



# The Lady St Mary Church of England Voluntary Controlled First School, Wareham

## Inspection Report

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**Unique Reference Number** 113768  
**Local Authority** Dorset  
**Inspection number** 289720  
**Inspection date** 15 February 2007  
**Reporting inspector** Malcolm Greenhalgh

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

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<b>Type of school</b>	First	<b>School address</b>	Streche Road
<b>School category</b>	Voluntary controlled		Wareham
<b>Age range of pupils</b>	4-8		BH20 4PG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01929 552517
<b>Number on roll (school)</b>	103	<b>Fax number</b>	01929 556517
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Vacant Position
		<b>Headteacher</b>	Amy Lawrence
<b>Date of previous school inspection</b>	25 June 2001		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a below average size town school that has private child care provision on site. The large majority of pupils are White British. The number of pupils with learning difficulties and disabilities is above the national average. The social context of the school puts it into one of Dorset's more socially deprived areas. Pupils' attainment on entry is below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that is well supported by the parents. The school has improved significantly over the last two years after a period of decline. The school had not fully recognised the full impact of this improvement and believed itself to be only satisfactory with good features rather than good overall. Standards at the end of Year 2 are now slightly above average and higher than they have been since national tests were introduced. Recent changes in teaching have helped to ensure that pupils make good progress in all year groups from Reception to Year 4. Standards are a little higher in writing and mathematics than they are for reading mainly because of the greater emphasis on writing compared to reading and the generally higher attainment on entry for mathematical development. The headteacher, deputy headteacher and governing body have a good understanding of the school's strengths and weaknesses and have a sound plan in place to ensure the school continues to improve, promoting high expectations in pupils' academic and personal development. The school has made significant improvement in the way it monitors and evaluates teaching and the progress pupils make academically. This has led to the overall good quality of teaching, good systems for assessing how well the pupils are doing and effective academic data tracking procedures in reading, writing and mathematics. Assessment procedures remain very much teacher directed and there is very little involvement of pupils assessing their own work or setting their own targets to improve their rates of progress even further. Nevertheless, pupils' personal development is good and this is the result of a good number of initiatives the school has put in place to help this. However, the school does not monitor or measure the improvement. Child protection procedures and risk assessments all meet the statutory requirements. The school has developed a good curriculum producing a good balance of academic subjects, personal and health education and additional activities at lunchtimes and after school, as well as a residential visit for Year 4 pupils. In the Foundation Stage, the children also get a well balanced curriculum so that they develop well in all areas of learning and reach standards that are closer to the national expectation than they were at the start of the year. Pupils enjoy their work in school and respond well to the activities they are given in lessons. Relationships between all members of the school community are good. The school works hard to provide effective opportunities for pupils before and after school and is effectively developing adult education facilities. The school's accommodation is good with large classrooms, hall and additional space for smaller group work. The school puts these to good use. Overall, the school provides good value for money.

### What the school should do to improve further

- Improve standards in reading to the levels attained in writing and mathematics.
- Involve pupils more in assessing their own learning and setting their own targets.
- Gather more evidence to identify the impact that improvements in provision have on pupils' personal development.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good in the Foundation Stage, Key Stage 1 and in Key Stage 2. This is the result of recent school improvements and has led to improved standards at the end of Year 2 and Year 4. All pupils, including those with learning difficulties and those who have particular talents, make good progress and achieve well. Over the last two years there has been a specific focus on improving writing and this improved significantly at the end of Year 2 in 2006. Reading is lagging a little behind at this stage but the school recognises this and is active in trying to raise standards in reading. Standards at the end of Year 2 in 2006 were above the national average overall which is the highest they have been since the national tests began. Standards in Year 4 are close to the national average and continue to improve. Pupils' performance improved against what is expected nationally compared with when they were in Year 2.

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

### **Grade: 2**

Personal development and well-being are good as is the spiritual, moral, social and cultural development of the pupils. Attendance is slightly above the national average. The school supports spiritual and personal development well but there are no systems in place to identify this or to measure the impact of particular initiatives. The inspector agrees with the strong view amongst parents that their children behave well, enjoy school and that the school takes good account of the pupils' views. In discussion with pupils it was clear that they are eating more healthily, taking regular exercise, enjoying school and contributing to school improvement through the school council by suggesting things like the need for more play resources at playtimes. Pupils work effectively together and are making good progress in their basic skills and are in a good position to do well in the future. They develop good relationships with each other and with adults and generally enjoy the experience of school. One parent wrote, 'Children are encouraged to be kind and thoughtful to others. As result of this (my child) feels loved at school by her friends and tries to follow this behaviour.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good throughout the school. As a result, pupils are attentive and well engaged in their lessons. Teachers have spent much time developing the way they assess the progress pupils make so that they know exactly how well the pupils are doing and what they need to do next. This enables good individual support for pupils to be given so that they all make good progress regardless of ability. Although pupils are actively involved in their lessons there are no systems

in place to encourage pupils to self-assess or to set their own targets and this reduces the rate of progress the pupils make.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The school provides a broad range of activities across National Curriculum subjects and personal, social and health education, enabling pupils to make good progress in their academic and personal development. The Foundation Stage provides the pupils with a good start particularly focusing on literacy and personal development skills. There is a sound range of additional physical, musical and media activities during the week for the pupils to attend and there is a residential trip organised each year for Year 4 pupils. During the inspection, the school had organised a special 'Book Week' to help motivate pupils' reading. The pupils made great efforts to dress up as book characters and thoroughly enjoyed the experiences provided by the storyteller.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. This is a caring school where the pupils are all well known to the adults. The atmosphere is warm and friendly and this helps pupils to feel safe and secure and to go to adults when they need support. Child protection and risk assessment procedures are fully met. Academic and personal guidance given to the pupils are good enabling them all to have the opportunity to make good all-round progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, deputy headteacher and governors have a good understanding of what the school does well and what it needs to do to improve further. The priorities in the school development plan are pertinent and will help the school to improve further. Subject co-ordinators make a sound contribution to this plan. The monitoring of teaching and the progress the pupils make provides an accurate picture of how well the pupils are doing academically although there are no systems in place to identify the outcomes of the pupils' personal development, and therefore the school has no evidence to help it decide which actions it has taken are successful. The facilities the school has are good. Classrooms are large and additional resources include a large hall and information and communication technology suite. The school now has an appropriate budget carry forward, having increased the spending on staffing. Overall, the school has made good progress in the last two years and has good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

It was a pleasure to see you at the school during the inspection. Thank you for welcoming me to your school at the assembly I attended.

Your school is a good school. It has improved a lot over the last two years and you are all now making good progress in your work. So much so, that the last results from your Year 2 national tests were the best that the school has ever had. It is now your reading that needs to be improved so that it is as good as your writing and mathematics.

Teaching is good and the school does much to help you to make good progress and to become sensible, caring and supportive children. I know this because many of your parents said how pleased they were with the way you treat and support each other so that everyone is happy and wants to come to school. The teachers provide a good range of things for you to do in lessons, during lunchtime and after school and provide the opportunity for you to go away for a short time with your classmates when you are in Year 4. Although the staff do plenty of things to help you to develop they do not measure which are successful and which are not, so I have asked them to look more carefully to find this out. I have also asked the school to help you to look carefully at your own work to see for yourselves how you could improve and what you might want to get better at next. The headteacher, staff and governors know the school well and because of this the management of the school is good. The school is in a good position to improve further. The teachers have plenty of successful discussions to decide what is best for you to be aiming for next and what the school needs to do better.

I wish you every success for the future.