



# St Ives First School

## Inspection Report

**Unique Reference Number** 113739  
**LEA** Dorset  
**Inspection number** 279233  
**Inspection dates** 29 November 2005 to 29 November 2005  
**Reporting inspector** Janet Sinclair RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Sandy Lane
<b>School category</b>	Community		St Ives
<b>Age range of pupils</b>	5 to 9		Ringwood, Dorset BH24 2LE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01425 475478
<b>Number on roll</b>	113	<b>Fax number</b>	01425 472641
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mike Packham
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mr Stuart Calvert

<b>Age group</b> 5 to 9	<b>Inspection dates</b> 29 November 2005 - 29 November 2005	<b>Inspection number</b> 279233
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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

St Ives School is a smaller than average first school. Standards on entry to the school are wide ranging but average overall. Numbers eligible for free school meals are low. Almost all pupils are from White British backgrounds and there are no pupils who have a first language other than English. The proportion of pupils with learning difficulties, including those with a statement of special educational need, is average. Pupil mobility is high owing to the fact that many pupils leave the school at the end of Year 2 in order to attend nearby junior schools. This has been made worse by the school's staffing difficulties over the last three years. The school is now settling down with a stable staff.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The inspection team agrees with the school's judgement that its effectiveness is good. Standards are above average by Year 2 and pupils make good progress given their average attainment on entry. Standards are high in reading and mathematics in Year 4 and pupils make good progress. They do less well in writing where progress is satisfactory. However, the school is already taking effective action to improve this. Provision in the Foundation Stage is good and children are making considerable gains in their learning. Pupils' personal development is well promoted and as a result pupils are keen to come to school. They enjoy the wide range of additional curricular activities and after school clubs, which enhances the curricular provision. Teaching across the school is good and is enabling all pupils to build skills and knowledge steadily. Leadership and management are good and the headteacher has shown strong and determined leadership in bringing stability and a sense of purpose to the school. The school has faced some very challenging circumstances since the last inspection and, under the direction of the current headteacher, has done well to maintain above average standards. The school now has the confidence of its parents and relationships with them are outstanding. There is a stable staff in place and good monitoring and evaluation of teaching and learning. The school is well placed to make further improvement. It provides good value for money.

### What the school should do to improve further

- Continue to improve writing to raise it to the same level as reading and mathematics by Year 4.
- Enlist parents' cooperation in order to improve attendance.

## Achievement and standards

### Grade: 2

Overall standards are above average and pupils make good progress. Children start school with average standards and in reception they make good progress and many exceed the goals that are set nationally for them. This is because of the good provision for their individual needs and good teaching. In the recent past, pupils in Years 1 and 2, although maintaining above average standards, did not make the same rate of progress as previously. This was because of staffing problems and the number of pupils with learning difficulties in these year groups. At the end of Year 2 many pupils leave the school, but those who remain in Years 3 and 4 make good progress in reading and mathematics. By Year 4 around half reach the standards expected of pupils aged eleven. Progress in writing is satisfactory. The school is clear about what it needs to do to improve progress in writing for older pupils and has already taken positive action.

For example, each month pupils complete a written task against set criteria and then have to mark it themselves to show what they have done well and what has been less successful. This helps them to focus clearly on specific aspects of their writing and how to improve it. The school also tracks their progress in writing well, setting

challenging targets that are monitored rigorously to ensure that they are met. Pupils with learning difficulties and those who are gifted and talented make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils thoroughly enjoy school and have very good attitudes to learning. Behaviour in and around school is very good and pupils know exactly what is expected of them. The strong emphasis given to spiritual, moral, social and cultural development enables pupils to develop a sensitive approach to life and everyday issues, and appreciate the achievement of others. Pupils are proud of their school. They consider it a good school where they feel safe and free from problems such as bullying. Although attendance is broadly average, the school is working hard to reduce the amount of holidays taken in term time. Pupils contribute well to the school and local community. They show much initiative and enjoy taking responsibility. The school council is effective in contributing to the day-to-day life of the school. Through fundraising for a range of charities and good causes, pupils gain a good understanding of wider social and economic issues together with an appreciation of the situation of those less fortunate than themselves. Pupils adopt healthy lifestyles. They have a secure awareness of the importance of safety, regular exercise and healthy eating. The fact that the school has gained the 'Healthy School Award' reflects the importance given to this aspect of provision.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school monitors the quality of teaching and learning very well, which has ensured that its quality has improved significantly. The overall quality is good. Teachers set interesting tasks for pupils and keep up a brisk pace in lessons; this maintains pupils' interest and involvement. Interactive whiteboards are used effectively to help explain ideas such as counting on and back in mathematics.

Work is mostly well matched to pupils' needs but occasionally whole class mental mathematics sessions do not sufficiently cater for the lower attaining pupils. Teachers have good subject knowledge and make effective use of questioning to extend all pupils' knowledge and understanding. This, coupled with the very good rapport that they have with pupils, ensures concentration is sustained. Pupils have good attitudes to work and make good progress. Teaching in reception is good and the teacher mainly provides a wide range of activities well matched to children's needs; occasionally, some of them lack a good level of challenge. Pupils say that their teachers are fair and helpful, whilst expecting them to do things for themselves. Individual targets for learning are placed in the front of work books and these are regularly up-dated by teachers so that all pupils know what they are and how well they are progressing towards them. In writing, once a month, all pupils are fully involved in marking their

own work and enjoy showing where they have done well as well as what they need to do better. This is addressing the relative weakness in writing as it clearly shows which aspect of their work each pupil needs to improve.

Teaching assistants provide valuable support in lessons both to those with learning difficulties and in small group work. For example, in the reception class, the teaching assistant very successfully helped the children with their role play giving them clear guidance on the many facets of shopping.

## **Curriculum and other activities**

### **Grade: 2**

The school provides an interesting and stimulating curriculum that meets statutory requirements and builds well on pupils' prior learning. Good provision is made for the basic skills of literacy, numeracy and information and communication technology. The planned curriculum provides effectively for the needs of the majority of pupils, ranging from those with learning difficulties to those who are high attainers. Teachers have successfully planned a curriculum that makes meaningful links between subjects and emphasises practical experiences.

A comprehensive programme of personal, social and health education provides clear information about keeping safe and how to build good life skills that will serve pupils well in becoming responsible citizens. Well over half the pupils take part in a wide range of out-of-class clubs in sports and the arts. Numerous visits and visitors enliven pupils' experiences. Pupils talk enthusiastically about activities such as the 'Indian experience', and about visits they have made such as one to a local museum where they spent the day as Victorian schoolchildren.

## **Care, guidance and support**

### **Grade: 2**

The high level of care and support given to pupils throughout the school makes a significant contribution to learners' progress and enjoyment. The school values the views of pupils and parents, which it gathers and then uses well to improve provision. Parents are confident that children are safe and well cared for in school. Child protection procedures are effective; staff are watchful for any pupil who might be distressed or anxious and the school takes effective steps to support them. Pupils work in a safe environment with adults ensuring their well-being. Safety and health checks are undertaken regularly, and rigorous risk assessments are made before pupils go on visits. The importance the school places on promoting a healthy lifestyle effectively shapes pupils' attitudes to health, including food and physical activities.

In class, pupils receive much encouragement and ongoing support. Teachers mark pupils' work carefully and give clear guidance as to how they can improve. Good use is made of assessment information to set targets for pupils and inform teachers' planning. The support for pupils with learning difficulties and disabilities is effective, as is that for those identified as being gifted and talented.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher has led the school effectively through a very difficult period and now there are good procedures in place and stability in staffing. The school runs smoothly and efficiently and team spirit across the school is good. Governors are supportive and know their school well.

There is a detailed school development plan in place with action plans showing how key developments will be managed. These are tackled energetically and monitored rigorously by the headteacher and subject managers. The headteacher ensures all staff and governors are given clear progress reports identifying what has been done well and what still needs to be achieved.

Teaching and learning are monitored well and this has helped the school to maintain standards. This has sometimes involved the headteacher in committing himself to a high amount of teaching; a successful if demanding strategy.

Good financial management is enabling the school to decrease the deficit budget caused by the large numbers of pupils leaving the school. This trend has now been reversed and pupil numbers are rising, although there still continues to be seepage at the end of Year 2.

For a time, parents lost confidence in the school. This has been restored and there are now outstanding relationships between the school and its parents. There are also very good relationships with local schools based on mutual support and inter-school activities such as the joint mathematics project.

The headteacher, staff and governors were involved in completing the school's self-evaluation form prior to the inspection and mainly made an accurate 'best fit' judgement against the four grades. However, on achievement, and leadership and management, they slightly underestimated how well they were doing. The school has put much in place in a short space of time and with its effective headteacher and a stable staff, it has a good capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

St Ives First School Sandy Lane St Ives Dorset BH24 2LE

30 November 2005

Dear Pupils

Thank you for helping us with the inspection. We enjoyed talking to you and spent a very enjoyable, if busy, day in your school.

We were impressed by how well you behave in lessons and how hard you work in order to do things better. We were pleased about the opportunities you get to go on trips and the many after school clubs that you can attend. I know you enjoy these activities very much, especially the Victorian Day. You told me that you enjoy being in your school and find everyone, but especially your teachers, helpful and fair. You also have a good headteacher who is working very hard to make your school a really good place to be and one which helps you to do well.

Your school is doing well, especially in taking care of you and providing interesting things for you to do. It ensures that you have targets for your learning that are checked regularly so that you know how well you are doing. This is helping you to make good progress. All your teachers are providing interesting lessons for you and I like the way they mostly provide work well matched to your learning needs. You have good teaching assistants as well who give you good help in lessons. There are a few things that could be even better. You have started working on improving your writing, so keep it up. Also, some of you take holidays in term time and if possible it would be helpful to take them in the school holidays.

Best wishes

Janet Sinclair Lead inspector