

# Bovington First School

## Inspection report

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<b>Unique Reference Number</b>	113680
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	325862
<b>Inspection date</b>	12 June 2009
<b>Reporting inspector</b>	Michael Barron

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	179
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Brace
<b>Headteacher</b>	Juliette Muir
<b>Date of previous school inspection</b>	28 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Holt Road Bovington Wareham BH20 6LE
<b>Telephone number</b>	01929 462744
<b>Fax number</b>	01929 463238

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<b>Age group</b>	4–9
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## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues.

- How well pupils presently achieve in numeracy and literacy, with a focus on Year 2 and Year 4.
- The pupils' awareness and understanding of the multicultural nature of modern British society in relation to the school's contribution to community cohesion.
- The possible impact of temporary changes to teaching staff on pupils' progress.

The inspectors gathered evidence from discussions with pupils, staff and representatives from the governing body, observations of teaching and of pupils at work and at play, scrutiny of school documentation and self-evaluation, samples of pupils' work and an analysis of parent questionnaires. Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average school which draws the majority of its pupils from Bovington Army Camp, an army training establishment. As a result, there is constant movement of children in and out of the school and only a small number of children who enter the school in Reception still attend the school at the end of Year 4. The percentage of pupils with learning difficulties and/or disabilities is above the national average. Nearly all pupils are of White British heritage. There is Early Years Foundation Stage provision for children in the Reception Year. The school has gained several awards including Healthy School status and Extended School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It has a very inclusive ethos and prepares pupils very well for the next stage of their education. Parents are overwhelming in their praise for what they believe is an excellent school. 'I cannot speak highly enough of the care and support my son receives', was typical of the many positive comments from parents.

At the heart of the school's success are outstanding leadership and management, especially those of the headteacher, who is held in high regard by parents and provides a very clear vision for school improvement. She is very well supported by the teaching staff and also the school governors, who offer the school an excellent combination of challenge and support. Together they have developed very effective systems to constantly analyse the school's performance and to ensure that improvement strategies are quickly and successfully put into place when any gaps in learning are identified. This is evident, for example, in the way the school has very successfully tackled the improvement issue regarding pupils' writing raised by the previous inspection and is a clear indication of the school's outstanding capacity for further improvement.

Children enter their Reception Year with skills and understanding that are well below the levels expected for their age, especially in their social and language development. They make outstanding progress in all year groups because high quality teaching caters very effectively for the needs of all pupils, regardless of their abilities or gender. Lessons are very well structured and teachers and teaching assistants work very effectively to ensure all pupils are included in learning. It is to the school's credit that recent temporary changes to the teaching staff have had no impact on the quality of provision for pupils. By Year 4 standards are above average and pupils are presently on course to meet, and possibly exceed, the challenging targets set for them in English, mathematics and science. Pupils requiring extra support, especially those with learning difficulties and/or disabilities and also the significant number who enter the school for the first occasion at times other than at the beginning of the school year, make outstanding progress because of the very effective level of support they receive.

Pupils describe school as a friendly place where everyone gets on very well. They comment that 'this is a happy school and everyone works together' and that lessons are 'fun'. However, pupils' attendance, whilst good, does not reflect how much pupils really enjoy school because there are occasions when armed forces families are required to go on leave in term time and this affects attendance rates. Pupils are very involved in local community life and comment that the school council gives them a realistic voice in school affairs. They say they are confident there is always someone to turn to if they have a problem and talk enthusiastically about how they raise money for a wide range of local and international charities. Their personal development and well-being are outstanding. Pupils fully understand the importance of keeping safe and the need to make sensible and healthy choices. Spiritual, moral, social and cultural development is outstanding. Pupils' moral and social development is especially strong and is reflected in their excellent behaviour and exemplary attitudes to learning. However, though pupils have a growing understanding of the customs and traditions of people in other countries, their appreciation of the multicultural nature of modern British society is not as well developed.

The school's curriculum combines different subjects together very well to ensure that learning is relevant, purposeful and enjoyable. Pupils say they look forward to lessons, especially when they involve work in practical subjects such as art and information and communication technology (ICT). They say they enjoy taking part in the wide range of enrichment activities

provided for them, including developing their expertise in African drumming and attending after-school activities. A wide variety of interesting visitors to the school and visits to places of interest such as the National Gallery in London enhance their personal development. Pupils also benefit from the opportunity to learn French, whilst their involvement in whole-school musical productions plays an important part in their learning.

The excellent level of care, guidance and support for pupils provides the basis for their outstanding personal development and well-being. Parents value the way the school looks after their children and comment that they are 'impressed with the level of care and understanding' the school provides. Very effective induction arrangements help pupils coming to Bovington First from other schools settle quickly into new routines. Pupils' health and well-being are securely safeguarded and child protection procedures are robust. The quality of care for individual pupils is excellent because of the contribution of skilled support staff and the effective use of excellent systems for monitoring pupils' well-being. Procedures for tracking pupils' academic progress are outstanding and used very effectively to help set targets to help pupils improve. Teachers' marking is consistently very good and also gives pupils a realistic understanding of how to improve their work.

Parents appreciate that their views are regularly sought and acted upon. Resources are very good and used effectively to enhance pupils' achievement. Links with external agencies and partnerships with other schools, especially the school's links with the army and other local primary schools, are used very effectively to support pupils' learning.

The school makes a good contribution to promoting community cohesion and this is evident in the way pupils work and play very well together whilst accepting each other's differences. It is also displayed in the way the school has successfully involved hard-to-reach families in their children's education. However, the school has yet to fully develop pupils' appreciation of the value of cultural diversity in modern British society.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The words of one parent summed up the outstanding quality of the school's Early Years Foundation Stage provision: 'Within a couple of weeks of entering the Reception class my son was coming on in leaps and bounds.'

Children get off to a flying start and make outstanding progress in all areas of learning because outstanding leadership and management ensure that the progress of individual children is constantly monitored and assessed and that this information is used to best effect when planning future work. Children needing extra help with their learning are therefore provided with the support they need to make the same outstanding progress as all others.

Lessons often make excellent use of children's imaginations in order to capture their interest and add to their enjoyment of learning. Children's welfare has a very high priority. Teachers ensure that classrooms and the well-resourced outdoor area provide stimulating and very safe learning environments and that lessons effectively blend opportunities for children to learn both independently and with adult direction. Progress in personal, social and emotional development is outstanding and this is reflected in children's excellent behaviour and attitudes to learning. Children feel safe and very well looked after and are happy to share and to take turns. Staff work very effectively to ensure there is always a strong emphasis on language development because children often enter the school with low communication skills. A further range of interesting activities ensures that children achieve outstandingly well during their first

year and provides a very secure platform for their outstanding progress throughout the rest of the school.

**What the school should do to improve further**

- Improve pupils' appreciation of the value of cultural diversity in modern British society.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 June 2009

Dear Pupils

Inspection of Bovington First School, Wareham BH20 6LE

Thank you for making both me and the team inspector feel so welcome when we visited your school. We enjoyed talking to you about what you like the most about your school and we were very impressed by the way you all worked so hard in lessons. Your parents believe that Bovington First is what adults call an 'outstanding' school and we agree with them. This means that it is really good at making sure you all do your very best. There are a lot of things we like about your school and we have not got the space to write them all down, but here are some of the most important ones.

- Your school gives you an excellent start to your education and makes sure you make outstanding progress in learning.
- You all get on very well with each other. Your behaviour is excellent and you are all very polite.
- Your teachers make sure you all know how well you are doing and what you need to do to improve your work.
- You are lucky to have such nice teachers who always try to make lessons very interesting.
- Teachers and the other adults who work in the school make sure you are always extremely safe and very well looked after.

Your headteacher, her staff and your school governors are working as hard as they can to try and make your school even better and we have asked them to:

- help you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds than yourselves.

We hope you all work hard and continue to make outstanding progress in the future.

I wish you the very best for the future.

Yours faithfully

Michael Barron

Lead inspector