

# INSPECTION REPORT

## **Pamphill VC CE First School**

Wimborne, Dorset

LEA area: Dorset

Unique reference number: 113764

Headteacher: Mrs B. Thomas

Lead inspector: Jeff Lemon

Dates of inspection: 13<sup>th</sup> – 15<sup>th</sup> September 2004

Inspection number: 267462

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 category:	Voluntary Controlled
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	74

School address:	Pamphill Green Wimborne Dorset
Postcode:	BH21 4EE

Telephone number:	01202883008
Fax number:	01202883008

Appropriate authority:	Governing body
Name of chair of governors:	Mr R Wall

Date of previous inspection: 8<sup>th</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

This is a small rural school located to the north west of Wimborne Minster in Dorset. The school is rather isolated, serving a number of small villages and also drawing over half of its pupils from the nearby town and other villages further afield. There are 74 pupils on roll, with overall about equal numbers of boys and girls. The school's roll has fallen since the last inspection and there has been an above average turnover of pupils and a small drop in numbers since 2003. The school is arranged in three classes but at the time of the inspection the Foundation Stage children attended for the morning only and there were two classes each afternoon. Most pupils travel to school by private car. There is evidence of some social deprivation but generally the socio-economic context of families served by the school is above average.

The percentage of pupils who are eligible for free school meals is very low. All pupils are from white British backgrounds, which is typical of the area served by the school. The number of pupils who speak English as an additional language is lower than average. The percentage of pupils with special educational needs is average. These pupils mostly have moderate learning difficulties but some are awaiting assessment of their more profound difficulties. No pupils currently have statements of special educational needs. The school was successful in receiving a school achievement award in 2001. Attainment on entry is wide and represents the full range, but is above average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	English, information and communication technology, history, geography, music, physical education, personal, social and health education and citizenship.
9569	Jan Leaning	Lay inspector	
31801	Yvonne Bacchetta	Team inspector	Foundation Stage, mathematics, science, religious education, art and design, design technology.

The inspection contractor was:

Altecq Inspections  
102 Bath Road  
Cheltenham  
GL53 7JX

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The effectiveness of the school is satisfactory with some significant strengths and some areas requiring improvement. Teaching is good and sometimes very good, so that pupils achieve well and reach standards which are above average by the time they leave the school. Leadership and management are satisfactory and overall the school provides satisfactory value for money.

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

- Pupils achieve well in Years 1 to 4. Standards attained in the national tests for 7 year olds are consistently well above average.
- Teaching is good and sometimes very good.
- Behaviour is good and pupils have positive attitudes to learning.
- The work of the acting headteacher, well supported by staff and the local education authority, has been very effective in maintaining standards and the confidence of parents.
- The curriculum is exciting and well enriched by visits and visitors.
- Strategies for monitoring and evaluating the school improvement plan are unsatisfactory.
- Support for inexperienced staff has not been consistent or well managed.
- Formal procedures for ensuring health and safety are not sufficiently rigorous.
- The accommodation is unsatisfactory.

The school has successfully addressed the issues raised at the last inspection. However, whilst the academic standards have remained high, alongside the good quality of teaching, in some areas the school is less effective than it was. Leadership, which was very good, is now satisfactory and the management of the school now has some shortcomings. Some of the reasons for this decline are that there has been a high turnover of staff and that the headteacher has been suffering from ill health.

### STANDARDS ACHIEVED

Achievement is **good**.

#### Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A*	A*	A*	A
writing	A*	A*	A	A
mathematics	A*	A	A	B

*Key: A\* indicates that the school's performance was in the top 5% of all schools 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*

Achievement in the Foundation Stage is satisfactory as by the end of the reception year, most children are at least on line to achieve the early learning goals in all areas of learning. Pupils in Years 1 to 4 achieve well in lessons and are making good progress. Pupils have attained

consistently high standards in the national tests for 7 year olds. The performance of Year 4 pupils in the optional assessments in 2004 showed a dip but inspection evidence indicates that the achievement of these pupils is good and standards are high. The trend is of good improvement and an analysis of the 2004 results compared to the national results for 2003 indicates that standards have remained high. This reflects great credit on the school during a time of high staff turnover and the absence through illness of the headteacher. Work seen in the inspection shows that pupils achieve well in all year groups throughout the school. There is no significant difference between the achievement of boys or girls. Pupils with special educational needs are given good support both in class and when they are withdrawn for more focused work. These pupils have clear individual education plans with targets set as small steps and they therefore make good progress.

Pupils' spiritual, moral, social and cultural development is **good**. Pupils are well behaved and have good attitudes to school. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. Teaching is good overall and as a result pupils learn well. In all classes teachers plan well and are good at engaging and stimulating pupils to learn. Assessment is good and is well used to determine how well pupils have done and what they need to do next.

The curriculum is satisfactory and is well enriched with a good range of visits and visitors. Pupils are satisfactorily cared for and links with parents, the community and other schools are good. The accommodation is at present unsatisfactory but building improvements are in hand which will address this issue.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. In the absence of the headteacher the acting headteacher provides very good leadership and is well supported by all staff. Governors are very supportive and committed but do not have sufficient understanding of the school's strengths and weaknesses. The management of the school is satisfactory but has been ineffective in supporting inexperienced teachers and in formalising some health and safety procedures.

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

The majority of parents are supportive of the school, feel it is well led and managed and believe their children make good progress. A significant minority of parents expressed some concerns following a time of uncertainty and some have moved their children to other schools. However, confidence in the school is being restored due to the very good leadership by the acting headteacher. Pupils enjoy being at school, they like their teachers and have good opportunities to help around the school.

## **IMPROVEMENTS NEEDED**

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

- improve school development planning to involve staff and governors more effectively;
- establish consistent and effective support for all staff to ensure they benefit from continuing professional development;

- formalise and implement more rigorous health and safety procedures;
- ensure that the proposed plan to improve the accommodation is implemented and evaluate the impact on the quality of education.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is **good**. It is **satisfactory** in the Foundation Stage and most children reach the expected standards in all areas of learning. Achievement is **good** in Years 1 to 4 and standards are above average.

#### Main strengths and weaknesses

- Pupils consistently reach high standards in the national tests for 7-year-olds.
- Standards are high in reading, writing, mathematics and science in Years 1 to 4.
- Pupils use their good literacy skills to help their learning in other subjects.
- Information and communication technology is not yet used effectively.
- Pupils with special educational needs are well supported and make good progress.

#### Commentary

##### Foundation Stage

1. By the end of the reception year, most children are working at least within the early learning goals in all areas of learning. The children achieve very well in their mathematical development and all reach or exceed the early learning goals. Most children reach or exceed the early learning goals in their personal, social and emotional development and in their creative development. Their achievement in communication, language and literacy and in their knowledge and understanding, and physical development is satisfactory.

##### Key Stage 1

<i>Standards in national tests at the end of Year 2 – average point scores in 2003</i>		
Standards in:	School results	National results
reading	18.4 (18.8)	15.7 (15.8)
writing	16.9 (17.1)	14.6 (14.4)
mathematics	17.7 (17.7)	16.3 (16.5)
<i>There were 18 pupils in the year group. Figures in brackets are for the previous year.</i>		

2. Pupils have attained consistently high standards in the national tests for 7-year-olds. In 2003 standards were very well above average in reading when compared to all schools nationally and well above similar schools. In writing standards were well above the average for all schools and for similar schools and in mathematics standards were well above all schools and above those reached by similar schools. The trend is one of good improvement and an analysis of the 2004 results compared to the national results for 2003 indicates that standards have remained high. This reflects great credit on the school during a time of high staff turnover and the absence through illness of the headteacher.

3. Pupils leave the school after completing Year 4 so there are no national figures with which to compare the school's performance. However, the school does use the optional standard assessment tasks and over time the school has performed well when compared to the local authority results for similar Dorset schools. In 2004 results indicated that standards of reading were in line with other Dorset schools and that standards of writing were above average. Results in mathematics were slightly below the Dorset results. These results show an improvement in performance by the girls and a slight drop in performance by the boys from the 2003 results, which is explained by the small size and nature of the cohort. Work seen in the inspection shows that pupils achieve well in all year groups throughout the school. There is currently no significant difference between the achievement of boys or girls. Pupils achieve well because teachers assess pupils accurately and plan and set work which is at the right level for all groups. The higher attaining pupils are mostly well challenged and this ensures they make good progress. Pupils with special educational needs achieve well also because of well-focused individual support from a part-time teacher, very clear individual education plans and good targeted support in class from teaching assistants.
4. The good literacy skills of the pupils are used well in other subjects. Good opportunities to write at length are provided in religious education, history and geography and this helps pupils to achieve well in these subjects. Since the last inspection there has been a drop in the use of pupils' information and communication technology skills to enhance their learning in other subjects. This is due to a high turnover of staff and increased curriculum demands since that time but also a lack of clear long-term planning.

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

Attitudes are **good**. Behaviour is **good**. Attendance is **satisfactory** and punctuality is **good**. Spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- The pupils come to school happily and enthusiastically engage in lessons.
- The acting headteacher has quickly managed to create a calm and purposeful environment.
- Most pupils have a good understanding of how they are expected to behave.
- The attendance rate is affected by the number of holidays taken during term time.
- Most pupils arrive in good time for the start of the school day.

### **Commentary**

5. The pupils come into school happily each day and settle quickly into secure routines such as the 'table top activities' planned by teachers this term for those who arrive early. In lessons, from reception upwards, the pupils show their enthusiasm by good levels of interest but their concentration decreases when the pace of lessons is too slow or lack challenge. Pupils say how much they find learning 'fun', like school and talk enthusiastically about their lessons. Pupils are very proud to take responsibilities and to take part in events and concerts.
6. Good relationships develop across the whole school community because the structure of the day has recently been improved by the acting headteacher. By staggering playtimes, which allows pupils to play together freely with their own age group and in more space, the acting head has brought more calmness. Pupils are encouraged to treat everyone with respect and to develop an awareness of their own feelings and to consider the

feeling of others. In lessons they work well together in groups or pairs, developing good listening skills. The pupils are very well supported and respected by the adults who take every opportunity to praise or thank pupils for good responses through the day and in lessons. As a result the school has a calm, but very purposeful atmosphere where learning is taking place because the pupils know they are valued.

7. The behaviour of the pupils in lessons and around school is good. They are fully aware of the school's expectations. The school now involves all pupils in drawing up class rules. Teachers encourage good behaviour in lessons and a few boys in Years 3 and 4 who have the potential to disrupt are managed very well with positive approaches. During lunchtime play older pupils are very caring towards younger pupils. There have been no exclusions from school this year.
8. Because the school has not sufficiently monitored its provision, the development of pupils' spiritual awareness, self-knowledge and has declined since the last inspection. This term the school has adopted a more collective approach to pupils' personal development. Teachers and staff are committed to promoting equality and concern for the needs of individuals.
9. Pupils' spiritual development is good and significantly nurtured through religious education, art, music, collective worship and many opportunities to appreciate the beautiful environment of the school. Short periods for reflection and the growth of personal insight on what they have achieved are conducted sensitively. Pupils quickly and eloquently praise others for what they have achieved which results in the raising of self-esteem.
10. Provision for moral and social development is good, with pupils considering how they need to take into account the needs of others. This was very good at the last inspection so the standard has declined. Pupils in Year 4 appreciate the values of taking responsibilities around the school and that boys and girls have equal opportunities. In class they confidently discuss with others the importance of listening to others and increase their awareness of how their behaviour affects learning.
11. Provision for pupils' cultural development is satisfactory. Through their studies of religious education, pupils' awareness of other world faiths is raised. Cultural experiences are nurtured in art and music and from taking part in dance festivals. During "One World" week pupils reflect upon connections and relationships to people in other parts of the world. Overall, spiritual, moral, social and cultural development is good.

### Attendance

Attendance in the latest complete reporting year (%)				
Authorised absence			Unauthorised absence	
School data:	5.3		School data:	0.0
National data:	5.4		National data:	0.4
The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.				

12. The attendance for the last recorded year was in line with most other primary schools. Most children attend school regularly and on time: there have been no unauthorised absences. Registers are kept according to statutory requirements and are checked every half term by the educational welfare officer. Attendance figures are affected by the number of parents who take their children on holiday during term time and in this small rural community, the school is aware that this is sometimes necessary and whilst holidays can broaden the children's experiences they also disrupt teaching. Punctuality is good and lessons start promptly.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **good** quality of education. Teaching is good and the satisfactory curriculum is very well enriched, pupils are satisfactorily cared for and links with parents are good. The school has good links with the community and good links with other schools.

### **Teaching and learning**

Teaching and learning are **good**. Teaching in the Foundation Stage is **satisfactory** and in Years 1 to 4 it is **good**. Assessment is **good**.

### **Main strengths and weaknesses**

- In spite of staffing changes and the absence of the permanent headteacher, teachers have worked very well as a team to ensure that the quality of teaching has been maintained.
- Stimulating and lively teaching encourages good learning.
- Teachers plan the work for pupils well.
- Teaching assistants are used well and make a good contribution to pupils' learning.
- Pupils' behaviour is managed well.
- Assessment techniques are effective and ensure that pupils' progress is well tracked.
- Occasionally the work in the Foundation Stage lacks sufficient challenge for higher attaining children and their learning slows.

### **Commentary**

13. In about two-thirds of lessons the quality of teaching and learning is good and in 10 per cent of lessons it is very good. Teachers at the school are all relatively inexperienced and have received inconsistent support over the last year because of staffing changes and the absence of the permanent headteacher through illness. Good support has been given by the local education authority and excellent support from the acting headteacher. This support, combined with a very strong commitment from the teachers and teaching assistants, has ensured that the quality of teaching has remained high and has helped to maintain and secure high standards of achievement.
14. Teachers are good at planning work; they make sure that introductions to lessons are interesting. This is done often by using a practical activity or by showing something of interest, for example in a Years 1 and 2 geography lesson the suitcase that Barnaby Bear took on his holidays. Teachers carefully recap on previous learning and tell pupils clearly what they will be learning about in the lesson, which helps to focus learning and ensures that pupils achieve well.
15. Teaching assistants are hardworking and although the inspection was early in the term they have already developed good co-operative teamwork with the teachers. They are

clear about what they have to do and support pupils well in whole class sessions by sitting alongside pupils and making sure that the pupils understand the teacher and by encouraging their thinking. In group activities they work well following the clear brief laid out by the teacher and as a result pupils learn well.

16. Teachers in all classes have high expectations of behaviour and as the inspection took place early in the school year teachers were rightly establishing the clear rules and procedures for their classes. A range of effective strategies are used, importantly including praise of good behaviour, and pupils respond sensibly and are therefore able to get on with the interesting tasks set and make gains in their learning.
17. Teachers mark pupils work carefully and use praise well to encourage pupils but there is also a clear focus on giving guidance on what the pupils need to do to improve their work and make progress. Assessment of the levels that pupils have reached in reading, writing and mathematics is good and an overall target is set for each pupil based on the national expectations. This target is then turned into specific small steps written in words, which the pupils understand and can work towards. This system has been effective in ensuring that pupils are realistically challenged and that they make the progress they are capable of.
18. Teaching in the Foundation stage is always satisfactory; the teacher is still completing her qualification and has recently received very good support from the local education authority to ensure a better delivery of all areas of learning in the Foundation Stage curriculum. In whole class sessions sometimes too much emphasis is given to supporting pupils who need extra support and those who are capable of moving on more quickly do not get sufficiently challenging questions or activities to move their learning on at a good pace.

## **The curriculum**

The curriculum is **satisfactory** overall. Provision for enrichment and extra-curricular opportunities is **good**. Resources are **satisfactory**. Accommodation is presently **unsatisfactory**.

### **Main strengths and weaknesses**

- The curriculum for the Foundation Stage children is at an early stage of development.
- The curriculum is planned effectively to create understanding.
- Good enrichment opportunities meet the needs of pupils effectively.
- The religious education curriculum does not ensure adequate planning for teaching and learning about the Jewish faith in accordance with the Dorset Agreed Syllabus by Year 2.
- The accommodation is too small and restricts access to the curriculum.

## **Commentary**

19. The headteacher has led a whole-school approach to 'Excellence and Enjoyment' of the curriculum so that 'mini topics' link the development of similar knowledge and skills in different subjects. The curriculum fulfils statutory requirements and the breadth and quality is satisfactory.
20. The Foundation Stage curriculum for the first school term is planned with support from local education authority advisors to meet the needs of children so that methods,

activities and topics more carefully provide opportunities for the 'stepping stones' that help children reach the early learning goals in all areas of learning. The school is being supported in developing this over the coming year. Children, including those with special educational needs, are satisfactorily prepared for the Year 1 National Curriculum subjects since at least half of the children progress and achieve beyond the early learning goals.

21. Curriculum planning is systematic. Teaching staff and governors are starting to evaluate the curriculum together in order to interrelate subjects. Literacy is used very well to underpin most subjects. The interrelated curriculum is planned well to ensure coverage of the curriculum but has not yet addressed the progression of pupils' skills in each subject. Good progression is evident in numeracy and literacy. Insufficient time is allocated to plan celebrations that are at the heart of the Jewish faith described in the Dorset Agreed Syllabus for pupils in Year 2.
22. The curriculum is enriched by activities planned and agreed by the local cluster of small schools, inspiring pupils' interest and motivation in subjects with good participation by all pupils in the arts and a good variety of sporting activities. Carefully selected educational visits and visitors and the use of the school grounds raise pupils' standards in most subjects.
23. Teachers are well matched to their responsibilities. Teachers work together as an effective team which benefits pupils' learning but they have not had sufficient support and guidance for their roles in the curriculum. Teachers and support staff share teaching strengths and attend courses for professional development, which results in improved confidence and expertise. Numbers of support staff are sufficient and they are used efficiently to support pupils' learning.
24. Pupils with special educational needs are identified before entry to the school and satisfactory additional provision is made for their needs. The more able pupils are identified from effective assessment in English and mathematics and planning challenges them very well.
25. Inadequate accommodation restricts access to all areas of the Foundation Stage and that of the teaching and learning of physical education in all year groups. One of the classrooms does not have a fire exit to ensure the safety of pupils. The hall is used well for dining arrangements and social development during lunchtimes and in the afternoons for collective worship. Outdoor facilities do not include any large climbing equipment to improve opportunities for physical development or areas for pupils to sit and talk for their social development.
26. The school's resources are adequate. The school makes good use of its environment and visits the Queen Elizabeth Leisure Centre to provide swimming lessons. To support teaching and learning more effectively the school requires more reading books, dictionaries, thesauri, calculators and bibles. Effective use is made of whiteboards and laptops, which enhance teaching and learning.

### **Care, guidance and support**

The care, welfare, health and safety of the pupils is **satisfactory**. The school provides **good** support, advice and guidance. The views of the pupils are valued and pupils are **well** involved in helping around the school.

### **Main strengths and weaknesses**

- Informal pastoral support and guidance provided to pupils is good and pupils have good, trusting relationships with adults in the school.
- Parents are confident that their children are cared for very well and are encouraged to become mature.
- The procedures for ensuring the health and safety of the whole school community are not sufficiently rigorous and newer members of staff have received only informal training in child protection procedures.
- Reception children coming from the nursery are very easily settled into school life and the transition to the middle schools is managed well.

### **Commentary**

27. The pastoral needs of all pupils continue to be well looked after. Staff know the pupils and their parents very well and there are many opportunities for informal discussion at the beginning and end of the school day. The promotion of pupils' personal development is very effective: it is supported by the strong Christian ethos in the school and through assemblies, religious education and project work. Relationships in the school are warm and friendly and children are confident that they can discuss any concerns with an adult and that they will be listened to. They are carefully supervised at play and lunch times and enjoy their healthy snacks at this time. Older pupils take care of the younger ones.
28. Parents are satisfied that the school is a happy and comfortable place where their children feel safe and secure and so they learn and achieve well. Pupils have a good understanding of what is acceptable at school and the behaviour code is carefully followed. There is a policy in place to prevent bullying but some parents are unaware of its existence. Bullying is not seen to be an issue. The very good range of visits and visitors and the fundraising to help others, for example to provide a water supply in an African village, have enriched and enhanced pupils' learning well.
29. Governors have carried out a very thorough audit of risks associated with health and safety but some of the concerns have not been followed up with sufficient rigour. There has been no recent training for staff in child protection and the school recognises that due to staff changes this is now a priority. Two members of staff have taken a short course in first aid and the school maintains an incident book but the school should look at further training in first aid to ensure that there is adequate cover at all times. Pupils are encouraged to attend school regularly and parents and pupils understand the importance of regular attendance.
30. Most children come into school from the on-site nursery and are very familiar with school procedures. This ensures that they are introduced very effectively into full-time education. They attend school part-time to begin with and they are mature and sensible when they move up to Year 1. Almost all pupils move to one of two middle schools and links with these, through the cluster arrangements, are good. Pupils visit and records and other information are passed on. Parents are pleased with these arrangements. The standards of care make a good contribution to the school's positive ethos.

## Partnership with parents, other schools and the community

The school has **good** links with parents. Links with the community and with other schools are also **good**.

### Main Strengths and weaknesses

- Links with the community successfully enhance pupils' opportunities.
- The school has begun to rebuild good links with parents after an unsettling time when some parents removed their children from the school; most are now very supportive of the school.
- Parents receive good information from the school.
- The Friends' Association supports the school well.
- A few parents had some concerns about bullying.

### Commentary

31. Strong links with the community include activities connected to the immediate area including Wimborne. The school takes part in the folk festival and fair, and sports day also involves the local community. Pupils took part in the Christmas play at the Minster and have good links with the local Church which they visit for Festival services. The local minister takes assemblies in school and this contact supports the Christian ethos very well. The local nurse and community policeman are also welcomed into school and a 'petunia' competition is held in collaboration with the local garden centre whose staff also come into school to talk about plants. There are also visitors, such as a storyteller and a puppet theatre, and pupils collected for the charity, 'Christmas Child'. Links with the cluster schools and joint activities add significantly to the pupils' overall experience.
32. The school recognises the importance of working closely with parents and has worked hard to regain their confidence after a very unsettling period during which some parents removed their children from the school. However, these links are not yet as good as they were. In discussion most parents are generally pleased with the care and education their children receive and their views identify many strengths. They are confident that their children like school, behave well and are making good progress. Good teaching and high expectations support their children's progress well and staff treat their children fairly. Many parents give good support to their children, they help on visits and those who work in school are a valuable asset because they understand what is expected of them and provide help where needed.
33. Parents say that the information they receive has improved and now includes regular newsletters, curriculum information every term and meetings. Most parents attend the parents' evenings. The school prospectus is rather wordy and contains some irrelevant information but both it and the governors' annual report to parents, which gives a real flavour of the school's development over the past year, meet statutory requirements. More focus on what pupils should do to improve would be helpful in the pupils' annual reports. The school quickly addresses any concerns which parents raise and parents say that staff are approachable and that they feel welcome in school. A small minority of parents expressed concerns about bullying. The inspection found that bullying is not an issue but that the school needs to keep parents better informed about the procedures in place to prevent bullying.
34. The successful school association is a has helped to provide extras such as help with cooking and gardening costs and costumes for Morris Dancing. It also helps with the



costs of visits and a performing artist. This support effectively supplements the school's provision.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the headteacher and other key staff is **satisfactory**. Governance is **satisfactory**.

### Main strengths and weaknesses

- The work of the acting headteacher and staff during a period of uncertainty has been very good and ensured that standards of achievement have been maintained.
- The school is good at including all pupils and ensuring equality of opportunity.
- Strategic planning is not carefully managed and does not show a sufficiently clear vision for the future of the school.
- Governors show good commitment to the school but have not developed effective systems for identifying the strengths and weaknesses of the school.
- The inexperienced and newly qualified staff have not received sufficiently consistent and effective support.

### Commentary

35. The school has been through a period of considerable change and uncertainty. There has been a high turnover of staff and new staff have been either newly qualified teachers or teachers with little experience. In addition, the headteacher has suffered from illness and at the time of the inspection was absent due to this illness. A significant minority of parents had lost some confidence in the school and some of these had removed their children. The local education authority has provided good support to the school during this period and appointed a very able acting headteacher to lead and manage the school during the absence of the permanent headteacher. The acting headteacher has provided very good leadership and management in supporting and guiding staff, setting up a number of necessary day-to-day management routines and in restoring the confidence of parents. She has worked very effectively and been well supported by the hardworking and conscientious staff. As a result they have managed to maintain a good quality of teaching and ensured that standards have not dropped. Subject co-ordination is satisfactory but is dependent upon newly qualified and inexperienced staff who need more support to carry out their roles more effectively.
36. The school makes sure that all pupils are treated equally and ensures that all groups have access to the whole of the curriculum. All activities are open to boys and girls, and pupils with special educational needs are given good support and well included. Pupils have clear individual education plans with targets relevant to their needs. The plans are regularly reviewed and improvements in pupils' performance and further needs are noted to inform the next plan. This represents a recent improvement in tracking pupils' progress against targets. Good liaison takes place between the support teacher and class teachers and teaching assistants. Management of pupils with special educational needs is satisfactory. There is a positive atmosphere at the school and a great focus on the personal development of pupils, which results in pupils being happy and confident and achieving well.
37. The school improvement plan is detailed and sets out the priorities for development. It is clear that the headteacher has kept a sound record of the progress of the plan and governors have some involvement in this at governors' meetings. However, much of this has been too recent and shows that governors have relied too much on the headteacher in the past. The plan contains success criteria but they are not always sufficiently clear. The monitoring and evaluation of the plan are unsatisfactory as it is not clear who will be responsible, what they will do and when they will do it. The governors and headteacher

have identified the priorities for the coming year but staff have not been sufficiently consulted and with the unfortunate absence of the headteacher it is not clear how the school development plan will be drawn up and implemented.

38. Governors work hard and are committed to the school; they make visits and get involved in trips with the pupils. However, they need to set up more formal systems for identifying the schools strengths and weaknesses and have recently begun to work with the local education authority in order to improve this aspect of their work. Governors have a satisfactory understanding of the finances of the school and have over time set aside a very large amount for the funding of improvements to the building.
39. The retirement and promotion of experienced staff have meant that the turnover of staff has been high. The newly appointed staff, some of whom are newly qualified teachers, have not been effectively supported. This is because of staff changes during the year and the absence of the headteacher which has meant mentoring arrangements have not been consistent.

<b>Financial information for the year April 2003 to March 2004</b>			
<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	257,590	Balance from previous year	194,134
Total expenditure	213,811	Balance carried forward to the next	237,913
Expenditure per pupil	2,640		

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The overall provision for children in the Foundation Stage is **satisfactory**.

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

- All reception children achieve very well in their mathematical development and most achieve well in the areas of personal, social and emotional development and in creative development.
- Assessment is used effectively to plan the next stage of the children's learning.
- Children are positively supported by experienced teaching assistants.
- The pace of teaching and learning in some lessons is too slow.
- Children do not have access to all areas of learning each week.
- There are weaknesses in the accommodation for the reception children, which constrain some aspects of their learning.

#### **Commentary**

40. At the time of the inspection there were 16 reception part-time children who attend the morning sessions each week. The reception children are taught with a small group of Year 1 pupils for most of the time. Their attainment when they start school spans the full range and is above average overall. By the end of the reception year, most children are working at least within the early learning goals in all areas of learning. The children achieve very well in their mathematical development and all reach or exceed the early learning goals. Most children reach or exceed the early learning goals in their personal, social and emotional development in their and creative development. Their achievement in communication, language and literacy, in their knowledge and understanding of the world and in physical development is satisfactory.
41. Learning by reception children is significantly enhanced when they are withdrawn by support teachers and staff for group and independent activities and when they have the opportunity to learn through structured play activities. They have better opportunities for structured play during the autumn term when more space is 'freed up' by the part-time nursery. The teaching is satisfactory overall and has good features. Teachers value the support of the local education authority to help planning. Teachers in the nursery, reception and Year 1 work closely together to ensure a smooth transition between classes by sharing information about children's developmental needs. Valuable assessment information about children's attainment at the end of the Foundation Stage held on the computer could be shared with the reception and Year 1 teacher to support this good practice.
42. The school works closely with the nursery teacher and with parents to ensure that reception children have a smooth start to their education. Parents regularly help out with class and group activities. Because of the constraints of the accommodation, activities such as painting, sand and water are not available to all children each day.
43. The leadership and management of the Foundation Stage are satisfactory. The teacher is new to the school, and in the early stages of her teaching career, and does not yet have

the expertise to take a strong lead in moving this area forward. The overall provision is not as good as it was at the time of the last inspection because of the changes in staffing and because the school is just beginning to develop a curriculum which is closely linked to the early learning goals.

44. In the area of **personal, social and emotional development**, the children achieve well and teaching is good. Children enter school happily and enjoy the recently introduced 'start to the day activities' in the calm atmosphere. They show flexibility in changes in routines when working in different classrooms. Most listen well and are gaining independence by placing their name on a board to show they are in school and when making choices accept that they cannot always go to their first choice. Teachers manage children's behaviour well by praising good responses. Children work amicably together as a group sharing musical instruments or equipment when exploring containers in the water tray. The majority have a good understanding of the need to listen to the contributions of others and to take turns. Teachers provide opportunities for independent learning skills as well as they can within the confines of limited classroom space and children interact confidently during role-play.
45. The children achieve satisfactorily in **communication, language and literacy**, and the teaching and learning are satisfactory. There is a sufficiently broad combination of activities that are led and directed by an adult. On entry, several pupils' speaking and listening skills are good and they offer confident explanations, speaking in full sentences when questioned about activities. Opportunities for extending the children's vocabulary, such as linking letter sounds to spoken vocabulary, are missed. Most children write their name correctly on entry to school and promotion of early writing skills is good during structured play in the 'office'. Children begin to recognise the purpose of mark making, such as drawing 'a treasure map'. By the end of the reception year all pupils use their knowledge of letter sounds to read regular words and half of them to read more complex words and retell stories correctly. Reception children have good support from home and have their own reading books and home activities which they take home regularly.
46. In terms of their **mathematical development**, the children achieved very well last year by the end of reception and were well prepared for the National Curriculum. All children achieved a good understanding and knowledge of number. Currently the quality of teaching and learning is satisfactory but the pace of learning is too slow for the higher attaining children. Most children recognise the numbers one to five and anticipate the sequence. Teaching and learning are satisfactory. Teaching assistants support pupils well but group tasks are occasionally too easy for the children. Teachers' questioning is not sufficiently directed to challenge higher attaining children or to help children talk about what they have learned from carrying out an activity. Good practical activities using the water tray stimulates children to count and confidently explain how many small containers they use to fill a large container, but this activity is not experienced weekly by all children. Teachers plan creative ways for children to match hidden numbers of animals in the sand to a numeral.
47. The children's **knowledge and understanding of the world** is satisfactory by the time they transfer to Year 1. Teaching is satisfactory overall and is best when the children are taught as a separate group and in a larger area enabling them to learn through structured play activities and first-hand experience. Although overall the children's achievement is satisfactory, when they are taught as a whole class with their older classmates, the activities are limited for this age group. Teachers make a good effort to provide activities

to enable children to use their senses to find things out. They carefully observe and describe change in how water flows when pouring it from different containers. The children's information and communication technology skills are satisfactory. The children are enthusiastic learners who show high interest in practical activities.

48. In terms of their **physical development** the children achieve satisfactorily and teaching is satisfactory. The children's attainment and achievement are hampered by the lack of access to a designated play area where the children can play with large pieces of apparatus and equipment. Although the school has some wheeled toys, they can only be used when the weather is suitable. Teaching challenges children to move, walk, run and avoid each other when travelling between 'spaceships'. The restricted space results in children finding difficulty in avoiding each other. Fine motor skills are taught well and the children quickly learn how to use scissors. The few pupils who find difficulty with this are supported well by a teaching assistant. They develop good control of brushes and pencils, and most manipulate objects such as building bricks and musical instruments well.
49. In the **creative** area of learning, teaching and learning are satisfactory overall, and are good when the children are taught in a larger area of the school in a group by themselves, or when they are provided with a range of activities from which they can make their own choice. Pupils enjoy dressing up as fairytale characters and mimic the voices of puppets. The children have regular access to craft and painting activities, but these activities are not freely available each day. The children take part in a good range of craft activities and teachers make a wide choice of fabrics and materials available for children to develop good skills in weaving and painting. When pupils engage in music-making activities to explore the properties of different instruments by shaking and beating, they respond well to the high quality questioning of the teacher. Since the opportunity for this takes place in small groups not all pupils have access each week to this activity. By the end of reception two-thirds of the children achieve well and one-third satisfactorily.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards attained in the national tests for 7-year-olds are very high.
- Achievement across the school is good.
- Teaching and learning are good.
- Information and communication technology is not used enough in the subject.
- The library area is unsatisfactory and books are not attractively displayed.

#### **Commentary**

50. In the 2003 national tests for 7-year-olds, pupils reached standards which were very well above average in reading compared to all schools and well above average compared to similar schools. In writing, results showed that standards were well above average compared to all schools and to similar schools. The results for 2004 compared to national figures for 2003 show that these high standards have been maintained. The

school uses the optional assessment tasks with the Year 4 pupils and in 2004 this showed that standards of reading were in line with other Dorset schools and that standards of writing were above average. These results are an improvement in performance by the girls and a slight drop in performance by the boys from the 2003 results. This drop is due to the nature of the cohort and its small size which makes year on year comparison insecure. Pupils achieve well in all year groups throughout the school. There is currently no significant difference between the achievement of boys or girls. Achievement is good because teachers assess pupils accurately and plan and set work which is at the right level for all groups. The higher attaining pupils are well challenged so that they make good progress. Pupils with special educational needs are given good support and they also make good progress as a result.

51. Teaching and learning are good in all classes. Teachers explain well what they expect pupils to learn in a lesson and lessons are conducted in a lively way which helps to engage pupils. Teachers manage behaviour well and as this inspection took place in the second week of term they were effectively setting out expectations and using effective strategies to manage behaviour and ensure good learning. Information and communication technology in the form of interactive whiteboards is used well to focus attention. For example, a teacher used different colours to highlight “words within words” which gave pupils another strategy for reading unfamiliar words. Teachers plan clearly and have a good understanding of the literacy strategy. They use a good variety of methods to encourage good writing, for example the use of writing frameworks that helps pupils to structure and extend their writing. Pupils produce a good range of writing but information and communication technology is not used sufficiently to enable pupils to use word processing to redraft and improve their writing. Teachers mark work carefully and give praise as well as guidance on how to improve. The introduction of individual targets written in language that the pupils understand has helped to ensure that pupils know what they need to work on and this helps their achievement. Reading is taught well. Guided reading sessions are well organised and the teachers make good use of teaching assistants to enable groups to have specific teaching from adults which helps learning.
52. Leadership and management are satisfactory. The number of newly qualified teachers on the staff and the turnover of staff, coupled with the absence of the headteacher, have meant that there has been no co-ordinator in place for some of the last year. However, the teachers have worked very well together and have acted on the advice and guidance provided by the local education authority to ensure that the curriculum requirements for the subject are met. The library area is situated in the school hall. It is not well labelled or classified and does not encourage pupils to read or to seek information. The school does not have sufficient reference books such as dictionaries or a thesaurus to help pupils improve their good writing even more. Improvement since the last inspection has been satisfactory as high standards have been maintained due to continued good teaching.

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

53. Pupils use their literacy skills well in other subjects except for information and communication technology. In all lessons they use good speaking and listening skills to express their ideas and answer questions clearly. In history, religious education and geography work, pupils use their good writing skills to write interesting accounts and the results of experiments in science are clearly reported.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils make good progress in their learning by the age of 7 and 9 years.
- The expertise and enthusiasm of teachers are very good.
- Teaching is well planned to reinforce and extend pupils' learning.

### Commentary

54. Standards are well above the national average by the end of Year 2 and in line with other Dorset schools by the end of Year 4. The very high standards have been maintained in Year 2 since the previous inspection. Standards in Year 4 in the optional QCA tests declined when compared with the previous year but this is not significant due to the small size of the cohort. Pupils' achievement by the age of 7 is good given the level which pupils were at by the end of reception. Pupils' achievement is good for pupils in Year 4. Greater emphasis to raise standards for all pupils was introduced during the summer term previous to the inspection by setting targets matched to pupils' next steps in learning. Currently teachers are making effective use of pupils' prior attainment to plan lessons and pupils are likely to be performing at an above average level by the time they leave in Year 4, if the momentum maintains due to the good teaching.
55. The National Curriculum unvalidated test results in 2004 show the school's standards to be well above the national average. This reflects high challenges given by teachers to higher achieving pupils who are already meeting expected standards in their understanding of place value in numbers to one hundred. Pupils with special educational needs achieve well. Teachers are knowledgeable about different ways in which pupils learn and use very good management strategies. Their questioning identifies the need pupils have to use mathematical language and they offer clear explanations which improve the clarity of pupils' thinking. The quality of marking is very good, informing pupils of their achievement and providing guidance for using different numeracy methods, which increases pupils' understanding. Pupils often respond to the comments teachers make by noting their own comments.
56. Teaching is at least good and there is evidence of very good teaching. All teachers use the National Numeracy Strategy to match the work carefully to groups of pupils so that pupils' learning is secure before they attempt the next stage of work. Good use is made of number squares and practical equipment to develop pupils' understanding of composition of number and of ordinal number. They use all four operations to solve problems and in their ability to calculate fractions and measures. Achievement for most pupils is good because activities challenge higher attaining pupils and extend their ideas. The provision for pupils with special educational needs is good so all pupils reach expected levels by the age of 7 years. They are supported well during lessons by teachers and teaching assistants and in withdrawal sessions. Pupils make good progress towards their targets due to the good support.
57. Overall, leadership and management of the subject are satisfactory. There is good evaluation of the subject's strengths and weaknesses by the teaching staff and acting headteacher in the absence of the co-ordinator, who is the headteacher. Monitoring of performance data, overall, and reviewing patterns of pupils' test results last year has



resulted in greater emphasis on time being allocated to areas of weakness, for example place value and subtraction.

## **Mathematics across the curriculum**

58. The use of numeracy across the curriculum is good. There are examples of mathematical skills being used effectively to collect data in science and in measuring accurately in design and technology. Pupils make graphs of information gained when carrying out surveys. They measure and record time and temperature methodically to inform investigations that involve change.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils make good progress in their knowledge of science.
- Teaching and learning are good overall and often very good.
- No whole school procedures are in place to monitor pupils' progress or to provide guidance for the subject's development.

### **Commentary**

59. High standards have been maintained since the last inspection. Standards are well above the national average at the end of Year 2 and above in pupils' knowledge in Year 4. Pupils with special educational needs achieve well towards their individual targets since all pupils attain standards expected nationally by the age of 7 and no pupils are considered to be below.
60. Overall, teaching observed during the inspection was good. As a result, pupils learn well. In one lesson very good teaching was seen. Very good teaching involved all pupils concentrating well through the lesson so that pupils could offer clear explanations about how electric circuits could stop and start a light, motor or buzzer and how they could use them in a model. Good links are made in planning for pupils to learn about how electricity can be used. Teachers generally place very good emphasis on planning practical and investigative activities which arouse pupils' interest so pupils learn well.
61. Teachers deploy teaching assistants most effectively and they are skilled in introducing relevant vocabulary as pupils meet a new experience. They ask probing questions to extend pupils' observations. There is very good use of the beautiful, natural environment surrounding the school in order to raise pupils' awareness of nature. Visits to Bristol science museum and Lulworth Cove Heritage Centre arouse pupils' curiosity and enjoyment of science.
62. Leadership and management are satisfactory. A number of newly qualified teachers have been appointed recently and this, together with the absence of the headteacher, has meant that there has been little co-ordination of the subject for much of the last year. The school has benefited from local education authority advice and is keen to further develop its expertise in teaching the subject. The subject leader, although new to the role, is knowledgeable and very committed to the school and pupils and to monitoring pupils' development more carefully. Improvement since the last inspection is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Resources are good and are well used for teaching but are not used enough by pupils across the curriculum.
- Pupils are positive about using ICT.
- There is a lack of a clear plan for the development of ICT.

### **Commentary**

63. Standards are in line with expectations in both key stages and pupils' achievement is satisfactory. Pupils with special educational needs are achieving satisfactorily and are well supported often by more competent pupils. Pupils in Years 1 and 2 show good skills in operating laptop computers and can add and amend information on screen. The school is connected to the Internet but there is little evidence that this is used effectively or regularly to help pupils increase their knowledge and understanding. Pupils work well together when sharing equipment.
64. Teaching and learning are satisfactory. Teachers show good knowledge and use ICT skilfully in teaching, for example when using the interactive whiteboards to highlight and change text on screen, which engages pupils and helps them to improve reading, spelling and vocabulary skills. The leadership and management of information and communication technology are satisfactory but are hindered by the absence of the permanent headteacher who was acting as co-ordinator. ICT was a key priority on the school improvement plan over the last year and there is evidence of some progress against the success criteria but it is not clear how this will be taken on over the next year as the plan has not been formulated. Resources are good but their effective use is unsatisfactory due to technical problems which cause teachers frustration and do not help learning. For example, in one lesson the teacher had to operate the equipment from the back of the classroom and was thus unable to maintain pupils' full attention and they did not progress as fast as they were able.
65. Improvement since the last inspection has been unsatisfactory as standards at that time were judged to be well above expectations. This is due to a high turnover of staff, increased curriculum demands since that time but also a lack of clear long-term planning.

### **Information and communication technology across the curriculum**

66. The use of ICT is satisfactory in other subjects. Teachers' planning for other subjects sets out clear opportunities when ICT use would help learning. In mathematics and science, data handling programmes have helped to record and analyse information. There was limited evidence of pupils using word processing to draft and redraft their written work and little significant evidence that the Internet or CD-ROMs are used to help pupils develop their research skills in history and geography.

## **HUMANITIES**

67. Insufficient evidence was gathered to make secure judgements about the overall provision in history and geography. The evidence from inspection is that standards in **geography** and **history** are above expectation in Years 2 and 4. There is a clear scheme of work for both subjects, which ensures the statutory requirements are met. One history lesson and one geography lesson were observed.
68. In the one **geography** lesson seen the quality of teaching and learning was good. Year 2 pupils achieved well in gaining knowledge of different places in the world and how the weather would affect the clothing people would wear. The teacher used a collection of clothing from Barnaby Bear's suitcase and because this was real the pupils were engaged and interested and learnt well. Pupils' work shows that activities are usually interesting with little reliance on worksheets. The teacher used, for example, a good range of photo resources to look at homes and houses.
69. In the one **history** lesson seen the quality of teaching and learning was good. Years 3 and 4 pupils developed their understanding of how the past is represented by looking at artefacts from Ancient Egypt and in trying to deduce what they would have been used for. The activity was well managed and enabled pupils to understand how historians gather evidence about how people lived in the past. Work in history is enhanced by visits or by visitors. For example, a governor came in to talk about and answer questions about her wartime experiences.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Assemblies and opportunities to appreciate the beautiful environment of the school enhance pupils' spiritual development.
- Learning about other world faiths is not planned effectively.
- Work is well presented with effective use of writing and drawing skills.

## Commentary

70. Standards meet the requirements of the Dorset Agreed Syllabus. This is a decline in standards by Year 2 because standards were judged to be above average at the time of the last inspection. Achievement is satisfactory in Year 2 and in Year 4 it is good. By Year 4 pupils have a good understanding of how several religions celebrate events and correctly describe the beliefs represented by symbols. Previous work in Year 2 shows good understanding of Christianity but an inadequate opportunity to gain knowledge of other faiths.
71. Teaching overall is satisfactory. Good teaching is knowledgeable and creates reflective learning which helps pupils to become aware of the feelings of others. Effective use is made of paired talk which stimulates pupils to share and extend their knowledge of events in the Bible and establish it as a Holy Book that contains two books. Teachers show respect and appreciation when pupils volunteer answers and are very good role models. The subject makes a good contribution to pupils' spiritual and moral development and a satisfactory contribution to their cultural development. Lessons contribute effectively to helping pupils gain a sense of the wonder of creation and to care for the environment, for example, by using the country code.

72. The leadership of the subject is satisfactory. The co-ordinator is committed to developing her expertise to benefit the pupils and school as a whole. Improvement since the last inspection has been satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

73. It was not possible to gather enough evidence for art and design, design technology, physical education or music to make secure judgements about the provision in these subjects. Only one lesson was seen in physical education, art and design and music and no lessons were seen in design technology. In addition to observing these lessons, pupils' work in books and on display was scrutinised and inspectors spoke to the staff as a group about their work.
74. Evidence suggests that by the end of Years 2 and 4, pupils' standards in **art and design** are good and above the expected level. Standards are similar to the last inspection. Very good use is made of the school's beautiful woodland paths. Pupils make effective use of a computer program to make and print a repeat pattern. Pupils use a variety of materials and extend their skills well to create and combine tone and shade maturely using pastels. Those pupils with special educational needs in all year groups receive full opportunities to participate in the full range of artistic activities and show good achievement. It is evident that art and design, as a subject, has contributed strongly to pupils' spiritual and cultural development.
75. From an examination of teachers' planning of **design and technology**, pupils' designs, and evaluations of the objects they have made, there is good coverage of the National Curriculum. Pupils' standards by the end of Year 2 are above standards expected nationally, which represents an improvement since the last inspection. Standards in Year 4 have been maintained as satisfactory since the time of the previous inspection and they are in line with standards expected nationally. Designing skills are good by Year 2 and have been reinforced in art and design lessons. All pupils, including those with special educational needs, produce articles of good quality as a result of good support by teaching assistants.
76. In the one **music** lesson seen the teaching and learning were very good and as a result standards reached were well above expectations and pupils achieved very well. This was because the teacher showed great expertise and enthusiasm which encouraged and engaged pupils. They increased their understanding of the duration of notes and were able to demonstrate by playing long and short notes on a range of different instruments. The teaching assistant joined in fully with the lesson encouraging less confident pupils so that all pupils achieved very well. Resources are good and they were very well used to help increase understanding as each instrument required a different technique to make the appropriate sounds. A clear scheme of work ensures the statutory requirements are met and the subject is enhanced as some pupils are given opportunities to learn musical instruments being taught by a peripatetic teacher. Further enrichment of musical and personal experience is given through the opportunity to take part in concerts in the local Wimborne Minster.
77. In the one **physical education** lesson seen the quality of teaching and learning was good, standards were in line with expectations and pupils achieved well. Year 2 pupils developed their skills of throwing and also learnt the tactics for blocking a pass. They

were able to achieve well as the teacher gradually increased the difficulty of the tasks and managed the class well despite the cramped accommodation. The hall is unsatisfactory for teaching gymnastics and games activities because it is too small and contains a number of potential hazards, for example doors opening into it and a fish tank. The curriculum is enhanced by some lunchtime clubs and also the use of the local secondary school. All pupils in Years 3 and 4 take part in swimming at the local secondary school with many gaining awards and reaching the required standards.

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

78. Only one lesson was seen in this area and so no judgements can be made about overall provision. However, from evidence of planning and discussion with staff, coverage of pupils' personal, social and health education and citizenship is good. The school follows a well-written scheme of work and allocates sufficient time. There is a good commitment to developing pupils' self esteem and helping them make informed choices and decisions. The acting headteacher has guided teachers to set aside time at the end of each morning for pupils to reflect on their learning but also on their behaviour and feelings about their work. This period of reflection has had a positive impact on pupils' personal development. In the lesson seen, teaching and learning were good, helping pupils to develop good listening skills and awareness of their feelings and the feelings of others. Pupils achieved well in gaining understanding of what makes a good listener.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<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>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
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	4
The leadership of the headteacher	4
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).