in the positive way that these affect pupils' learning. Teachers have very good subject knowledge and a confident appreciation of how pupils learn best. They are very enthusiastic and devise interesting and challenging activities for the pupils to follow. Pupils are managed very well, and the very good learning environments which are created in each class encourage and motivate pupils well. A noticeable strength of teaching evident through lesson observations is teachers' clear understanding of what they need to teach the children. This is shown in the detailed lesson plans which they produce but also through their interaction with the pupils. 'Listen and watch', said one teacher, 'I'm going to teach you something interesting and important.' This quickly secured all pupils' attention. Other important strengths in teaching are the way in which lessons are taught at a very brisk pace and teachers use questioning very effectively to assess what pupils know and can do but also to extend their learning. Some shortcomings noted in individual lessons were where the introduction to the lesson lasted too long and pupils were inactive for too long and where there were insufficient extension activities to challenge successfully higher attaining pupils.
15. Teaching in the Foundation Stage is good overall. A similar quality of teaching was seen in the school's last inspection. It is particularly strong in promoting children's social development. The teacher has a good understanding of how young children learn and ensures that they feel happy and secure. This enables them to achieve well. A very good atmosphere is created in the class. This is very effective in encouraging and engaging children in their learning, while having fun at the same time. The Reception teacher and support staff work very closely together to form a very effective team. Assessment of children's knowledge and skills is effective in the Reception class and activities are well matched to children's needs so that they build well on prior learning.
16. The teaching of pupils with SEN is good. Teachers use appropriate methods, which enable pupils to learn effectively. Teachers are aware of the targets set out in Individual Education Plans (IEPs) and plan against these for lessons across the curriculum. Teaching Assistants (TA's) provide very effective support, which helps pupils to achieve very well in learning basic skills.
17. An inspirational music lesson to pupils in Year 2 illustrated several other features of very effective teaching. The mood of the creative music lesson was set very effectively as pupils listened to atmospheric music as they entered the hall. They then watched as the music continued to play, as the teacher gently blew bubbles and allowed them to float around the room. Pupils were asked to listen and watch and reflect quietly on the beauty of what was happening. They did this with commendable maturity. The lesson then continued as pupils were asked to suggest and then make their own 'bubble music' to reflect the floating, turning and popping. The class teacher showed very good subject knowledge as she reminded pupils about different elements of their compositions such as the use of silence, of differences in timing and pitch. Pupils were then able to discuss, experiment with different sounds and make confident performances at the end of the lesson. The very effective lesson improved listening and composition skills and provided a significant spiritual experience for the pupils.
18. Assessment procedures are good overall. This is an improvement since the last inspection and some of the strengths identified then have been consolidated well. Data are collected from a good range of sources. The results of the national tests and the transfer tests at the end of Year 4 are analysed well and action taken as appropriate. For example, some relative shortcomings in pupils' ability to apply mathematical skills were identified and procedures adopted to rectify this. Data also come from the results of standardised testing and from knowledge tests done at the end of some units of class work that have been taught, for example in mathematics and science. Useful assessments are made of the progress that pupils make in the subjects other than English, mathematics and science. Assessment data are used well. Teachers maintain clear records of the progress which individual pupils make and the targets that they set help to inform parents and pupils of the next steps in their learning.
19. Assessment arrangements for pupils with SEN are effective and records are thorough and well maintained. The school uses assessment data from teachers and from a range of tests to inform target-setting procedures in IEPs. Assessments made on entry to school enable early identification of pupils needing extra support and lead to early successful intervention.

## **The curriculum**

The curriculum is very good. There are very good opportunities for enrichment, including extracurricular provision. The quality and quantity of accommodation and resources at the school are good overall and meet the needs of the curriculum well.

### **Main strengths and weaknesses**

- The school achieves high standards in the core subjects of English, mathematics and science but still maintains the breadth of the curriculum.
- The school provides very well for pupils' personal, social and health education.
- There are very good opportunities to extend the curriculum in a range of clubs and visits.
- Accommodation is much improved since the previous inspection and is now very good.
- Provision for pupils with SEN is very good.

### **Commentary**

20. The curriculum is planned well to provide breadth and continuity in learning across the full range of subjects. All subjects have schemes of work and time allocations are appropriate. Work is well matched to pupils' needs and all pupils are challenged to achieve higher levels. A visiting music teacher supplements the provision of music and all pupils learn to read music. French is taught to pupils in Years 3 and 4.
21. The very good provision for pupils' personal development leads to pupils' very good attitudes and excellent relationships. 'Circle times' enable pupils to talk about a number of issues. There have been visitors from the community to talk about a wide range of matters. These include the dentist, school nurse, the community police officer and the fire brigade.
22. Opportunities for extracurricular activities are very good and the school offers clubs for a wide range of interest. All pupils participate in regular sporting, musical and dramatic events. Some take part at a very high level in cluster, district and county competition for swimming, football, gymnastics and athletics. . A very good range of visits and visitors enriches the curriculum. These support most areas of the curriculum.
23. The accommodation is very good overall. Most rooms are of a good size and are attractive. There are extra rooms for other activities. The outdoor facilities are very good for sporting and other curricular activities. The library is well stocked with books in good condition. Resources for ICT are good. Since the previous inspection, a new hall has been provided, which has improved facilities for PE, dramatic presentations and assemblies. Other recent improvements have been a pavilion on the school field, and new tarmac and markings for the lower playground. The building improvements have alleviated the pressure that increasing numbers were putting on the accommodation at the time of the last inspection.
24. The provision for pupils with SEN is very good. The curriculum is well organised for those identified with SEN and no pupils are disapplied from the National Curriculum. IEPs are specific and targets are realistic. The teaching assistants are skilled and experienced and receive training within and outside school. There are very good links with outside agencies to support pupils' learning. There are shared areas and rooms where pupils can be withdrawn to be taught individually or in groups but most support takes place in classrooms. The building could easily enable disabled access.
25. The curriculum for children in the Foundation Stage is good and provides a variety of activities that stimulate their interest and motivation to learn. Activities are effectively planned within the recommended six areas of learning for children of this age. The accommodation is satisfactory for the demands of the curriculum and the needs of the children and includes their own small outdoor play area. There are however, shortcomings in the quality and range of resources and this places some restriction on extending children's learning experiences.

## **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is very good.

### **Main strengths and weaknesses**

- This is a very caring school where all adults know the pupils well and provide very good levels of care and support.
- There are very effective procedures for health and safety, child protection and first aid.
- Arrangements for monitoring pupils' personal development are very effective.
- The involvement of pupils in the school's work is very good.
- The induction arrangements for pupils in Reception are very good.

### **Commentary**

26. This is a very caring school and provision for pupils' safety and well-being is very good. These strengths have been maintained well since the last inspection. There are very good arrangements for children when they start school, which are enhanced by the very good relationships with the local pre-school. The arrangements include home visits and preliminary visits to the school by both children and parents. These visits enable teachers to gather information about the children and, as a result, children settle in very quickly and make good progress. Pupils with learning difficulties form very good relationships with teachers, support staff and each other. This increases their confidence and self esteem.

27. The school has very good health and safety procedures. The Headteacher is the designated person for child protection and for pupils in public care and procedures are very effective. All staff have been recently trained. All are very aware of child protection issues and maintain logs of concerns. Links with local social services are good. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and good numbers of staff have been trained in first aid. Emergency procedures are very thorough. Risk assessments are carried out regularly and additional assessments are carried out for trips and visits. The level of supervision at playtimes is good and supervisors are proactive in their play with children.

28. There is a very strong bond of trust between pupils and all adults who work in the school. All pupils who responded to the inspection questionnaire felt that there was at least one adult to whom they could turn for advice. Adults know the pupils very well and monitor their personal development very effectively through class files and reports. Academic monitoring is used very well to inform pupils' reports and to set targets for the next stages in their learning. Very good tracking systems are used to check on pupils' progress so that pupils really understand what they have to do to improve. Pupils' views are sought consistently through 'circle time', assemblies and PSHCE. Pupils in their questionnaire felt confident that their views could be heard and acted upon.

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

The school's links with parents, the community and other schools are excellent.

### **Main strengths and weaknesses**

- Parents have very positive views of the school.
- The school provides parents with very good information.
- Excellent links with other local playgroups and schools provide many benefits for the pupils.
- The school has excellent links with its local community.

## Commentary

29. Since the last inspection, the school has worked very hard to develop further its partnership with parents and links with the local community. Provision, which was very good at the time of the last inspection, is now excellent. Parents now have very positive views of the school's work. In a high return of their questionnaire, parents and carers expressed very positive views on all aspects of the work of the school. They were particularly impressed with the quality of the teaching, with the atmosphere of the school and with the leadership of the Headteacher, who was perceived to have 'outstanding enthusiasm, dedication and vision'. At their pre-inspection meeting, parents commented that they felt really encouraged to be part of the school.
30. Information provided for parents is very good. Details about the class work that pupils are to cover are provided each term and home/school books are used very well as a means of dialogue between school and parents. Regular, lively newsletters keep parents well informed of events and teachers are always available for informal consultation at the end of the day. Parents commented that teachers often approached them with positive comments about their children, and they appreciated this. The school prospectus and governors' annual report are attractive, clearly written and informative. Written annual reports are good: they provide diagnostic and thorough information on children's progress, set targets and offer parents and pupils the opportunity to comment. The home/school agreement is signed by all parents each year. Year 4 pupils compile an excellent magazine of their final year's activities at the school.
31. Parents support the school very well through the PTA, which has raised remarkable sums to buy ICT and playground equipment. Very good numbers of parents help in school on a regular basis. Outstanding sums have been raised for charities, both locally and abroad. Parents also support the school very well through attendance at performances and consultation meetings. Parents are keen to be involved in their children's learning: a recent course on helping children succeed was oversubscribed.
32. Parents of pupils with SEN are encouraged to be involved in identifying their needs and providing support. They are well informed and are supportive. They speak highly of the support their children receive. The school reports good links with outside support agencies. There is close liaison with the Middle Schools.
33. The school has developed excellent links with other local schools in sports and music through the Holt Heath cluster and, more recently, the Ferndown Pyramid. There are very strong links with a local independent Secondary school: pupils use its swimming pool and staff and pupils provide very good swimming instruction. The school also has excellent links with the local community, especially the church, and is an integral part of the community. For example, pupils take part in the local Mayor's annual charity appeal concerts, children regularly visit local farms, the local police officer is very supportive and very good support is given to the school by local businesses.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The Headteacher's contribution to this is outstanding. She is very well supported by other senior teachers. Governance is very good.

### Main strengths and weaknesses

- The Headteacher's charismatic leadership provides the school with clear direction and is a major reason why the school is so successful.
- The school has a very clear ethos which encourages the achievement of the highest standards in all aspects and areas.
- The contribution of the Assistant Headteacher and other senior staff is very effective.
- School development planning is clearly at the heart of the school's work.
- The school monitors spending and is very proactive in seeking and maximising any further allocations.
- Governors are involved and enthusiastic and work well with the school to improve provision

## Commentary

34. The Headteacher's leadership is outstanding. Her enthusiastic and charismatic leadership provides the school with clear direction and provides an excellent example which creates and sustains the warm, caring but challenging school community. Her very full teaching commitment enables her to lead by example and to maintain very close contact with classroom teaching across the school. The very high standards which she personally holds are effectively transferred to all other teachers. This is a major reason why the quality of teaching and learning in this school is so high. The regular contact which the Headteacher has with all pupils and teachers enables her to gain a very clear view of the school's strengths and to act quickly to rectify any potential weaknesses. The best teaching practices are effectively shared between staff members alleviating a weakness identified at the last inspection.
35. The Headteacher's management is very good. Despite having a substantial teaching commitment, she has, through wise appointment, created an effective management team which uses the interests and expertise of all staff very effectively. Staff morale and their willingness to contribute to and to share in the management of aspects of the school are outstanding. An important strength is the relationship between the Headteacher and the Assistant Headteacher. The Assistant Headteacher is very effective in the way in which she supports data analysis and school development planning and organises staff professional development. Performance Management procedures, the induction of staff and the use of the school by teachers who are training are all very good. Roles and responsibilities of all staff are very clear and there is a very impressive sense of working together and cohesion in the whole staff team.
36. School development planning is very good. The current plan is focused on maintaining the high standards in the school and makes appropriate reference to the important priority of consolidating the teaching of investigational skills in mathematics. The plan also makes clear reference to personnel, buildings and wider curriculum issues. An important strength in the planning process is the way in which the aims and objectives of the school preface the improvement plan. This ensures that the school's work is firmly embedded within its clear Christian ethos.
37. The management of SEN provision is very good. There are accurate records of pupils' progress and the Special Educational Needs Co-ordinator (SENCO) keeps the required documentation in good order. She is experienced and skilled. She gives very good support to colleagues and ensures an ethos where these pupils flourish.
38. Governance of the school is very good. The governing body is currently composed of a mixture of long-serving and newly appointed governors. Very good use is made of the interests and expertise of individual governors. Governors have a very clear view of the working of the school through the active working parties and through the regular, comprehensive reports provided by the Headteacher. Developmental issues are discussed very fully in the working parties but there is no formal provision to ensure that this process is carried out regularly and systematically.
39. Financial management is very good. The processes for devising and monitoring budget spending are secure and funds are used very effectively to both raise standards and to improve the accommodation. The Headteacher and the governing body have worked very hard in recent years to secure funding for several significant building improvements including a new administration and entrance way to the school and a purpose built hall. The school has a very clear view of the separate funds which are allocated to it. The budget carry forward is above that normally recommended but monies have already been earmarked for further internal redecoration and the completion of projects involving the car park and a safe walk-way into the school. Although the school works hard to ensure that it gets good value for money on the purchases which it makes, for example, with the new building improvements, a minor weakness is that initiatives are not formally considered and recorded using best value criteria.

### **Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	344,844	Balance from previous year	54,884
Total expenditure	348,262	Balance carried forward to the next	51,466
Expenditure per pupil	2,487		

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

#### Main strengths and weaknesses

- The consistently good teaching enables pupils to achieve well.
- Good assessment procedures are used well to track the children's progress.
- The very good relationships between children and adults ensure children feel confident and happy.
- The Reception teacher and support staff work very well together.
- The very good leadership provides clear direction for the continuing good provision.
- There are some shortcomings in the quality and range of resources.

#### Commentary

40. Children enter the Reception class in the September before they are five and, at the time of the inspection, the 29 children were only attending in the mornings. As a result, judgements about the standards these children reach have been made using evidence from lesson observations, from the limited amount of recorded work which has been produced and from a consideration of the records and work completed by children who are now in Year 1. Most children are likely to achieve the learning goals expected of them by the end of Reception in their communication, language and literacy skills and in their personal, social and emotional development. In their mathematical and physical development and in their knowledge and understanding of the world, their attainment is above the expected level. This represents good achievement from their mostly average starting point, especially as many children come into school with limited personal independence and lower than average independent writing skills. There was insufficient evidence for an overall judgement to be made about standards achieved in children's creative development.
41. The school has maintained the good provision since the last inspection. Very good leadership and management, effective planning for an interesting curriculum, combined with consistently good and some very good teaching, provide the children with interesting and varied experiences. These promote good learning and help them to make good progress. Underpinning the good practice in the Reception class are good assessment procedures, which enable the teacher to track the children's progress and attainment. These observations are used well to match work closely to the children's needs when planning the next stage in their learning. Another very strong feature is the very effective teamwork between the teacher and support assistants, which helps all lessons to run smoothly and provides very good support and encouragement for all children. This is especially significant in ensuring the good progress for children with SEN. There are however, areas for improvement in the provision of good quality resources. In particular, there are no wheeled toys to extend opportunities for children's outdoor play. This was noted in the school's previous inspection. The Reception teacher has the expertise to take a strong lead and manage improvements skilfully.
42. The school places a great emphasis on the **children's personal, social and emotional development** and sees this as central to the children's overall development in all aspects of their learning. Teaching and learning in this area are very good. The school has very good induction procedures for the children and their parents, which help the children to settle into school very well. The home visits and very good close links with the pre-school groups help many children to feel secure and happy, and they quickly settle into school. Many children are still heavily dependent on adults when they enter the Reception class. The very supportive relationships ensure that children very soon know what is expected of them, so that they quickly learn to dress themselves and clear up, with a little prompting. Children already know the routines well, settle to tasks with a minimum of fuss and behave sensibly. They are encouraged to share and take turns amicably and put up their hands when answering questions. Children are constantly encouraged to feel confident about



what they achieve and the good progress they make in this area of learning is a result of the courtesy and respect with which adults treat each other and the children. This leads to trusting relationships and helps the children to succeed.

43. Early indications are that the majority of children are on course to meet the expectations in their **communication, language and literacy** skills. The teaching and curriculum for speaking, listening, reading and writing are good. Many children are confident speakers and these skills are developed well, with many opportunities for them to talk. The children are encouraged to build on their good vocabulary by explaining their ideas while they work. Because many children enter school with lower than average writing skills, the promotion of early writing skills is given a high priority. The children are provided with a range of activities, which meet their needs well. They are encouraged to 'write' in a variety of contexts. With the support of the teacher and support assistants, who work with small groups of children, they practise writing letters and trace over correctly formed letters. As a result, they achieve well and, by the end of Reception, most are making marks in their free writing and attempt to write a few simple words. All children listen to stories with great interest and attention and many know about books and how to use them. Children have their own reading books, which they take home regularly. Frequent opportunities for them to practise in class, and the good support from home, ensure that the children achieve well in this aspect of their learning.
44. In terms of their **mathematical development**, the children achieve well and the quality of teaching is very good. Children are encouraged to count by playing games and by singing number rhymes. They develop their ideas through practical experiences such as using counters to stick in play dough and adding one more or taking one out. The children are provided with many opportunities to learn through first-hand experience. For example, with the support of a parent helper, the children went on a 'shape' walk through the school grounds looking at shapes and talking about how they are the same or different. To make it more exciting, the teacher hid a shape for the children to find. Adults question the children while they are engaged in these activities, always trying to draw out and encourage mathematical understanding. Most children count and recognise numbers up to ten with good levels of confidence and accuracy. The work of children now in Year 1 showed that many were able to add and subtract numbers to ten. Aspects of mathematics that demand the use of language, for example, describing quantity and position, are good.
45. Children achieve well in their **knowledge and understanding of the world** and make good progress. The quality of teaching in this area of learning is good. A strength in provision is the way in which children are encouraged to ask questions about their environment. Investigations take place regularly and good opportunities are provided for children to explore and actively learn by doing things. For example, in the recent focus on 'light and dark', the children were seen using torches to shine the light through different papers. While all this was taking place, the support assistant constantly engaged the children in conversation and this contributed well to extending their scientific vocabulary as they talked about what was happening. The children have free access to the computers throughout the day and were observed using the mouse with increasing control to click on items on the screen in order to make things happen. Their awareness of religious and cultural traditions is suitably enhanced through stories and through role-play activities. A strong sense of their own religious beliefs and customs is well promoted through RE lessons and through the school's strong Christian ethos. The children are enthusiastic learners who show very good levels of interest in all activities.
46. In terms of their **physical development**, the children achieve well and teaching is good. In the PE lesson observed, children made good use of the space and demonstrated movement skills such as hopping, jumping and jogging as they moved around the hall, although many found skipping more difficult. They happily experimented with sliding on different body parts on the floor and most children managed to transfer this skill to help them travel along the benches. The children quickly learn how to use tools for cutting and sticking. They show increasing control of brushes and most manipulate small objects, such as building bricks, well. There is however, a lack of stimulating large construction equipment to enhance further children's physical development.

47. Work on display in the **creative** area of learning indicates that standards are likely to be in line with those expected for children's age. While engaged in a painting task, the children increased their knowledge of colour as they experimented and found out that by adding white paint to different colours it made them lighter. In terms of their creative role-play, the children are provided with a suitable range of opportunities to use their imagination, both indoors and outdoors. Although play areas are changed regularly to keep children's interest, the resources are limited and rather 'tired looking'. This places some restriction on extending children's experiences through imaginative play.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Standards are well above average in all aspects of the subject.
- Marking is very good and informs pupils how to improve.
- Leadership and management are excellent and underpin the high achievement.
- The quality of teaching and learning is very good and pupils are achieving very well.
- There is very good support for pupils experiencing difficulties.

#### **Commentary**

48. Standards found in Year 2 in reading and writing are well above the national expectation. This is similar to the findings of the previous inspection. Results of the 2004 tests in Year 2 show above average standards for reading and well above average for writing. This is a good improvement for writing. Standards in Year 4 are also high particularly for those exceeding the national expectation in reading, where over 75 per cent of pupils are on target to reach Level 4. Achievement is very good as pupils make very good progress from the average levels at the time they enter the school. Standards show an all-round improvement from the previous inspection.

49. Across the school standards of speaking and listening remain high. Pupils listen well and are confident speakers in a range of settings across all subjects. Teachers give good opportunities for speaking and use a range of strategies. Paired discussion is encouraged in all classes. In a Year 3 lesson, pupils talked with partners to interpret a difficult poem and, in Year 4, pupils are confident and articulate when discussing features of the novel.

50. Reading standards continue a trend of well above average but with a higher percentage of pupils on course to exceed the national expectation by the time they leave the school. There are regular group reading sessions and all pupils are expected to read at home. Regular practice leads to good progress and very good achievement over the time in school. The Reading Records show that pupils change their books regularly and their success is conscientiously annotated. Good readers in Year 4 show higher order reading skills of inference and deduction. They retrieve information from a variety of sources, including the Internet, and read with fluency and confidence. They discuss the style of their favourite authors and lead the discussion about film adaptation of stories they have read.

51. By Year 4 standards in writing are also well above those expected for pupils' ages. In all subjects teachers are aware of the need to extend subject specific vocabulary and use it in both their speaking and writing. Pupils make good progress, use more imaginative language and show increased accuracy as they go through the school. In a Year 2 lesson pupils expressed their feelings using words like *embarrassed, shy, lonely, clumsy and puzzled*. In Year 4 they became enthused by Haiku and used imaginative and descriptive language whilst adhering to the structure:

*Grey smoke twists and turns  
Twirling, floating in the air  
Following the wind.*

52. The quality of teaching and learning is very good overall. In the lessons seen in Years 2 and 4, it was excellent. In both lessons pupils were engrossed in their work and, as a result of high quality teaching, made better progress than might be expected. Achievement was very high because work was well matched to the needs of all pupils and really challenged them to do their best. In Year 2 the 'hot seating' by the teacher gave pupils very good opportunities to ask questions and explore the story of 'Stellaluna'. In Year 4, pupils were engrossed by the teacher's skilled reading of 'A Journey to Jo'burg' and hung on her every word. They felt they had to work hard and were doing very well. All teachers manage lessons well and insist on good behaviour. Pupils are very attentive and concentrate well on their tasks. They enjoy their work and behave very well. Marking of work is very good. It encourages pupils and tells them what they need to do to improve and relates well to the clear learning objectives. Teaching assistants provide very effective support, which helps pupils with SEN to achieve in line with their peers in learning basic skills. Assessment clearly shows where pupils are at, informs the setting of targets and tracks their progress.
53. The subject is extremely well managed by an experienced co-ordinator. She monitors all aspects of the subject and gives valuable feedback to teachers. She is an excellent role model and all teachers share her desire to challenge all pupils to do their best.

### **Language and Literacy across the curriculum**

54. There are good opportunities to develop literacy across the curriculum. Opportunities to develop speaking and listening are evident in most subjects. Teachers give time for talking to partners and group discussions. In science, pupils write up their findings from investigations clearly. Pupils extend their technical vocabulary in science and ICT. In PE, they listen carefully and follow instructions sensibly. The use of computers is developing well and is becoming an integral part of learning. The library provision has been improved and now includes computer workstations for research.

### **MATHEMATICS**

Provision in mathematics is **very good**.

#### **Main strengths and weaknesses**

- Pupils attain standards in Year 2 that are above average while those in Year 4 are well above those expected for their age.
- The quality of teaching and learning is good in Year 2 and very good in Year 4.
- Pupils are very well motivated and have very good attitudes to the subject.
- Across the school, pupils' oral skills are developed very well.
- The subject is led and managed very well.
- Mathematical skills are used well in other curriculum areas.

#### **Commentary**

55. The results of the recent national tests for seven-year-olds have shown that standards in mathematics have been consistently above average but that there had been a downward trend between 2001 and 2003. However, the results in the 2004 tests show that there has been a return to very high standards and the downward trend successfully reversed. Currently, pupils in Year 2 are attaining standards that are above average. This judgement matches the school's most recent assessment for the Year 2 group. These findings are slightly lower than the very high standards attained in 2004 but represent a good level of challenge for the current group. Standards in Year 4 are currently above average but are likely to be well above average by the time pupils leave. This is in line with the school's assessment and reflects the very good teaching that these pupils

receive. Across the school, pupils with SEN achieve well and make good progress towards their own learning targets.

56. Pupils in Year 2 achieve well and those in Year 4 achieve very well. A strength in pupils' achievement is the way in which they are encouraged to talk about their work and explain the mathematical processes which they are using. The new mathematical vocabulary introduced and used by the teacher is soon understood and used confidently by the pupils. As well as providing good links with important literacy skills, the promotion of oral skills helps to consolidate their learning, encourages others and improves their confidence and self-esteem. In a Year 4 lesson, when one pupil was encouraged, 'Come out to the front and you be teacher!' this really boosted her self-esteem. Pupils are also encouraged very well to develop the speed and accuracy of their mental and computational work. This is done well as tasks are carefully timed and pupils endeavour to work to complete the task quicker next time.
57. The quality of teaching and learning is good in Years 1 and 2 and very good in Years 3 and 4. In Year 2, pupils are given good opportunities of using a good range of appropriate resources. In a lesson observed during the inspection, good use was made of the interactive white board to display different coins and to show different collections of coin values. Pupils were then given the opportunity of using real coins to make totals of money in a variety of ways. Teaching and learning in Year 4 are very good. The teacher successfully transmits her love of numbers to the pupils and is constantly encouraging them to use what they know quickly and accurately and to extend their understanding wherever possible. The management of pupils is excellent and the classroom atmosphere is one where learning is valued. Pupils are encouraged and very well motivated. A minor weakness is that, occasionally, insufficient extension work is planned for higher attaining pupils.
58. The management of the subject is very good. The co-ordinator has undertaken useful analysis of the trends of recent tests. The school quickly realised the dropping trend in the subject in the Year 2 tests and analysis of the results indicated a relative weakness in investigational skills. As a result, teachers have been encouraged to increase the opportunities for pupils to investigate. There was clear evidence from the sample of pupils' work that they now undertake a good number of investigations, particularly into different number patterns. Assessment is good, and data are used well to set individual and year group targets. ICT is used well. The interactive whiteboards in each class are used well to bring the subject alive and pupils have regular access to programs which help to develop the speed and accuracy of their number work. A new venture is the introduction recently of a personalised work program. During the inspection, Year 1 pupils were observed to be fully involved with this activity.

### **Mathematics across the curriculum**

59. The subject is used well to support learning across other subjects. Good links are made with ICT. Good opportunities are provided for the use of data handling in science as, for example, older pupils draw graphs to show the main hair colour of pupils in the class. In design and technology, pupils also collect and display data showing the most common food items in pupils' lunch-boxes. Pupils draw timelines in history to show, for example, events in the life of Queen Victoria.

## **SCIENCE**

The overall provision in science is **very good**.

### **Main strengths and weaknesses**

- The standards reached by pupils in Year 2 and by Year 4 are well above average.
- There are very good opportunities for pupils to investigate and experiment.
- The teaching of science is very good in Year 4.
- Pupils enjoy science and behave very well in lessons.
- Procedures for assessing pupils' work are good.

## Commentary

60. Standards in science in Year 2 and Year 4 are well above average. This is similar to the assessments made by teachers at the end of Year 2 and Year 4 in 2004. It is a significant improvement since the school's previous inspection when standards were judged to be close to the national average. This inspection finds that children start school at average standards. For these reasons, the very good teaching is judged to be promoting very good achievement by Year 4, where the high expectations of the teacher have a major impact on pupils' learning. Pupils with SEN do well and their scientific understanding is often in line with that expected for their age. More able pupils achieve well and, in 2004, nearly half the Year 2 pupils attained the higher level 3.
61. Pupils are taught all elements of the subject as they move through the school. In a Year 1 lesson, many pupils revealed good achievement as they recognised that shiny objects such as tinsel needs a light source if it is to shine. Pupils in Year 2 have a good knowledge of the characteristics of materials and confidently use terms such as 'hard', 'squashy' and 'transparent' to describe a material for others to identify. Many pupils are developing a scientific vocabulary to explain their observations as they undertake investigations. As a result, by Year 4, many pupils are able to provide very clear explanations and record their findings accurately when writing up the experiments.
62. The quality of teaching and learning is consistently good, with some very good features in Year 4. This means that pupils most often make very good progress. Teachers are skilled at developing the appropriate scientific language that pupils need to talk about their work. This supports their literacy and speaking skills very well. Lessons are well prepared, organised and interesting. As a result, pupils are positive about their work. Much of the work set is challenging, and builds well on pupils' previous learning. Occasionally, however, the expectations are unrealistic and pupils are not always clear about what is expected of them. Teachers have a good scientific knowledge and ensure that pupils have extensive experience of experimenting. This develops pupils' scientific skills well.
63. In the Year 4 class, science is taught very effectively and this has an impact on the very high standards. The very high expectations and standard of questioning ensure that all pupils are challenged well and enjoy thinking scientifically. This was well illustrated in the lesson observed based on electricity. The high quality discussion was a key factor to learning in this lesson. The clear explanations and very good use of time ensure that pupils quickly learn to work as scientists. The previous work undertaken by the Year 4 pupils shows that pupils had been given many opportunities to carry out a wide range of investigative work in practical scientific activities as, for example, when investigating the feeding relationships in habitats and the uses of thermal insulation.
64. The subject is very well led and managed by the two co-ordinators. Assessment procedures are good and include useful assessments at the end of each unit. Good links with literacy, numeracy and ICT were evident during the inspection. Learning resources are good and teachers make good use of the grounds and pond to study animals and their habitats. Overall, there has been a very good improvement since the school was last inspected.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Resources and accommodation are good and greatly contribute to the rising standards.
- The quality of teaching and learning is good and this leads to pupils being keen to learn.
- Greater use is developing in other subjects.
- The subject is well led and managed and there is clear vision for future development.

## Commentary

65. Standards are broadly average at the end of Year 2 as they were at the previous inspection. In Year 4, standards of work seen are above average. This is an improvement on the satisfactory standards found at the last inspection. Pupils are achieving well and making good progress in developing their skills. Previous work shows a good range of experiences across all strands of the subject. An example of high quality multimedia work shows pupils' contributions to a cluster group website. Year 4 pupils used buttons and hyperlinks to write multi choice adventure stories and successfully combined text, graphics and sounds.
66. The overall quality of teaching and learning is good. At the previous inspection it was judged satisfactory. All teachers are now confident and competent. Teaching assistants work effectively with groups of pupils on a range of programs across the curriculum. They offer good support and intervene appropriately to extend pupils' learning. Sessions in the computer suite are well managed and pupils show good attitudes and are keen to learn. When required, they work well in pairs. A lesson to pupils in Year 2 illustrated several other features of good, effective teaching. The focus of the lesson was to develop pupils' appreciation of line and colour in art based on the work of the artist Mondrian. The teacher prepared the pupils very well and gave them good opportunities to explore patterns and look at the computer functions before they worked on their own similar designs. The different parts of the lesson were carefully timed and the teacher circulated well around the computers as the pupils worked encouraging them and suggesting improvements that they might make to their work.
67. Leadership and management of the subject are good. The co-ordinator is in the process of taking over the role, which is presently shared. Management has successfully introduced new resources to remedy any shortcomings at the previous inspection. There is now an above average number of computers available and each class has an interactive white board (Year 4 use the one in the adjacent suite). This easily enables whole class lessons where all pupils have hands on opportunities either individually or in pairs. The interactive white boards are proving successful in delivering whole class lessons and providing clear explanations to teach new skills.

## Information and communication technology across the curriculum

68. Opportunities to use computers in other subjects are developing well. Examples were seen of several year groups using a selection of mathematics programs to reinforce learning and of using the Internet to find information. Pupils handle data in science and mathematics and use a range of techniques in art to produce work in the style of famous painters. Across all subjects pupils make good use of their class digital camera and video.

## HUMANITIES

69. There was insufficient evidence for a judgement to be made about standards or provision in history or geography.
70. In **geography**, younger pupils contrast Katie Morag's island with Hampreston village and draw a sketch map of their journey to school. Older pupils study the geography of South America and know, for example, details of life in the Amazon rain forest and the names and capital countries that make up South America. Interest in more distant places is encouraged very well through the 'Seeds for Africa' appeal and through the contacts being developed with the village of Thandigudi in India. This was recently visited by one of the teachers and mail and e-mail contact is being maintained.
71. Evidence from teachers' planning and from the scrutiny of pupils' work shows that in **history**, a good range of interesting topics are taught and recorded to an appropriate depth. Older pupils have a good understanding of aspects of Victorian Britain, such as what the conditions were like in some factories and events from the life of Dr Barnardo. In their study of Ancient Egypt, older pupils know the names of several different Pharaohs and the importance of the River Nile in ancient times. Younger pupils know facts about how the seaside has changed from the past to the present.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. There was insufficient evidence for an overall judgement to be made about standards or provision is **design and technology**. A scrutiny of teachers' planning shows that an appropriate range of topics is undertaken. Photographic evidence of completed work shows that pupils have been involved with the designing and making of artefacts. For example, some younger pupils make models with wind-up mechanisms to illustrate Nursery rhymes such as 'Little Miss Muffet' while others design and make cards with moving parts to show scenes from the story 'The Owl who was afraid of the dark'. Older pupils make box containers with secret compartments and others produce interesting photograph frames. Teaching and learning in the single lesson observed were very good. Important strengths were the very positive way that pupils were managed and the careful and well thought out way that the topic was introduced. Pupils were beginning to think about designing and making their own puppet. The teacher gave very good opportunities for pupils to talk about possible designs and to look at different puppets. She also cleverly reinforced pupils' appreciation of the whole design process.

### Art and design

The provision for art and design is **good**.

### Main strengths and weaknesses

- The quality of teaching and learning is good and leads to pupils reaching standards higher than normally found by Year 4.
- Pupils enjoy the subject and show good attitudes.
- The subject is well led and managed.

### Commentary

73. Standards in Year 2 are broadly average and by Year 4 they are above average. This represents an improvement in Year 4 since the last inspection. Pupils are achieving well and making good progress in developing their knowledge and skills.

74. Across the school, the quality of teaching and learning is good. A Year 1 lesson gave pupils good opportunities to develop an awareness of texture and pattern making. In a one-colour collage, the teacher encouraged them to experiment with a range of materials. Teaching was imaginative and led to good interest. In a Year 4 lesson, pupils built on the previous high quality work on William Morris. The teacher encouraged them to describe his work in terms of shades and contrasts and to be aware of his advice to 'have nothing in your houses that you do not know to be useful, or believe to be beautiful'. Another group was skilfully taught techniques of Batik by a professional artist. Pupils show good attitudes. They take care with their work and are proud of their finished products. They are interested and keen to try new techniques.

75. Leadership and management are good. The co-ordinator ensures that high quality resources are available and has adapted national guidelines to produce the school's own. The last inspection found previous guidelines restrictive. She has time to monitor the subject and offer advice. The use of ICT is developing well. Pupils access the Internet to look at work of famous artists and have used a paint package on the computer to produce work in the styles of Mondrian and Kandinski.

### Music

The overall provision for music is **very good**.

### Main strengths and weaknesses

- Very good teaching in Year 2 and Year 4 promotes well above average standards.

- The co-ordinator provides very good leadership and management of the subject.
- Some very good, imaginative ideas for activities in lessons enhance learning in other subjects.
- There is very good provision for pupils to learn to play the recorder.

### Commentary

76. In Year 2 and Year 4, pupils' attainment is well above average, and this generally matches the findings of the last inspection report. All groups of pupils achieve very well. This is because teaching involves everyone and pupils are being given plenty of opportunities for hearing music, composing and performing. In whole school assemblies, pupils' singing is rhythmic and tuneful. Pupils maintain the tone quality when singing quietly and are able to keep control when the music calls for loud singing. They obviously enjoy singing, listen carefully and adjust their performance to the style of the song.
77. The quality of teaching and learning is very good. The recorder teacher for pupils in Year 4 is a specialist musician, and pupils gain much from her expertise. As a result, all pupils learn to play the recorder and become skilled at reading and performing parts from notation. Pupils in Year 2 benefit from the very good teaching of the music co-ordinator and make very good progress in learning to play the recorder. The lessons are challenging, proceed at a brisk pace and maintain pupils' interest very well. In Year 2, the class teacher's very secure subject knowledge is combined with an ability to find extremely innovative activities that introduce the skills she is teaching. The lesson observed involved pupils exploring vocal sounds to help them make music that begins with the birth of a bubble and stops when the bubble bursts. As they worked in small groups, one blew bubbles from a bubble pot while the others created sounds in such a way as to reflect the movement. Overall, the class did very well and increased their understanding of how duration and silence can be organised and used expressively within a simple structure. The quiet thoughtful mood set throughout the lesson made an extremely good contribution to pupils' spiritual development.
78. The leadership and management of the subject are very good. The co-ordinator has added her touch to the schemes of work so that they contain interesting activities as well as taking pupils further in the acquisition of musical skills. All pupils in Years 2, 3 and 4 have the opportunity to learn to play the recorder, as it is a part of the curriculum. The curriculum is further enriched by a number of workshops and visiting specialists, including the opportunity for some pupils to play the violin. Resources are now good, which is a good improvement from the previous inspection when it was said that there was only a narrow range of instruments for pupils to use. The school provides pupils with a good range of opportunities to listen to and play music from different cultures. Music is a subject with many very good features and makes a significant contribution to the spiritual, cultural and social development of the pupils.

### Physical education

Provision for physical education is **very good**.

#### Main strengths and weaknesses

- The quality of teaching and learning is good and pupils reach good standards overall.
- Pupils reach particularly high standards in swimming.
- There are very good opportunities for extra activities and team participation.
- Pupils show very good attitudes to sport.
- Leadership and management of the subject are very good.

### Commentary

79. No lessons were seen in Years 1 and 2 so no judgements can be made for these pupils. In Years 3 and 4, standards are overall above average. Pupils are very keen and take part in physical activities sensibly and safely. Pupils of all abilities achieve well and develop their potential.
80. In a Year 3 gymnastics lesson, pupils were very well taught and they made good progress in developing a range of balances. They showed good awareness of space and understanding of the importance of poise and control in their work. Good teaching in a Year 4 lesson by the teacher and two teaching assistants led to pupils developing catching and throwing skills and tactical



awareness appropriate to their ages. They enjoyed games of 'school ball' and hoop ball and performed vigorously. Pupils reach a very high standard in swimming and, by the time they leave the school, all achieve the national expectation to swim 25 metres and most exceed it. This expectation would normally be expected of 11-year-old pupils. These high standards are reached because of the high level of coaching and good opportunities available at a neighbouring public school. This school transports pupils in its minibus and gives free use of its pool. It also provides a number of older pupils to coach pupils in very small groups as part of their community service programme. These older students are keen and enthusiastic and really encourage and motivate all the Year 4 pupils to achieve very well. Other adult helpers, two of whom have swum for the national team, support them and the standard of the best swimmers reflects this highly skilled coaching.

81. Very good leadership and management ensure a high profile for the subject and many opportunities for participation in a range of activities both in lessons and after school. There are clubs for a range of sports and the school continues to enjoy very good success in inter-school tournaments at cluster group, district and county level for swimming, football, gymnastics and athletics. They have been the East Dorset swimming champions for four of the last five years. There has been good improvement since the previous inspection. The new hall has greatly improved facilities for all aspects of PE.

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

Provision in personal, social and health and citizenship education (PSHCE) is **very good**.

### **Main strengths and weaknesses**

- Overall, PSHCE is central to the ethos of the school, and is very well planned to have a very good effect upon pupils' growing up.
- Provision effectively permeates the whole school curriculum.

### **Commentary**

82. PSHCE is given a very high priority in the school. It makes a very good contribution to establishing the excellent relationships evident in the school. Its success is reflected in pupils' very good attitudes to learning, which support their very good achievement. The scheme of work links well to other subjects. For example, work in science and DT is linked well to the national Healthy Schools initiative. The school has received Healthy Schools recognition. The Christian ethos of the school underpins all its work and the importance placed on pupils' personal development. The school has participated in a wide range of events that make a very good contribution to pupils' personal and social development. An example of this was a visit from the 'Life Education Centre' and fund raising events for local causes, such as a playground in Ferndown for children with disabilities.
83. The quality of teaching and learning is very good overall. Exceptionally good, sensitive teaching observed in a Year 4 lesson, where pupils were exploring friendship, made a significant contribution to pupils' awareness of the qualities that make a good friend. In this lesson, full involvement of pupils in discussions and the high value placed on their views and ideas resulted in all pupils being sufficiently at ease to share their thoughts openly. In Year 1, the teacher skilfully linked the pupils' learning to aspects of safety. After reading a poem, entitled 'Bonfire Night', she sensitively discussed the dangers of fireworks and bonfires with the pupils and what they need to do to keep safe. This was particularly relevant as the school was holding its annual bonfire fair at the end of the week. Pupils feel confident that they can discuss any problems with any adult in the school, as they will always be listened to.
84. Pupils are involved in the decision making process, through opportunities in class discussions and informal chats to explain their views and to make their own suggestions. The break time 'Here to Help' monitors were developed as a result of these discussions, as were the recent playground markings. Pupils are keen to assume roles of responsibility as monitors to help with daily routines in the school and diligently carry out their duties in caring for others. The Headteacher as co-ordinator has been instrumental in developing the school's PSHCE programme and policy 'Preparation for Life'. It is very good. She provides exceptionally good leadership and management, leading by example.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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