

INSPECTION REPORT

St John's CE (VC) First School

Wimborne

LEA area: Dorset

Unique Reference Number: 113771

Headteacher: Mrs Jane Ashenden

Reporting inspector: Ms Helen Carruthers

Dates of inspection: 22 – 24 November 1999

Under OFSTED contract number: 707230

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	Voluntary Controlled
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	St John's Hill Wimborne Dorset BH21 1BX
Telephone number:	01202 883675
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Hazelton
Date of previous inspection:	16 - 18 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Aspect responsibilities
Ms H Carruthers, RgI	Under-fives	Attainment and progress
	Special educational needs	Teaching
	English as a second language	Leadership and management
	English	
	Religious education	
	Art	
Mrs M Morrissey, Lay Inspector		Attitudes, behaviour and personal development
Mrs J Clarke	Science Information technology Design and technology Physical education	Attendance Support, guidance and personal Partnership with parents and the Curriculum and assessment Spiritual, moral, social and Efficiency
Mrs J Newing	Equal opportunities Mathematics Geography History Music	Staffing, accommodation and

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MAIN FINDINGS

What the school does well

- The leadership provided by the headteacher and the governors is very good; it gives clear educational direction and purpose, creating a positive climate to continue to raise standards.
- Relationships throughout the school are very good.
- The attitudes and behaviour of pupils are good.
- Provision for spiritual, moral and cultural development is good and for social development it is very good.
- The provision for pupils with special educational needs is very good and they make good progress.
- Effective use is made of non-teaching staff.
- Very good support and guidance is provided for pupils.
- There is a very good partnership with parents and good links with the community.
- The quality of teaching is satisfactory or better in all lessons, including 46 per cent good and 3 per cent very good.
- The school provides a very good range of extra-curricular activities for pupils.

Where the school has weaknesses

- The school does not make enough use of information technology in view of the increased status of the subject.
- There is inconsistent planned challenge provided for average and higher-attaining pupils throughout the curriculum.

This is a school with many significant strengths which far outweigh its weaknesses. However, the weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The previous inspection report identified three key issues for the school to address. Good progress has been made in addressing these and in the school's continued development overall. The role of subject co-ordinators has been developed well to enable them to plan and monitor developments in their subjects. Criteria to judge the cost-effectiveness of spending decisions have been developed and are rigorously applied. Effective systems for judging the success of targets set out and completed within the school's development planning are in use. Other developments have seen improvements made to the buildings: a library, disabled toilet, small groups' room and resources rooms have been made available through the refurbishment of the attached school house. The school's capacity to improve further is good. A key target is to raise standards of attainment, particularly in literacy and numeracy, and to raise local awareness of how the school is developing.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
Reading	C	D
Writing	D	D
Mathematics	E	E

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information above shows National Curriculum test results for the school; there is an above-average number of pupils with special educational needs in the group who took the tests. A key target is to improve National Curriculum test results.

Inspection judgements are that by the end of Key Stage 1, and by age nine in Year 4 at Key Stage 2, standards in reading, writing and mathematics are average for most pupils. In English overall, including speaking and listening, attainment for the majority of pupils is average. Work in literacy and numeracy is having a positive impact on raising standards. Most pupils are confident in writing for a range of purposes. Standards in handwriting and presentation of work are satisfactory and in spelling broadly so. In science, standards for the majority of pupils are average; a suitable emphasis is placed on experimental and investigative work, but ways of recording work are limited. In information technology, pupils' attainments are below national expectations because of limited opportunity. The work seen in religious education is in line with the expectations of the locally agreed syllabus. In the other subjects of art, design and technology, geography, history and physical education, pupils' performance is overall, for the majority, in line with expectations for their age. In music, the majority of pupils perform at above expectations for their age. By the age of five, most children meet the expectations of the nationally agreed desirable learning outcomes.

St John's First School is Church of England voluntary controlled and therefore the inspection of its acts of collective worship are carried out by an inspector approved by the diocese and appointed by the governing body. That report appears under separate cover.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Satisfactory	Satisfactory	Good
Science		Satisfactory	Satisfactory
Information technology		N/A	N/A
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching was satisfactory or better in 100 per cent of lessons; this includes 46 per cent of teaching judged as good and 3 per cent very good. No teaching was judged as unsatisfactory. The overall satisfactory grades includes a proportion of good teaching in mathematics, science and history. Teaching in music was judged as good. Within the satisfactory teaching profile for physical education, one lesson was judged as very good. In information technology, no direct teaching was observed, but teachers and adults interacted with pupils satisfactorily. For children under five in the reception class, the quality of teaching in science, information technology and religious education is included under other subjects.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Consistently good throughout the school and in all classes. There are good opportunities for personal development and taking responsibility.
Attendance	Good: improving and now above the national average with very good procedures for monitoring and promoting attendance.
Ethos*	Good. The school is committed to raising standards; all ages work together purposefully with good attitudes to learning; relationships throughout are very good.
Leadership and management	Good overall. The headteacher gives very good, strong leadership. Working together effectively, the headteacher and governors provide a very good and clear educational direction, which is shared by all staff. The School Development Plan gives targets for improvement and highlights raising standards. The monitoring and evaluation of school developments are efficient with a good use of cost-effectiveness throughout.
Curriculum	Satisfactory overall. Broad and balanced throughout, but information technology is not developed fully. The promotion of literacy and numeracy is strong. Suitable planning overall, but average and higher-attaining pupils are not always extended through sufficient challenge in subjects. Assessment procedures are developed well overall, but the use of assessed information to help lesson planning for these pupils is inconsistent in detail. A very good range of extra-curricular activities is provided for all pupils.
Pupils with special educational needs	Well managed with very good provision and effective support. Twenty-seven per cent of pupils have such needs, which is above average. Pupils with a wide range of learning difficulties are integrated into school life successfully.
Spiritual, moral, social & cultural development	Good overall. Provision for pupils' spiritual, moral, and cultural development is good and for their social development, it is very good.
Staffing, resources and accommodation	Satisfactory overall. There is effective teamwork throughout and use of non-teaching staff. Resources are satisfactory, but software for information technology is limited and no ride-on equipment is provided for under-fives to use outdoors.
Value for money	The school sustains high costs per pupil. It provides satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>I. They are made to feel welcome and encouraged to take part in the life of the school.</p> <p>II. The staff are all welcoming and approachable.</p> <p>III. The school gives a clear picture of what is taught and parents are kept well-informed about their children's progress.</p> <p>IV. The homework and extra activities that are provided.</p> <p>V. The values and attitudes promoted and the standards of behaviour achieved.</p> <p>VI. Their children like coming to school.</p>	<p>VII. A few parents queried if homework is too much, if more time could be given to individual parent consultations and if reading material provided for the youngest children is interesting enough.</p>

Fifteen parents attended the meeting with the registered inspector prior to the inspection and 54 questionnaires were returned. From information gathered through the parents' questionnaire and the parents' meeting it is clear that there is much strong support for the work of the school. Inspection findings support fully the positive views of parents. In reply to the few queries, the inspection team found that homework provided is interesting, sufficient and well managed. Regular parents' consultations are held, but teachers are happy to see parents if they feel they want more information about their child's progress. The school is looking at providing a wider range of interest books for the youngest children.

KEY ISSUES FOR ACTION

In order to raise standards and to continue to improve the quality of education the governors, headteacher and staff should prioritise from its School Development Plan and address the following:-

- | | |
|---|--|
| <p>VIII.
information technology, in view of the increased status of the subject by:</p> <p>IX. raising standards and improving pupils' progress;</p> <p>X. ensuring sufficient time is given to all the elements and associated skills;</p> <p>XI. extending links to literacy and numeracy;</p> <p>XII. increasing the use across the subjects of the curriculum;</p> <p>XIII.
drafting and redrafting skills in word processing;</p> <p>XIV.
collating data and extracting information in data handling;</p> <p>XV. expanding links for pupils with special educational needs;</p> <p>XVI.
procedures;</p> <p>XVII.
software.</p> | <p>Make fuller use of</p> <p>making greater use of</p> <p>extending the use of</p> <p>developing assessment</p> <p>increasing the range of</p> |
|---|--|

(Paragraphs: 11, 16, 17, 18, 19, 21, 22, 33, 34, 41, 46, 48, 49, 52, 79, 82, 98, 109, 112, 119, 121, 123, 124, 127, 144, 150)

- | | |
|---|--|
| <p>XVIII.
challenge for average and higher-attaining pupils throughout the curriculum by:</p> <p>XIX.
detail of planned work targeted for these pupils in all subjects;</p> <p>XX. increasing the provision of extension activities to build on previous learning;</p> <p>XXI.
consistent use of assessment information to support lesson planning for average and higher-attaining pupils.</p> | <p>Provide a more consistent</p> <p>ensuring consistency in the</p> <p>making a greater and more</p> |
|---|--|

(Paragraphs: 33, 34, 36, 38, 39, 46, 48, 52, 100, 103, 105, 106, 108, 111, 112, 117, 119, 120, 136)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:-

- XXII. Provide ride-on equipment for children under five in the reception class to use as part of their planned outdoor curriculum.

(Paragraphs: 8, 25, 45, 79, 82, 85)

- XXIII. Extending the range of free choice books for children under five.

(Paragraphs: 67, 79)

XXIV. As part of the longer term development plan for art, in Key Stage 2, devising a system of keeping pupils' sketches to form individual art sketch-books, which indicate skills and techniques used and progress over time.

(Paragraphs: 22, 137)

INTRODUCTION

Characteristics of the school

1. St John's Church of England, Voluntary Controlled First School is situated near the centre of Wimborne, adjacent to the church. The school, founded in 1877, is housed in a single storey building attached to the old school house, which now provides extra teaching space for groups of pupils. The school has a low roof hall and one classroom situated on site next to its main building. Currently, there are 116 full-time pupils on roll in the school (72 boys and 44 girls) - plus 30 children (15 boys and 15 girls) who attend part-time in the reception class, making a full-time equivalent of 131. Pupils are taught in five single aged classes from reception to Year 4. At the time of the inspection, 25 children aged under five were being taught part-time in the reception class. In the term prior to the inspection, six children aged under five were being taught in this class. Children aged under five are admitted at the start of the autumn term. The school operates a one point of entry admissions procedure in accordance with Local Education Authority recommendations for those under five. The average class size in the school is 26.2
2. Pupils come from a wide area, including a large local authority housing estate and nearby private housing. Families come from a broad mix of social backgrounds with many single parent families represented. Most pupils have had some form of pre-school experience before starting in the reception class. Parents are involved in varied employment, being both manual and professional. There is a wide range of attainment at entry, but it is below average overall.
3. Thirty-five pupils are on the school's register of special educational needs, which represents nearly 27 per cent of the school's roll and is above the national average. Of these, 27 pupils are at stage two and above, and three pupils have formal statements, under the terms of the Department for Education and Employment's Code of Practice for special educational needs. The percentage of pupils with statements is above the national average. Just over five per cent of pupils are entitled to free schools meals, which is below the national average. This is a recent drop in free school meal numbers; mostly the percentage is round about the national average, or just above average. These meals consist of sandwiches, as the local authority does not provide hot food and many families choose not to take them. A small number of pupils come from different minority ethnic groups and have English as a second language.
4. The school was first inspected in April 1996. The present headteacher took up her appointment in April 1997 and, with the governors and staff, has continued to implement the action plan for school development from that inspection. A key priority of the school has been to maintain the quality of provision for pupils with special needs and to raise levels of attainment for those of average and above average ability.
5. The school's main aims are "To be at the heart of the community and to create a loving Christian atmosphere which cherishes each individual. To offer a rich and stimulating environment, to foster an appetite for learning, to give pupils the confidence to make their own decisions and to encourage independence in learning."
6. Priorities from the current School Development Plan are to:
 - Raise standards in literacy and numeracy (in part, increasing the percentage of pupils attaining Level 2 and Level 3 by the end of Key Stage 1, and for those attaining Level 3 and Level 4 at the end of Year 4).
 - Develop a wider range of opportunities for pupils to use information and communications technology to support their learning.
 - Develop science curriculum opportunities for the more able.
 - Improve progress and continuity in art.
1. Future targets identified by the school are to:
 - Improve accommodation (i.e., the hall and class sizes, toilet near reception);

- Continue to raise standards and cater for a broader sample of pupils from the catchment area.

· **Key indicators**
Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	17	10	27

· National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	13	13
	Girls	8	9	8
	Total	19	22	21
Percentage at NC Level 2 or above	School	70 (62)	81 (76)	78 (76)
	National	82 (80)	83 (81)	87 (85)

· Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	14	14
	Girls	9	9	8
	Total	22	23	22
Percentage at NC Level 2 or above	School	81 (76)	85 (76)	82 (86)
	National	82 (81)	86 (85)	87 (86)

.....
1

Percentages in parentheses refer to the year before the latest reporting year

· **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.9
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

· **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

· **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	3
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. During the inspection, there were 25 part-time children under five being taught in the reception class of 30. In the summer term, there were six children under five being taught in this class. Attainment on entry is below average overall; this is confirmed by the results of assessments at the time of entry (baseline). Most children have received some form of pre-school experience and they all settle happily into the reception class. By the age of five, most children attain in line with the expectations of the nationally agreed desirable learning outcomes in the six areas of learning as identified in the Qualifications and Curriculum Authority document 'Desirable Outcomes for Children's Learning by Age Five'. These areas of learning are language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development and social and personal development. Many children exceed these levels in language and literacy. A strong emphasis has been given to developing children's early writing skills. In their physical development a lack of ride-on equipment, to use as part of the outdoor curriculum, restricts attainments in this aspect. Those children who have special educational needs are working towards the desirable learning outcomes and are making good progress.
2. Most children under five make good progress overall across the areas of learning. They make good progress in their personal and social development, language skills, scientific and musical developments. In language and literacy, most under-fives make good progress to emerge as satisfactory readers and writers. Children are confident at speaking and listening and make good progress in this, particularly in role-play situations. Good opportunities are provided for them to talk about what they know. In mathematics, they start to use a range of simple mathematical and general language appropriately and progress satisfactorily. Through work in knowledge and understanding of the world, children begin to develop good scientific and investigative skills. In their creative development, children progress well to being confident at expressing themselves through drawing and painting. In their physical development, children take part in a number of physical education activities and make satisfactory progress in developing a range of skills.
3. At Key Stage 1 and 2, the school is now giving increased emphasis to raising standards and to improving the trend of below-average National Curriculum test results for pupils, by the end of Year 2, in reading, writing and mathematics. A key target of school development is to improve test results and to continue to raise pupils' attainments. With this target in mind, a strong emphasis has been placed on developing consistent planning throughout the school to support pupils' learning in all subjects and to tighten up the curriculum provided. A priority is given to teaching English, to developing pupils' speaking and listening skills and on improving reading and writing through the literacy hour and work in other subjects across the curriculum. In mathematics, the use of daily mental arithmetic sessions as part of the numeracy strategy is consolidating what pupils have learnt, increasing their confidence and moving learning forward. The introduction and use of the National Literacy and Numeracy Strategies is developing planning further and providing more rigorous lessons, which is improving the match to the needs of pupils of all abilities.
4. These measures are proving beneficial and standards of attainment for the majority of pupils by the end of Key Stage 1 and by the age of nine in Year 4 at Key Stage 2 are in line with the national average in English and mathematics. In speaking and listening, reading and writing, pupils' attainments are average across the school. Standards in spelling, handwriting and the presentation of pupils' work are average. In mathematics, standards in application of numbers for most pupils are average. In the other core subjects most pupils' attainments in science are average by the end of Key Stage 1 and by age nine in Year 4. However, standards in information technology are below expectations throughout as the subject has not yet developed sufficiently to match its increased status as a core subject. In religious education, most pupils' attainments are in line with the expectations of the locally agreed syllabus.

5. In literacy and numeracy standards are average and this represents satisfactory and often good progress across the school. The daily use of the literacy and numeracy strategies is giving a sharper focus to lessons. Pupils, particularly those of average and above average capability, are beginning to benefit from the clear structure of literacy and numeracy planning. The overall good pace of teaching in literacy, and to some extent in numeracy, with the emphasis on the plenary session at the end of each lesson to confirm understanding is having a positive impact on improving attainment in English and mathematics.
6. The school's Key Stage 1 1999 National Curriculum tests and assessments for seven year old pupils in Year 2, indicated the percentage attaining the expected Level 2 and above to be below average in reading, but broadly in line with the national average at the higher Level 3. The test results in writing indicated the percentage of pupils attaining the expected Level 2 and above to be slightly below average and at the higher Level 3 to be below average. In mathematics, at the end of Key Stage 1, the results indicated that the percentage of seven year olds who attained the national targets of Level 2 and above and Level 3 was below that found nationally. In science, teachers' assessments indicated that the percentage of pupils attaining the expected Level 2 and above was just below the national average, but the percentage of pupils achieving the higher Level 3 was below the national average. These test and assessments results include an above-average percentage of pupils with special educational needs. However, trends over time are of below-average test results, which the school is addressing as it is a key target for improvement. In science, a strength is in the practical activities provided for pupils to investigate, and a greater emphasis is being placed on providing a consistency in how pupils record their findings.
7. When compared with all schools, the 1999 National Curriculum test results for the combined levels in reading are average, but below average in comparison with similar schools. In comparison with all and similar schools, pupils' attainments in writing are below average. In mathematics, the results indicate that attainment is well below that in all and similar schools. In comparison with similar schools, the teacher-assessed results in science were well below average.
8. The 1999 test results indicate some slight, but not significant, improvements from those of 1998 in both reading and writing. In mathematics, the 1999 test results indicate similar results to those of 1998. In science, the 1999 teacher assessments indicate a broadly similar picture at Level 2 and above, but slight improvement in the percentage reaching Level 3 and above in comparison with results of 1998. Raising pupils' attainments in reading and writing and improving test results are key targets, identified by the school for improvement. A key target of the school is to improve standards and its test results in mathematics.
9. In English, strengths are evident in the good cross-curricular links between it and other subjects. For example, many pupils' speaking and listening skills are developed well by explaining what they know in science. Pupils' reading and writing skills are developed well in history and geography, and when writing accounts in history. Many pupils can express themselves to visitors clearly, explaining what they are doing. Pupils throughout listen to one another with respect. Pupils are encouraged to write for a wide range of purposes. In writing, most pupils record the findings of their science investigations satisfactorily, but there are some inconsistencies. Throughout, some use is made of information technology for word recognition work to support literacy, but word processing skills to draft and redraft work are not developed effectively.
10. In mathematics, strengths are found in many pupils' approach to problem-solving at all levels of ability. For example, pupils in Year 4 delighted in investigating and solving a number-pattern challenge and in discovering that this related to the four and eight times tables. Particular attention is given to mental arithmetic skills and this is having a positive impact on raising levels of attainment. For example, pupils in Year 2 had great fun counting on and back up to a hundred using numbers two, five and ten. Appropriate cross-curricular opportunities are given, such as applying knowledge of measurement to extend work in science. However, the use of information technology for data handling, for storing and

extracting information is insufficiently developed.

11. In science, pupils benefit from being provided with much first-hand experience. Pupils investigate and talk about their findings well, but in some cases, they find the organisation of their written results more difficult. The use of information technology in this respect is underdeveloped. Most pupils' levels of attainment through their experimental and investigative work is sound. They can classify a range of materials according to their properties successfully. In Year 1, pupils learn to sort different material and by Year 4, many have progressed to a good understanding of what a fair test is. Pupils learn about diet and exercise. By the end of Year 2 and Year 4, pupils are building up their knowledge and understanding of science satisfactorily.
12. In information technology, pupils' skills in operating computers for word processing and data handling are insufficiently developed. Many younger pupils can manipulate the keyboard and the mouse to make simple movements up and down and around the screen. At Key Stage 1, pupils can program a floor robot with a simple set of instructions. Many older pupils can save and print out their work. However, their skills in drafting and redrafting their work and in storing and extracting information are insufficiently developed. Insufficient use is made of information technology to support work in English, mathematics, science and the other subjects of the curriculum.
13. In religious education, pupils learn about the Christian faith and other faiths. They listen well to one another when sharing their ideas and opinions. The standards that pupils attain are in line with the locally agreed syllabus. Younger pupils develop a sound understanding of Bible stories and can compare moral messages in these with actions today. Older pupils progress to developing opinions and views about a wider range of issues and use role-play satisfactorily to convey their interpretations.
14. The school has identified 27 per cent of its pupils as having special educational needs, which is above the national average. These pupils are supported effectively, individually or in groups, and progress is good with regard to their capabilities and targets set for them. Special needs pupils have well-prepared Individual Education Plans, which meet their needs. Pupils are helped to achieve the targets on these plans with the effective help of the classroom support assistants. However, the use of computers in this respect is underdeveloped. The small minority of pupils with English as a second language progress well in developing their speaking and listening skills and make good overall progress.
15. Progress for most pupils is satisfactory in the core subjects of English and mathematics throughout the school. In English, some good progress is made in speaking and listening, reading and writing. The use of the literacy strategy ensures that most lessons move at a brisk pace, which enables pupils of all abilities to make some good progress. Strong cross-curricular links are effective in providing some good opportunities for pupils to apply speaking and listening, reading and writing skills within other subjects. In mathematics, pupils make satisfactory progress overall, with some good progress, particularly in using and applying mathematical skills and understanding of numbers. However, pupils' progress in the use of word processing skills and data handling is insufficiently developed. Pupils' progress is satisfactory in science, but their recording of findings is limited. In religious education, pupils make satisfactory progress in learning about Christianity, and in extending their understanding of other major faiths. In the other subjects of art, design and technology, geography, history and physical education, throughout the school, pupils make satisfactory progress. In music, pupils make good progress. In Years 3 and 4, in art, sketch-books are not kept to indicate the skill and techniques used or to record progress over time. In geography and history, pupils benefit from visits and visitors to enrich their understanding. In music, pupils' progress is good when performing to one another when singing in the hall. In physical education, at Key Stage 2, pupils progress well in swimming.
16. The provision made by the school, particularly in terms of the overall satisfactory or better quality of teaching, is improving the progress made by children under five and pupils at both key stages. Since the last inspection the school has introduced the literacy hour and numeracy strategy. The headteacher has raised teachers' awareness of the importance of improving standards and National Curriculum test results. At the last inspection, with the exception of information technology, this picture reflects the standards of attainment reported on for most pupils. There is a broader range of activities linked to learning outcomes for children under five to enrich their learning. The schools' capacity to continue its

improvements, in raising standards and in developing information technology in accordance with its higher status as a core subject, is good.

23. **Attitudes, behaviour and personal development**

17. Pupils demonstrate good, positive attitudes in lessons. Those pupils with special educational needs work hard to improve their performance. Pupils arrive at school well prepared and keen to work. They settle down quickly, apply themselves to tasks enthusiastically, and concentrate well throughout lessons. There are many opportunities to develop independent learning; these are well used by pupils. Pupils take a high degree of pride in their work and respond well to teachers' comments for improvement in line with their own personal targets. Across both key stages pupils have a positive attitude to learning and are capable of concentrating for appropriate lengths of time, especially when fully absorbed in the lesson content.
18. Children under five make good progress in the development of personal skills. They enjoy coming to school. They are secure in their environment and enter school confidently. They work and play alongside one another and take turns using equipment although there are few opportunities to use apparatus, such as wheeled toys outdoors. They respect the environment, books and resources provided for them. Their behaviour is good. They have warm relationships with their teachers and try hard to please their teacher and other adults.
19. Since the last inspection, the good behaviour of pupils has been maintained. Both outside and inside the school pupils' behaviour is good. Pupils understand the school's golden rules fully and in general follow them well. They are especially good in reminding adults, very politely, to observe the whisper zone around the school offices. Behaviour in a number of lessons is very good and in all lessons good. Pupils co-operate with their teachers in establishing conditions in which they and others can work productively without fear of distraction or interruption. They observe the code of conduct and absorb the values transmitted by the staff. No instances of bullying were observed or reported during the inspection and pupils do not regard bullying as a major issue in the school. There is an appropriate procedure to deal with bullying if it occurs. Pupils eat their packed lunches in an orderly manner and behave well. Pupils show respect for the building; equally they care for displays and equipment. A number of pupils are keen members of the school's gardening club. There is no evidence of any vandalism or graffiti. Since the last inspection there have been no exclusions.
20. Relationships within the school are very good. Teachers and pupils relate well to one another and the friendly relaxed and caring manner is built on a basis of mutual respect. Pupils relate well among themselves, listen to and respect one another's views and opinions and are keen to help and support one another. This is especially so with the special needs pupils who are kindly and caringly helped by other pupils, particularly those in Year 4. Those few pupils for whom English is an additional language are fully integrated and share in the excitement of learning alongside all the other pupils. There is good racial harmony throughout.
21. Pupils are given good opportunities for personal development. They display good personal initiative in a variety of ways, such as their work as monitors both in the classroom and as whole-school monitors in Year 4. Pupils respond positively to opportunities to take responsibility within their own classroom and for older pupils around the school. They undertake their duties and responsibilities reliably and with pride.
22. Pupils make good contributions to a number of local, national and international charities. These include: the Poole Shopmobility Group, the Salvation Army, Comic Relief and Children in Need and the National Society for the Protection and Care of Children. World-wide the school has developed a link with a school in Mongolia and pupils keep in contact through e-mails. Staff from this school have recently made a personal visit to St John's first school and received an exciting and friendly welcome from pupils. There are very many opportunities with lunchtime clubs for pupils to extend their interests and personal development. These are very well attended and include a wide range of sporting activities

and music.

29. **Attendance**

23. Attendance is improving and is now at a good level of 95 per cent with unauthorised absence below the national average. Since the last inspection attendance has improved steadily. Pupils arrive punctually at the school. Lessons begin promptly. All teachers register pupils consistently and enquire about any absentees. The prompt start to lessons contributes to the satisfactory and sometimes good progress of pupils. There is a very good positive working relationship between the school and parents, which contributes to the good attendance pattern across the school.

30. **QUALITY OF EDUCATION PROVIDED**

30. **Teaching**

24. Teaching was satisfactory or better in 100 per cent of lessons observed. It was satisfactory in 51 per cent of lessons, good in 46 per cent and in 3 per cent it was very good. No teaching seen was unsatisfactory. The good quality of teaching in English and some good lessons in mathematics is having a positive effect on improving pupils' attainment and progress in literacy and numeracy. Teachers work well as a team, sharing good knowledge and expertise with one another, their classroom assistants and parent helpers.
25. Teaching for children who are under five and those in the reception class was good overall. It was good in aspects relating to children's social and personal development, English, language and literacy, their knowledge and understanding of the world and creative development, and this results in some good progress being made. Teaching in mathematics and physical development is satisfactory. In their personal and social development, children are positively encouraged to listen to one another and to talk about what matters to them. Their teacher has established good ground rules regarding what is acceptable and unacceptable behaviour. In language and literacy, early reading skills are taught well through a clear structure, which balances direct teaching and gives good opportunities for children to select books for themselves. In mathematics, a suitable range of practical activities is provided and children's understanding of numbers is used appropriately to link work across the other areas of learning. Teaching in the scientific aspect of knowledge and understanding of the world and the musical aspect from the creative development area are strengths. The relationship between the children and their teacher and all other adults is very good and this gives these youngest children confidence and helps them settle into school happily. Children enjoy taking part in the many stimulating and practical activities provided for them. Planning is based on the Desirable Learning Outcomes and covers the areas of learning, whilst linking well to the early stages of the National Curriculum.
26. At Key Stage 1, teaching was good in 43 per cent of lessons seen and satisfactory in the remaining 57 per cent. Teaching of English and literacy is good; teachers are enthusiastic about the subject and provide interesting activities which impact well on pupils' progress. Teachers place a strong emphasis on improving writing. English is used well to support work in other curriculum areas, such as speaking and listening and drama in religious education and writing linked to history. In literacy, teachers are beginning to make some good use of the strategy to extend pupils' interest in reading and finding out information. In mathematics and numeracy, teaching is satisfactory with some good features. Teaching places a strong emphasis on practical work, such as number games, which test understanding, enabling learning to be consolidated and some good progress to be made. However, there is some lack of challenge in planned mathematical work set between Year 1 and Year 2. Teaching in science is satisfactory, again with some good features, these being a strong emphasis on practical investigations. Less emphasis is placed on how pupils record their findings, and in this respect the use of representing results in graphical form is less developed. In information technology, no direct teaching was seen, as the subject is taught alongside other non-core subjects, often as part of general activity sessions, for example, in art and design and technology. However, in mathematics, teachers have started to link the work that is taking place in numeracy with the use of different mathematical-based computer programs.

In English, the use of computers for word processing and drafting work is less well-developed. Teaching of religious education is satisfactory, with an appropriate emphasis on talking and sharing views and recording what has taken place in lessons. In music, teaching is good with pupils set high standards and this results in good progress being made.

27. At Key Stage 2, teaching was very good in just over 5 per cent of lessons seen, which was one lesson, good in just over 44 per cent and satisfactory in the remaining 50 per cent. Teaching in English and literacy is good; for example, teachers extend a love of books and reading by introducing pupils to a wide range of good quality literature by well-known poets and authors. Good teaching in English has enabled pupils to improve on their progress, with much good progress being made. Teachers place a strong emphasis on pupils' presentation of work and maintaining sound standards in handwriting. Suitable opportunities are made for extended writing lessons weekly, and writing linked to other subjects is emphasised well. Drama is used effectively, being linked, for example, to work in religious education, geography and history. In mathematics and numeracy, teaching is good, with a suitable start to the use of the National Numeracy Strategy, to make lessons interesting and challenging for pupils of all abilities. Teachers are beginning to increase the amount of planned challenge provided for pupils of average and higher ability. Teaching in science is satisfactory with strengths in encouraging pupils to have an investigative approach through practical activities. Less emphasis is placed on how pupils record their findings, and the use of data handling, using information technology to store and retrieve information, is underdeveloped in both mathematics and science. In information technology, no direct teaching was observed, but teachers and adults interact suitably with pupils as part of other lessons. However, the use of computers for pupils to draft and redraft their writing is insufficiently developed in English. Cross-curricular links to other subjects using information technology are underdeveloped, particularly in geography and history. In religious education, teaching is satisfactory with an appropriate use of role-play, for example, for pupils to explore well-known Bible stories to develop their understanding of the moral conflicts in these. In the non-core subject of music, teaching is good; pupils are given good praise and encouragement and they make good progress in performing for others.
28. The quality of teaching for those pupils with special educational needs is good. Teachers and classroom assistants provide effective support within class lessons, or for small group and individual work when pupils are withdrawn from classes, enabling pupils to make good progress, based on the targets set in their Individual Education Plans. Teachers take into account the full and very wide range of special needs within their classes and the work set is closely matched to these pupils' prior learning. There is a good balance between pupils being supported in their classes or as individuals and small groups withdrawn from these. Pupils with special educational needs, and those few pupils with English as a second language, are fully integrated into all the work that is taking place. Pupils for whom English is a second language are given much encouragement by teachers and these pupils are happy and eager to learn and talk about what they know.
29. Overall, when teaching was good or better, the brisk pace of lessons enabled pupils to consolidate learning and move forward to cover new ground, resulting in good progress being made. Work provided was sufficiently challenging for all abilities, with good interaction by teachers through questioning to extend pupils' learning. When teaching was satisfactory, the pace was slower and opportunities to challenge and extend average and pupils capable of higher-attainment, less evident in both planning and lessons, leading to slower, but satisfactory, progress made by pupils.
30. Throughout the school, teachers demonstrate good subject knowledge and understanding of the curriculum. Teachers' knowledge and expertise is secure, and activities provided are practical, interesting and highly motivating, to encourage an enjoyment and enthusiasm for learning. The school has some demanding special needs pupils and teachers have high expectations for the achievement of these pupils. Under the guidance of the present headteacher, teachers are extending these high expectations to the other groups of pupils and are beginning successfully to extend their learning to raise standards and improve progress.
31. Overall, teachers are conscientious in their lesson planning for pupils of all levels of ability. Work is planned with much practical interest and variety, but often the challenge for pupils of average or above

average abilities is insufficiently sharp to extend their learning and progress further. Many first-hand experiences are provided throughout, and pupils respond to these well - with much enthusiasm for learning resulting in at least satisfactory progress being made by the majority overall. Pupils are given some suitable opportunities to apply what they know in a cross-curricular way with subjects interlinking, as through speaking and listening and role-play in drama linked, for example, to geography and religious education lessons. Planning for the teaching of literacy and numeracy is appropriate, with teachers providing tasks that are matched to the wide range of ability within the school, and they are beginning to address the needs of average and higher-attaining pupils. In planning for literacy and numeracy, a sound start has been made on providing extension activities for these pupils, and this is improving their progress in English and mathematics. Science lessons are planned to provide a broad range of interesting practical activities for pupils to investigate, with a stronger emphasis being given to providing greater challenge.

32. Teachers make satisfactory use of different methods and organisational strategies in their classes overall. Particular strengths lie in the organisation of their literacy and numeracy lessons, with appropriate emphasis on whole-class discussions, group work activities and recap sessions at the end of lessons to confirm pupils' understanding and to improve progress. However, when teaching other subjects, in some classes often too many different activities relating to more than one subject are being taught at the same time. This applies particularly to the non-core subjects of art, design and technology, geography and history, although in some lessons, science and information technology activities are included as well. In science, teachers plan sessions so as to draw pupils together to consolidate learning. In these lessons, pupils cover a number of subjects at the same time, through group work on an aspect of each and although progress is satisfactory, the chance to provide greater challenge and activities to extend learning for those of average and higher-attainment in one subject is sometimes missed. The school is aware of this and it is continually looking at its methods and organisational strategies to make improvements appropriate for the teaching of its curriculum to match the different ages and needs of pupils.
33. The management of pupils by teachers is consistently good throughout the school. Teachers have to manage pupils with a wide range of abilities and social maturity and those with special educational needs in their classes and use non-teaching staff to support them in this effectively. Pupils respond well to their teachers and in most instances they get on with their work without supervision when their teacher is involved with another group. Teachers set clear boundaries, which are consistently applied in all classes by all adults across the school.
34. Teachers use time satisfactorily overall. It is best used in literacy and numeracy lessons when pace is brisk, activities are challenging and pupils well-motivated to extend learning. In other lessons, there is an appropriate balance between practical and recorded activities and time is used suitably to complete both tasks. Teachers use a range of resources well to make their lessons interesting and worksheets are not overused. However, in science, there is less emphasis on recording results in different ways and making a fuller use of information technology. From reception upward, pupils are taught to look after and take good care over the presentation of their work, three-dimensional displays, artefacts and equipment. Pupils are encouraged to be independent and to take responsibility; for example, clearing up quickly after lessons, or returning equipment after physical education lessons.
35. Day-to-day assessment in lessons of individual pupils' overall progress is good. Their learning is monitored effectively through the setting of individual targets for improvement. Teachers monitor work with groups and through observations of pupils' practical work. Individual pupils' work is marked conscientiously. Teachers make useful comments on how pupils might improve their work on an individual basis.
36. Teachers' use of homework is good; in the form of reading, spellings, mathematics, topic-related and interest activities to research; it supports and enhances learning. It is well managed and sufficient for pupils across the school. Pupils enjoy taking their reading books home and are keen to talk about the stories and authors they like. Home and school reading records are used well and kept up to date. A few parents queried if homework is too much; it is appropriate, and prepares pupils well for transfer to the

middle school.

37. The previous inspection reported that there was no unsatisfactory teaching and that some teaching was better. This outcome has been built upon successfully; teachers are now extending their focus to planning and monitoring the improving progress of all ability groups, including those capable of higher attainment.

44. **The curriculum and assessment**

38. The curriculum provided for children under five, who are part-time in the reception class during the autumn term, is broad and balanced. It is planned appropriately on the six areas of learning and leads suitably to the early stages of the National Curriculum. There is a strong emphasis on the development of language and literacy skills and numeracy skills; the reception class planning follows the guidance in the National Literacy and Numeracy Strategies. A strong emphasis is placed on children's personal and social development. The curriculum provides a secure foundation for most children to attain the desirable learning outcomes by age five and to make satisfactory progress, or good progress, taking into account their specific needs. Medium-term and short-term planning provides a clear curriculum for children. However, in the physical aspect of the outdoor curriculum there is no provision for ride-on toys and wheeled vehicles. Procedures, including base-line information for assessing children's progress are good. They indicate what children have achieved and set targets for their future learning, which are then developed through the curriculum.

39. The school provides a curriculum in Key Stage 1 and Key Stage 2, which is broad and balanced overall. It includes all of the National Curriculum subjects and religious education and meets statutory requirements. A significant emphasis is placed upon literacy and the wider English curriculum, with a large proportion of the teaching time allocated to English. In literacy, this is beginning to have a sound effect on raising standards, particularly in reading and writing. In numeracy, a key focus is developing pupils' mental arithmetic skills to improve standards. Numeracy, science and religious education have an appropriate allocation of time. At present, information technology does not have sufficient time allocated to it. This has an impact upon the standards of attainment that pupils achieve, as they do not have enough opportunities to develop and extend their skills across a wide range of subject areas. Sufficient time is given to the other subjects, the non-core. The school makes good use of cross-curricular themes to promote and enhance all subjects of the curriculum. For example, pupils in Year 4 study electricity in their science lessons, and as part of their work in design and technology look at a range of torches to see how they work and then draw wiring diagrams for them. Sex education, health and drugs awareness is taught through science as part of the National Curriculum. Pupils in Year 4 are well prepared for the next phase of their education as teachers liaise with the local middle school and ensure that the curriculum is carefully tailored to provide good coverage of the National Curriculum for all of Key Stage 2.

40. The literacy curriculum follows the guidelines of the National Literacy Strategy and provision is satisfactory, with formal literacy lessons taught each day. Literacy is being developed across all the subjects of the National Curriculum and extended writing is at present a focus for development in history and report writing in science. Work following the Literacy Strategy is beginning to improve pupils' progress. The school follows the National Numeracy Strategy, implemented this year, and has made a satisfactory start to this. The increased attention to mental mathematics is already contributing to the competence and progress of all pupils in handling numbers. Use of both strategies is supporting more rigorous planning, which is beginning to extend pupils of all abilities, but there are still some inconsistencies in this, particularly for average and higher-attaining pupils.

41. The delivery of the curriculum is aided in all subjects by overall satisfactory policies and schemes of work; these give appropriate and often good guidance. The school has adopted the Qualifications, Curriculum and Assessment Authority's documents for many of the subjects of the curriculum. Long, medium and short-term planning is satisfactory and clear, and a consistent format is used across the school. Planning ensures that pupils build upon previous knowledge and make satisfactory progress overall. There is broad planning for pupils of all abilities, but there is often a lack of consistency in the

detail of work that is carefully and systematically targeted to average and higher-attaining pupils and sometimes they are not appropriately stretched in all lessons. At times, insufficient extension activities are provided for pupils to move on to during lessons. There are good cross-curricular links built into the curriculum and teachers make effective use of these to develop and enhance pupils' learning experiences. Information technology is, however, not as yet firmly established into the curriculum and opportunities are lost in enhancing the other subjects with effective use of computers. Religious education lessons give pupils suitable opportunities to reflect, to think about their own experiences, learning and personal development; this is a significant part of the curricular entitlement of pupils.

42. The school's provision for pupils with special educational needs is very good and complies fully with the Code of Practice. Early identification of pupils who need extra support is effective, with children in the reception class identified if needing specific help. Individual Education Plans are of very good quality and outline clearly each pupil's targets for improvement. These plans are used effectively by teachers to support pupils' learning in the classrooms. The monitoring of individual attainment is good. Throughout the school, pupils' progress is carefully and thoroughly evaluated and recorded. Pupils with Statements of Special Educational Needs are helped effectively with a curriculum that is tailored very well to their individual needs. All staff, teaching and non-teaching, have a very clear understanding of their roles and responsibilities and carry them out effectively. Targets in Individual Education Plans are reviewed regularly, and there are meetings each term with parents to report on individual pupils' progress. However, the use of information technology to enhance learning is insufficiently developed. The few pupils for whom English is an additional language are supported effectively by the school in all lessons. Teachers receive helpful guidance in their planning for these pupils from the Local Education Authority's language support team.
43. The school has a good commitment to equal opportunities for all pupils and this is evident both in its documentation and its practice. The provision for extra-curricular activities is very good; there are opportunities for pupils to attend gardening, recorders, games, embroidery, short tennis and football clubs. There are significant numbers of boys and girls who attend these clubs and activities. Educational visits extend pupils' knowledge and understanding of the natural world, the past and present world, and make a positive contribution to the curriculum. Pupils have visited Kingston Lacy to study the Victorians, Carey Outdoor Centre for a wide range of outdoor activities, Wimborne Minster, Kingston Maurward Agricultural College, Hengistbury Head, Bournemouth International Airport and the New Forest Wildlife Centre. The school arranges a number of visitors into the school. These visitors provide enrichment for the curriculum; for example, the Planetarium has made a visit, Kinetic Theatre for the Electricity Show, book fairs, and a professional harpist as part of the Wimborne Arts Festival. Parents and governors play a significant role in enriching the provision for pupils as they willingly give time and share their expertise within the school. These activities and experiences make a positive contribution to standards of attainment, to social and cultural development, to the development of the arts and the self-esteem of pupils.
44. Base-line assessment is used by the school and is enabling precise assessments of children, under five, to be made within the first few weeks after their entry to the reception class. The school fully complies with the requirements to administer statutory tests at the end of Key Stage 1. Appropriate records are passed to the middle school for pupils leaving at the end of Year 4, in Key Stage 2, when they are nine years old.
45. The school's assessment procedures are good overall. Procedures for analysing National Curriculum test results in English, mathematics and science are thorough, and evaluated information has been used well to identify areas to be improved in the curriculum. The school has identified areas in English and mathematics for greater focus and improvement, with school targets set, and it is beginning to make some slight improvements to its test results and raise standards. Pupils' attainments in the core subjects of English, mathematics and science are assessed regularly and recorded systematically. This is beginning to have an impact, as teachers have begun to set specific targets for individual pupils in English and they have a clear picture of where they need to improve. The quality of teachers' assessment throughout the school is good overall. Teachers have good procedures for giving National Curriculum levels when assessing pupils' work. However, this information is not always used significantly to plan and tailor the curriculum for average attainers and the specific needs of higher-

attaining pupils. This results in some lack of consistent challenge in lessons for these groups of pupils. Work is very effectively matched for lower-attaining pupils. There is, as yet, no assessment procedure for information technology, although teachers keep careful notes of what pupils have done and occasionally how well they have achieved a set task. The use of assessment information to inform curriculum planning is satisfactory overall. The other subjects and religious education, are regularly assessed by teachers. Teachers compile assessed pieces of pupils' written work to provide a clear picture of the progress of each individual.

46. The school's overall good assessment procedures, and the satisfactory use of information gained - for example, through test results and the beginning of setting individual targets and tracking progress - means that it is well placed to move pupils' attainment forward. Teachers mark pupils' work well and make useful comments on how they might improve. The school has continued to develop and refine the curriculum and its assessment procedures since the previous inspection. It is well placed with the increased use of target-setting to improve pupils' standards further.

53. **Pupils' spiritual, moral, social and cultural development**

47. The school's provision for pupil's spiritual, moral, social and cultural development is good overall. Provision for pupils' spiritual, moral and cultural development is good and for their social development it is very good. There exists within the school a strongly felt atmosphere in which every individual is valued and there is a positive and caring ethos. The smiley face, painted on the playground, which greets pupils and adults as they come through the school gate promotes this well. This pervading atmosphere has a positive effect on pupils' attitudes to work, their behaviour and personal development. The previous inspection found the provision for pupils' spiritual, moral, social and cultural development to be good overall.

48. The provision for pupils' spiritual development is good. During the acts of collective worship, the use of music encourages a calm atmosphere as pupils quietly enter and leave the hall. The church tradition within the school is strong throughout the wider school community. Pupils take active roles in assemblies and there are some opportunities for them to think and reflect about themselves and others. For example, pupils understood that King Midas was a very foolish king and the thing that he most treasured, his daughter, he nearly lost because of his greed and silliness. Pupils write about their special places, such as their bedrooms. The school makes good use of cross-curricular links to develop and extend pupils' own spirituality, through, for example, art, music and science.

49. The provision for pupils' moral development is good. Pupils are taught how to distinguish right from wrong, and their behaviour in and around the school reflects the high standard of moral development promoted. Even the youngest children, who are at present part-time in the reception class, have a clear understanding of what constitutes acceptable and unacceptable behaviour. They are helped by the staff to overcome disappointments and to understand clearly what is expected through a consistent approach. The Golden Rules are displayed clearly around the school, and in classes there are displayed the class expectations of behaviour and attitudes to one another and to work. Pupils are rewarded for their good behaviour with certificates and stickers. There is a strong school ethos supported by all staff, that pupils take responsibility for and develop an understanding of the consequences of their own actions. The parents at the parents' meeting commented on the good behaviour of pupils. They felt this was clearly demonstrated at the harvest festival service where pupils' behaviour was very good.

50. The provision for pupils' social development is very good. All pupils contribute to the life of the school. They are pleased to help in class, giving out resources and tidying away. Classes have their monitors who take on particular responsibilities; for instance, they put up the correct date on the white board and take the registers to the office. There are helpers for the week, and the oldest pupils in Year 4 all have a responsibility in and around the school. For example, they help with the younger pupils during playtimes and organise the music for assembly. Some pupils gained an award, at the beginning of the term, for making a good start to the year as monitors and they are rightly proud of this. Pupils have very good relationships with one another, and view all their colleagues as part of the wide school family. Pupils are set very good examples by all the adults associated with the school in how to work together in

an effective community. Each year the school supports a range of charities.

51. The provision for pupils' cultural development is good. Pupils are given the opportunity to learn about their own and other cultures. This is clearly demonstrated in the curriculum in geography, history, and art. Pupils learn about life in Mongolia through an exchange arrangement and they have had the opportunity to talk to teachers from a school in Mongolia. On a recent visit, teachers from Mongolia brought with them a range of artefacts so that pupils have a clear picture of what the people in that country wear and how they live. Pupils study life in Britain during the Second World War and they look at the school building to understand how it has grown and developed over the years. A range of artistic styles, including the Impressionists and Mondrian, are studied. Pupils enjoy learning different folk dances as part of their physical education lessons. In their religious education lessons, pupils study a number of religions and this gives them an insight and an opportunity to understand the importance of diversity of other cultures religions and beliefs.
58. **Support, guidance and pupils' welfare**
52. Provision for the support, guidance and welfare of pupils is very good overall and this is a strength of the school. Since the last inspection, policies and procedures have been consolidated to maintain consistency across the school. The personal and social education programme, planned through the curriculum, is providing a good support to pupils across the whole school. Child protection and health and safety issues are well addressed. The provision for pupils with special educational needs is very good and is continuing to develop. Those few pupils with English as a second language are well supported in all classes.
53. There is good guidance provided for pupils to support their academic progress. This is provided from the reception class onwards through a well-organised and monitored whole-school approach, which includes target setting, task cards and regular monitoring of pupils' work and homework books. Parents are encouraged to help with homework and are pleased with the support given by the school.
54. The pastoral system for providing support and guidance to pupils for their personal development is a strength of the school. Relationships between pupils and teachers are very good and staff are committed to the educational development of pupils and to supporting any personal and family problems that arise. All teachers and staff fulfil their pastoral commitment to the best advantage for all pupils. Induction to the school is well organised and provides the youngest children with a good start to formal education in the reception class. The liaison with the middle school ensures transition to the next stage of education for pupils in Year 4 and is well organised; pupils are followed up by the school to ensure that they are settling in well both academically and pastorally.
55. There are very good, effective measures to promote discipline and good behaviour; staff and pupils are fully aware of the expectations and procedures to maintain a well-behaved school where pupils feel safe and secure from any bullying or harassment. Pupils fully understand the Golden Rules with regard to promoting good behaviour. Parents are informed through the home and school agreement of the expectations set out in the behaviour policy.
56. There are very good procedures to promote attendance. The school works hard to ensure that it is making every possible effort to encourage good attendance. The school policy is consistently used and the levels of attendance have risen since the last inspection.
57. Child protection procedures are very good and any issues are addressed efficiently. The headteacher is the designated person responsible for child protection issues. Members of staff are aware of procedures to follow and kept are up to date. Confidential records are kept and, where appropriate, outside agencies are consulted. Pupils' health and safety awareness is promoted effectively through personal social education. Procedures to ensure safety in subjects are good: pupils are well-informed, understand and follow safety rules in all subjects and around the school. First aid is well organised in the school; accidents are recorded and the appropriate people informed efficiently.

58. Health and safety provision in the school environment is good. The governors' premises committee monitors its health and safety policy effectively. The monitoring of the school and its site with regard to any health and safety risks is up to date and almost all issues identified by the governors have been dealt with or are in the process of being so. Equipment is well maintained, with recorded checks carried out frequently. There is provision for the consumption of food; classrooms are used for lunchtime eating and provide comfortable surroundings for pupils. The school environment is well cared for by the caretaker, all the staff, teaching and non-teaching, and pupils.

65.

Partnership with parents and the community

59. The school is successful in informing and involving parents in all aspects of pupils' education and school life and has a very good partnership with parents and the community overall. It is fulfilling its policy to be at the heart of the community with a good degree of success. The school has maintained and improved upon its position at the time of the last inspection.

60. The quality of written information and the series of meetings provided by the school for parents are very good. The school prospectus is clear and easy to read and provides information on the curriculum useful to parents including school routines and procedures. The governors' annual report provides a good overview of the school's activities during the past year. Regular letters and newsletters keep parents informed of parents' meetings and social events. Parents feel the information they receive in reports and from teachers is good and helps them support their children's learning. Parents' written comments and contributions at the parents' meeting before the inspection all testify to very good information and involvement overall. Most parents were particularly pleased with the homework books which offer an opportunity for dialogue between them and their child's class teacher. A few parents queried if the homework set was too much, but it was found to be suitable. The other few queries covered time given to parents' consultations and the range of books provided for the youngest children. Teachers are happy to talk to parents if they want more information about their child's progress and the school is expanding the range of free choice books for its youngest pupils. Parents of children under five are provided with good support prior to entry and all parents are given an induction pack containing useful information and a leaflet for supporting homework.

61. Parents have very good opportunities for involvement in their children's learning through homework, as school helpers and generally in the school. Parents of pupils with special educational needs are kept informed of their child's progress and are involved in all reviews. The school association works hard and is very effective in supporting the school, both with social events and financially. Significant sums have been raised in the past year to fund swimming lessons and to provide equipment for physical education and numeracy.

62. The school has good links with the community and uses the local and wider community to support pupils' learning and personal development well. Community links include a strong association with St John's Church where, for example, pupils sing carols at Christmas and celebrate harvest festival. Wessex Water and the Dorset Gardens' Trust have provided grants that have helped pupils to work and win an award for the schools' section of Wimborne in Bloom competition. Support with coaching from members of the local football and rugby club has benefited pupils in developing their games skills. Links with local business have helped produce the annual governors' report. Pupils have taken part in the Wimborne Folk Festival and the Arts Festival. All these and others bring the school and community close together as shared partners in the children's education and this benefits and enhances their progress and development.

69.

69. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

69. **Leadership and management**

63. The present headteacher was appointed in April 1997 and with the governors and staff, has successfully maintained and built upon the strengths reported on at the previous inspection, in April 1996. The headteacher gives very good, strong leadership and has a thorough understanding of the school's strengths and weaknesses and its direction for development. The headteacher is increasing teachers' awareness of raising standards. Together, the headteacher and governing body provide very good leadership, giving clear educational direction and purpose, creating a good ethos for learning. The headteacher, governors and staff work together well and provide efficient teamwork. There is an effective working partnership between the chair of governors and the headteacher. Governors, through their committees and responsibilities, have a very good strategic overview. They are involved fully in the life of the school. They visit and help in classrooms, help teachers on educational visits, and monitor curriculum areas. They bring much expertise and enjoyment to the work of the school. St John's is a school which has good and very good features, forming many significant strengths that outweigh its weaknesses. There is a firm commitment to continuing to provide a welcoming school that serves the community well and to broadening its profile and raising standards. A key target of the present headteacher, governors and teachers is to maintain the very good provision for pupils with special educational needs while at the same time, improving the levels of attainment for other pupils, average groups and those capable of higher attainment.
64. There were three key issues for the school to address after the previous inspection in April 1996. Good progress has been made on the development of these. On the first issue, the role of the co-ordinator has been broadened and developed, with responsibilities now including providing action plans for their subjects and monitoring progress. On the second issue, written criteria, through the development of a policy, have now been provided to enable the governors, headteacher and teachers to judge the cost-effectiveness of all financial decisions made. These criteria are applied to all spending decisions and have helped the governors, headteacher and staff to focus on a clear direction for school improvements. The third key issue has been addressed effectively; a system of evaluating the progress and success of school improvements has now been incorporated into the School Development Plan, so that all targets are linked to and measured against a success criteria. Other issues highlighted by the last inspection report, but not made key issues, have been identified by the school and improvements made. Staff training has been extended and improvements made to the accommodation. The attached school house has been refurbished to include a library alongside the resources rooms, a disabled toilet and a small group room, which is mainly used for pupils with special educational needs. The headteacher and governors have set targets for improvement in English and mathematics. The school's capacity to improve further is good.
65. The headteacher and established teachers have subject, curriculum, or management responsibilities to share between them, which they carry out in a thorough and conscientious way. All co-ordinators have an action plan for the development of their subjects, linked to the School Development Plan. There are good monitoring systems established to cover teaching and the curriculum, which involve the headteacher, teachers and governors. Since the last inspection the headteacher has developed the role of the subject co-ordinator, raised teachers' expectations and increased involvement in monitoring their subjects. Monitoring reports on the progress and evaluation of subject and teaching developments are included in governors' committee meeting minutes for discussion. Governors are linked to subjects alongside teachers to fulfil their monitoring role.
66. The School Development Plan covers three years and identifies a manageable range of targets for improvement over the short and longer term. Targets cover the curriculum, the school environment and people. It is a useful document, which includes broad costings, targets for action, time-scales, monitoring procedures and success criteria for evaluating progress. A key target in the development plan is to continue to raise standards. Resourcing and training needs for all staff and governors are included. Teachers keep action plans for the ongoing development of their subjects, linked to the targets identified in the School Development Plan. Teachers manage budgets for their subject responsibilities. Work on school development is linked effectively to the governors' committees of staffing and curriculum, premises and finance. Reports on the progress of school developments are made to governors' committees and the governing body by the headteacher, governors and teachers. The

headteacher, staff and governors involve parents in the process of school improvement through consultations about such things as the behaviour policy, homework and the home and school agreement policy.

67. The provision for pupils with special educational needs is very good. It is well managed by the school and the special educational needs co-ordinator. There is good communication between the co-ordinator, headteacher, class teachers and the classroom support assistants and this makes a significant contribution to the very good provision. Each class teacher has a planning file, which includes the Individual Education Plans for these pupils. Pupils are supported effectively in their classes, individually or in small groups. Pupils receive some of their support away from their classes, in the school's small group room or the library. They receive an integrated education, with a good focus on literacy work. The co-ordinator has good oversight of the work that is taking place throughout the school, and teachers manage the work for special needs pupils in their classes well. The policy for special educational needs is detailed and gives clear guidance on practice; it has a date for revision as part of the school's development cycle. The requirements of the Code of Practice for special educational needs are met. Parents are fully involved with the school in planning support for their children. Suitable support and advice are provided by outside agencies as appropriate. The governor for special educational needs helps in school on a regular basis and is fully involved in all matters, including resource and budget setting. The statutory requirements for annual reviews are met. In addition to these pupils, the school provides effectively for a small minority of pupils for whom English is an additional language. Pupils are integrated fully in all classes and make overall good progress in acquiring a second language.
68. The school's aims and policies are implemented well and are successfully reflected throughout its work. A good ethos for learning is provided. There is a strong commitment to providing a caring community ethos. The school realises successfully its key aim, which is to be at the heart of the community. Parents appreciate the work of the school and are supportive of its aims and values. There is good equality of opportunity for all and relationships throughout are very good. The school is meeting all the statutory requirements. The school's prospectus and governors' annual report to parents include all the required elements in sufficient detail.

75. **Staffing, accommodation and learning resources**

69. The school has a sufficient number of teachers and they are suitably trained to meet the requirements of the curriculum and the needs of pupils at Key Stages 1 and 2, pupils with special educational needs and children who are under five. The headteacher provides effective teaching in withdrawal groups for pupils on the special needs register. Classroom support staff are well qualified, have relevant experience, and make a significant contribution to pupils' learning and progress, particularly for those with special educational needs.

70. Professional development of all staff, teaching and non-teaching, has a high profile in the school. The headteacher has introduced annual professional interviews for all staff and a profile is kept for each member of staff. Teachers and non-teaching staff have received good training in literacy and numeracy. Non-teaching classroom assistants support pupils' learning effectively in all classes. They are well-informed and make a significant contribution to pupils' progress. The increased training for non-teaching staff was highlighted as an area for improvement at the last inspection and the headteacher has addressed this well. Appraisal is up to date and teachers, recently new to the profession, feel well supported in their induction and mentoring by colleagues. The role of subject co-ordinators was an area highlighted for improvement in the last report and this has been developed successfully since the last inspection. Teachers all have a clear responsibility to raise standards and to ensure that the curriculum remains broad, balanced and relevant. Co-ordinators covering the core subjects of English, mathematics, science and religious education are given non-contact time to carry out curriculum monitoring. This was another area for development from the last inspection that has been addressed well.

71. There has been considerable improvement to the accommodation since the last inspection and the deficiencies in the provision for the youngest children and those with special educational needs have been resolved. The conversion of the attached old school house has provided additional storage space and a small teaching room, used by special needs pupils, a library and a disabled toilet. This has eased the pressure on the classrooms and allows greater space for the teaching of the National Curriculum. A small extension has been added to the Year 1 classroom, and this has an additional secure outdoor area. The reception classroom is still small for the number of children, but the teacher manages this space well, making good use of the carpet area nearby for construction activities. The hall, situated in the playground, has a low roof and is not suitable for physical education activities that require climbing or high level work. For pupils in Key Stage 2, suitable arrangements have been made to use the middle school facilities. However, travel to use these arrangements takes time from other curricular areas. The school has sufficient toilets in the main building; however, those oldest pupils accommodated in the mobile classroom use the set of outside toilets situated nearby. The school grounds are attractive and well cared for and provide good facilities for sports activities. Pupils plant bulbs, flowering plants and shrubs as part of their environmental education. Children in the reception class have access to an outdoor area near their classroom.

72. The school has invested in providing more resources since the last inspection and these are now satisfactory in nearly all areas of the curriculum. However, there are some deficiencies in parts of the overall provision. The software for information technology is limited, there are no wheeled vehicles or ride-on bikes for children under five and the range of free choice books provided for them is narrow. The small library has a good range of fiction and non-fiction books, which are used to support pupils' learning across the curriculum. The last inspection judged that the resources in music and art restricted the range of work possible. This is no longer the case. Overall, the school has made good improvement in this aspect.

79. **The efficiency of the school**

73. The financial planning of the school is good. The governing body works with the headteacher to plan in detail for the longer term by considering projected allocations of funds based upon clear and precise tracking of expenditure, and uses this information effectively to prioritise its staffing and resources. The chair of finance works closely with the headteacher monitoring the budget on a monthly basis. The

budget is organised effectively and it is monitored closely and accurately throughout the year. The finance committee meets regularly to set the budget, to review and refine expenditure, and to monitor and track the total budget. The carry-forward from the budget for the last financial year, at just over 7 per cent, has been used towards the budget for this financial year, with a small contingency budgeted for.

In the previous inspection, a key issue was for the governors, headteacher and staff to formulate criteria, to enable them to judge the success of targets outlined in the School Development Plan more effectively.

The headteacher and governors do this effectively, they have developed a policy for assessing the effectiveness of spending decisions and they use this guidance well. The school is clear about its targets and longer-term priorities and these are closely linked to the School Development Plan.

74. Grants for staff development are used effectively and are carefully monitored by the headteacher. Funding for pupils with special educational needs is spent appropriately to give these pupils effective help from the special needs co-ordinator, classroom support assistants, teachers and the headteacher. The school allocates additional money to support the above average percentage of pupils with identified special needs in the school. The headteacher and governors consider that this allocation provides good value for money, as these pupils make good progress throughout the school. The school has provided sufficient funds to meet the costs of the resources for the school's literacy and numeracy initiatives and these resources are being used well.
75. The school deploys its teachers effectively. The organisation of teaching staff is efficient; the classes are organised in single year groups. The deployment of classroom assistants throughout the school is used effectively to support learning. The overall, satisfactory provision of resources reflects the effective planning in the past and this assists the provision of teaching and learning throughout the school. The good use of the accommodation and the effective management and improvements that have been made in recent years have had a positive impact on the opportunities, attainment and progress that the pupils make.
76. Day-to-day financial control and school administration is good and enables the headteacher to concentrate on the central purposes of the school: teaching and learning. The school's finances are kept in good order and provide a good standard of support for the headteacher. The recommendations of the latest auditors' report have, for the main part, been fully met or are in the process of being addressed.
77. There are significant strengths in the quality of teaching and the management of the school. Pupils make satisfactory progress, and at times good progress, during their time in the school. There is a strength in the very good provision for the above-average numbers of special educational needs pupils and the good progress they make. Taking into account the range of attainment at entry, the above-average unit costs per pupil, the standards achieved by pupils, the quality of education and teaching, the good attitudes, behaviour and personal development of pupils and the very good relationships throughout, the school provides satisfactory value for money.

84. **PART B: CURRICULUM AREAS AND SUBJECTS**

84. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

78. Children under five start school at the beginning of the academic year in which they are five. The youngest children attend part-time for the autumn term and most have had some pre-school experience in local playgroups. There are effective induction arrangements, which enable children to settle into school happily. Attainment on entry covers a wide range of abilities, but it is below average overall and this is confirmed by the results of the school's early assessments, which are administered to all children. By the age of five, most children attain the expectations of the nationally agreed desirable learning outcomes across the areas of learning. Many children exceed these levels in language and literacy. Most children make good progress overall. In their language skills, most children make good progress in reading and writing and speaking skills. In aspects of their scientific work and creative skills linked to music, many pupils make good progress. However, in their physical development, attainment and progress are restricted in part of the outdoor curriculum by a lack of ride-on toys and three-wheeled bikes. Children make good progress in their social and personal development. Children who have special educational needs are working towards the nationally agreed standards and make good progress in doing so.
79. Provision for children's personal and social development is good. Most children meet expectations set out nationally by age five. The progress children make is good. This area of learning is given a high priority as children start school. Children are aware of their teacher's expectations and respond well to praise and encouragement with good attitudes to learning. Behaviour is good overall for the majority. Children learn to share, to take turns and to listen to one another. They follow instructions from their teacher well, being able to work on their own or in small groups. Children choose an activity, persevere to complete it, and take some responsibility for clearing up. They play and work well collaboratively; for example, when looking at books and listening to a story through headphones. They behave well in whole-school assemblies in the hall and in their class assemblies. During the inspection, children related well to one another and to adults. The quality of teaching is good, with clear routines established and very good relationships developed by adults setting positive examples for children to follow.
80. In language and literacy most children meet the expectations of the desirable learning outcomes by the age of five, with some achieving beyond this. The progress children make is good. A strong emphasis is given to developing children's writing. Children have many opportunities to practise writing letters and numbers and many do so correctly. There is an inviting book corner, and children have good opportunities to listen to taped stories or share books with one another and with adults. By age five, most children in the reception class have developed their speaking and listening skills well. They enjoy listening to stories, such as those about Mr Bear. They ask and answer questions confidently and enjoy talking to visitors about what they are doing. Most of the children have developed a satisfactory and often good range of early reading skills. In writing, children can form some letters correctly, write their names, and some are beginning to write simple sentences. Children respond with enthusiasm to their work in language and literacy and display very good attitudes to learning. The good teaching observed motivates children, filling them with confidence, and they work hard at their reading and writing tasks.
81. In their mathematical development most children, by age five, attain the desirable learning outcomes and make satisfactory progress. Children can count, sort and match as well as learning to write numbers. They sing number rhymes. Some higher-attaining children can count to 20 and beyond unaided; most can count to ten. With the help of their class teacher, they can count to 30. Many can count on and back and understand simple addition to 10. Lesson planning covers shapes, patterns and measurement. Children can recognise which is the longer of two pieces of string. They can explain when a bucket is full or empty using sand. Teaching is satisfactory, with an appropriate range of practical activities provided which encourages learning. Good cross-curricular links are made to other areas of learning to develop mental mathematical skills. These young children demonstrate sound attitudes to learning in mathematics, being suitably motivated and keen to learn.
82. In their knowledge and understanding of the world, by the age of five, most children meet the

expectations set out in the desirable learning outcomes. They make satisfactory progress overall and good progress in the scientific aspect of their work. Children can name a range of objects that light up the dark. They know torches need batteries and candles do not, but require a match. Children have good knowledge and are provided with many interesting activities to investigate. Children are provided with much first-hand experience for early geographical and historical work. They learn about the school site and local features, such as the church. They learn about past events in their own lives, and to understand the past. Children have a suitable range of construction materials to make and build with. Children have opportunities to operate the computer and to learn basic features. Teaching is good, with thorough planning of activities and clear objectives, particularly in sciences. Children are positively encouraged to use their imaginations when making models. A strong emphasis is placed on developing children's speaking and listening skills. Children's attitudes are good and they are keen to contribute ideas and to participate in activities.

83. In their physical development, including physical education lessons, attainment is in line with expectations of the desirable learning outcomes by age five for most children. Their progress is satisfactory. Outdoor activities, such as physical education lessons, are planned to take place with close adult supervision. In the physical education lesson seen, children could work independently or in pairs when rolling balls to each other. At playtimes, children ran and play well together and are confident in using all the space in the playground. Children line up in an orderly manner to walk to the hall for assemblies or when going out to play. Children play co-operatively together at playtimes. They respond well to instructions and can select and put away small equipment. Teaching is satisfactory overall, with appropriate use of adult helpers to support learning.
84. Children's attainments in their creative development are in line with the expectations of the desirable learning outcomes. They make good progress in this area. In their musical development, children's attainments exceed expectations and good progress is made. Children sing well and are confident to perform to one another. They can clap hands in time to a beat as they sing. In their artistic activities, children paint and make pictures. Children use paint-brushes, scissors and glue-spreaders competently. They stay on task with their chosen activities and play well co-operatively; for example, when carrying out pretend eye tests as the school nurse in the role-play area. Teaching in this aspect of learning is good. Children benefit from the many, well thought out practical activities set out for them by their teacher, which often extend and support learning in other areas, such as dressing the teddy bears and sorting them by sizes. Children are confident in their practical activities and have good opportunities for continuing social development.
85. The overall provision for children under five is good. The teaching is motivating, and children thoroughly enjoy their learning, which gives them a good start to school. Children are managed well, with a good variety of practical activities available to them and they play and work together with good concentration. The classroom is small but orderly with attractive two- and three-dimensional displays throughout and a range of suitable practical resources. Good use is made of the adjoining carpet area outside the classroom for construction play using a range of equipment. The provision for children under five is well co-ordinated, with effective pre-school links established. The school has maintained and improved upon its provision at the time of the last inspection. There is a clear and relevant early years' policy.
- 92.

ENGLISH, MATHEMATICS AND SCIENCE

92. English

86. The school's National Curriculum test results in reading and writing have shown a below-average trend over the past four years. A key target of the school's development is to improve its test results and to continue to raise pupils' attainments in reading and writing. The introduction of the National Literacy Strategy is providing teachers with a daily lesson structure and planning format which is bringing about improvements. However, the National Curriculum tests in 1999 for seven year old pupils in Year 2, at

Key Stage 1, show results below average at the expected Level 2, and above in reading, but broadly in line with the national average at the higher Level 3. In writing, the test results show the percentage of pupils attaining the expected Level 2 and above to be slightly below average and at the higher Level 3 to be below average. When results are compared with all schools, the combined levels in reading are average, but below average in comparison with similar schools. In comparison with all and similar schools, pupils' attainments in writing are below average. The 1999 test results indicate some slight improvements from those of 1998 in both reading and writing.

87. In English overall, including speaking and listening, reading and writing, inspection evidence from lesson observations and scrutiny of work shows attainment to be higher now than the most recent test results. Attainment is average for the majority of pupils by the end of Key Stage 1. By the time pupils leave the school at the end of Year 4, in Key Stage 2, the attainments of the majority are as expected for their age. English is strongly promoted throughout the other subjects of the curriculum, with the use of drama and role-play developing pupils' speaking and listening skills well. The use of whole-class and group reading as part of the literacy hour is improving pupils' attainment in reading. A key target is to improve pupils' writing skills, and the use of weekly sessions on this is raising awareness of the different forms of writing, for example, letters, accounts, poems and stories. Writing linked to other subjects, such as history and religious education, is well promoted and pupils are confident to write to express their feelings. At both key stages, there is a significant proportion of pupils with special educational needs and their attainments are in line with the targets on their Individual Education Plans, although below national expectations; but good progress is made. This presents a similar picture of attainment as that reported at the time of the last inspection.
88. Pupils' progress at both key stages is satisfactory overall, with some good progress made in reading, particularly as part of the literacy hour lessons, writing and speaking and listening. The structured use of the literacy hour strategy is having a positive impact on improving pupils' attainment and progress. Some good activities, which challenge and extend learning for average and higher-attaining pupils, are provided; for example, when pupils read out their favourite poems and explain why they like them. Pupils with special educational needs are well catered for in English through the very good support that is provided by teachers and classroom assistants, and this enables them to make good progress. Those few pupils with English as a second language are supported well within their classes.
89. Attainment for the majority of pupils in speaking and listening is average. Most pupils are confident when speaking with their friends or in front of the class, and many make some good progress in this respect. By the end of Key Stage 1, most pupils communicate satisfactorily in question and answer sessions with their teachers. Pupils listen carefully to one another. By age nine, in Key Stage 2, pupils of all abilities articulate their views well; for example, when talking about the case for and against building a bigger supermarket locally. Most show confidence when reading their work out loud or when explaining their work to a visitor. Pupils are involved in drama through role-play in lessons, such as religious education, and through different school productions.
90. The overall standard of reading is average. However, many pupils at both key stages are making good progress in reading, particularly as part of their literary lessons. In Key Stage 1, most pupils can explain why they have chosen a book and what they like about it. Many pupils use their knowledge of words and letter sounds well to help them progress. By age nine, in Key Stage 2, many pupils read competently and with increasing fluency and expression. They enjoy reading a wide range of books, including poetry. Higher-attaining pupils throughout the school read with fluency and some good expression. Pupils of all abilities gain much from the whole-class and group reading activities, which form part of their literacy lessons.
91. Attainment for the majority of pupils in writing is average. A strong focus has been placed on improving standards in writing. Pupils are encouraged to write and have made much progress in developing their confidence in writing for a range of purposes. In Key Stage 1, most pupils write stories and simple accounts linked to their interests and other subjects, such as religious education and history. By the end of the key stage many understand the use of capital letters and full stops and can write at greater length. However, work sample evidence indicates that in their writing a consistently high standard is not always maintained for average and higher-attaining pupils. In Key Stage 2, most pupils

progress to developing a sound understanding of punctuation and grammar, which they apply in formal sentence work and to some extent in their extended writing. When they redraft their work, it is often presented to a good standard. By the end of Key Stage 2, pupils write for a wide range of purposes, for example, leaflets, accounts about the life in the Second World War, and for their school newspaper. Good use is made of homework, with pupils encouraged to research and write about different topics. However, the use of information technology for word processing to edit, draft and redraft work on screen, is underdeveloped.

92. Standards in handwriting are average overall. At Key Stage 1, most pupils form their letters correctly and make good progress in presenting work neatly. In Key Stage 2, pupils continue this good progress and most write accurately and neatly using a joined style and attain satisfactory standards. Suitable care is taken over the presentation of finished work.
93. Standards in spelling are average overall for most pupils. Appropriate attention is given throughout to teaching spelling and word work with individual targets set for pupils' improvements. However, pupils, particularly average and higher-attainers, are not often given sufficient encouragement to use dictionaries to find words. Many pupils rely too much on teachers and classroom assistants to give them the words needed for their work.
94. Pupils' attitudes to their work in English are good. Pupils are motivated and productive, responding well to classroom assistants and adult helpers. In lessons they work hard to achieve the targets set for them. In literacy lessons they work together productively in small groups and many take some good responsibility for organising their work.
95. The quality of teaching in English overall is good in nearly all lessons seen and satisfactory in the remainder. At Key Stage 1, teaching is good in two lessons out of three and in Key Stage 2, it is good in all lessons seen. Teachers are developing a sound use of the National Literacy Strategy planning format. Their lesson planning provides work matched to all abilities with some suitable challenge throughout. When teaching is good the brisk pace of lessons enables pupils to make good progress. In these lessons, teachers through their enthusiasm encourage pupils to enjoy a wide range of stories and poetry. They give pupils confidence to read out different poetry to others with much expression. Teachers extend learning for all abilities through questioning and use praise effectively to encourage pupils and to build up their confidence. They use role-play and drama well to extend pupils' speaking and listening skills. When teaching is satisfactory, the pace is slower and less, but satisfactory progress is made. Individual reading is taught well by all teachers, with daily work on reading as part of the literacy hour effective in raising attainment. Teachers keep appropriate records of pupils' progress. Good use is made of a home and school reading dialogue. Marking is consistent throughout and teachers' comments often offer constructive points for improvement.
96. There are detailed policies and guidance covering all the aspects of English and a scheme of work. Procedures for analysing test results are thorough and good use is made of this information to set whole-school targets for improvement. Information from assessment is used very well to plan work for pupils with special educational needs, those with English as an additional language, and pupils of a lower ability. However, information is used less consistently to tighten up on planning challenging activities for pupils of average ability or those capable of higher attainment. Teachers' use of the National Literacy Strategy is beginning to have an impact, with more detailed planning being provided for these groups, resulting in some good progress being made. Pupils' writing is regularly assessed and they are set individual targets for improvement in areas such as spelling. Resources for English are satisfactory. Suitable use is made of the school's library. Homework is used well throughout, particularly in Key Stage 2, to support and extend pupils' learning. Parents are involved in homework and helping their children with reading. Good use is made of a home and school partnership in this respect. Parents have been made aware of developments in literacy and support the school in this. Since the last inspection took place the school has moved the subject forward well. The deficiencies in not having a separate library have been addressed through the provision of a room in the old school house, and another room has been established for small group work, mostly for pupils with special educational needs. The subject is well led by the headteacher as co-ordinator, with a good vision for building on the school's very good

provision for pupils' with special educational needs and raising standards for those of average and higher ability. The requirements of the National Curriculum for English are met.

103. **Mathematics**

97. A key target of the school is to improve its National Curriculum test results and past trends in below-average results. The National Curriculum tests at the end of Key Stage 1, in 1999, show that the percentage of seven year olds who attained the national target of Level 2 and above was below that found nationally. The percentage of pupils attaining the higher Level 3 was below average. These results show that attainment is below that in similar schools. The 1999 test results indicate a very slight improvement over those for 1998.
98. Evidence from pupils' recent work and work seen in lessons shows that standards are higher now than those given in the most recent National Curriculum tests. The school's daily focus on mathematics through the use of the National Numeracy Strategy is improving pupils' levels of attainment in mental arithmetic and their confidence in recording work. In mental arithmetic sessions a strong focus is given to consolidating what the pupils have learnt and to building on this to move learning forward. Pupils are encouraged to use different methods to record their work. By the end of Key Stage 1, the attainment of the majority of pupils is broadly in line with the national average. In Key Stage 2, by the age of nine in Year 4, the majority of pupils' attainments are in line with what is expected for pupils of this age. However, at both key stages, there are a significant number of pupils with special educational needs and their attainment, although below expectations, is in line with the targets on their Individual Education Plans. In Key Stage 2, most pupils in Years 3 and 4 are working in Level 3. Higher-attaining pupils are being encouraged to strive towards Level 4, although this is not planned for consistently. At both key stages, at times, there is a lack of consistent challenge provided for average pupils and those capable of higher attainment to continue to move learning forward. Planning follows the National Numeracy Strategy at levels appropriate for most pupils' abilities.
99. Progress throughout the school is satisfactory overall for the majority of pupils and occasionally it is good, although there are some inconsistencies when insufficient challenge is provided. Pupils with special educational needs, including those with statements, are making good progress. The most important factors contributing to this good progress are the teachers' planning and the high quality support both in the classroom and in withdrawal sessions, but more able pupils are not reaching the higher levels consistently. The use of the numeracy strategy is beginning to raise attainments and improve progress for average and higher-attaining pupils through class mental arithmetic sessions, particularly at Key Stage 2.
100. Pupils across the school are developing a growing confidence in investigative work and are benefiting from mental recall sessions, which form part of their numeracy lessons to raise confidence and attainment. At Key Stage 1, many pupils use games and number squares well to consolidate what they have learnt. They use money to add up different totals. In Key Stage 2, many pupils progress to solving problems using money, working out totals, differences and giving change.
101. In Key Stage 1, most pupils in Years 1 and 2 are developing satisfactory mental recall skills and are beginning to use known number facts when presented with a new challenge. Pupils can explain the strategy they have used to arrive at an answer. However, there is often not sufficient difference or challenge in the demands in the curriculum being made of pupils of average or higher ability in Years 1 and 2. In both classes, pupils of average and above average ability were counting in twos and tens during the week of the inspection in the mental arithmetic sessions. In Year 1, most pupils understand the concept of counting on and counting back and use this knowledge successfully when playing dice games. Most pupils in Year 2 understand that multiplication gives the same answer as repeated addition. By the end of Key Stage 1, the majority of pupils have a sound understanding of number with some making good progress in developing mental arithmetic skills. At Key Stage 2, many pupils in Years 3 and 4 have progressed to demonstrate a sound understanding of fractions, but the demands made on the Year 4 pupils, in some instances, are not significantly greater than those for Year 3. By the end of Year 4, most pupils have developed a sound knowledge of multiplication tables and the patterns

between tables, such as the four and eight times table.

102. Work in shape and measurement is given sufficient emphasis across the school. Evidence indicates that, in Key Stage 1, pupils work using two- and three-dimensional shapes and, that by the end of Year 2, most pupils can measure using simple standard units of measurements. At Key Stage 2, pupils progress to using a wider range of measurement to measure accurately. Use of data handling is mainly restricted to manual construction of simple block graphs about colours and pets and tally charts, for example, about traffic for pupils at Key Stage 1. Pupils in Key Stage 2, progress to more detailed graphs; for example, different chest measurements. However, the use of information technology for handling data is insufficiently developed.
103. Pupils enjoy their mathematics lessons and are eager to participate in oral sessions. They work quietly and with sustained concentration; for example, pupils in Year 3 when working on fractions. Pupils work well collaboratively when playing dice games in Year 1.
104. The quality of teaching in Key Stage 1 was satisfactory overall, with one good lesson out of three observed. At Key Stage 2, teaching was good overall, in two lessons out of three seen. Teachers plan their lessons in detail with clear learning objectives, which are shared with the pupils. They provide different levels of tasks for pupils with differing abilities. The tasks for pupils with special educational needs meet their needs well, but tasks for average and higher-attaining pupils often lack sufficient challenge. When teaching is satisfactory the pace is sometimes too slow and pupils do not cover as much work as they should. In the good lessons observed, pace is better and progress is good, as, for example, in the mental mathematics sessions. Here, teachers extend pupils' agility through encouraging them to select different methods to solve problems. Pupils and teachers have established good relationships and pupils are managed well. Pupils respond to praise and rewards for effort and achievement. There is a significant proportion of pupils with particular behaviour difficulties, but because of the effective strategies used by teachers, a calm and purposeful atmosphere is maintained in classrooms. Homework is used well to support the work that is taking place in classes. However, there is a lack of use of information technology, particularly for storing and extracting information in data handling for graphs and charts.
105. The school has implemented the numeracy strategy satisfactorily. The headteacher and the co-ordinator have a monitoring role, which is being used suitably. All teachers and non-teaching staff have had training in numeracy and the role of co-ordinator has been developed to cover this. The school has begun to take steps to raise attainment and improve progress since the last inspection. It has identified teachers' expectations, rigour and pace as the issues that need to be further addressed. Assessment and record-keeping procedures are good, with targets set for improvement. Information from assessment is used satisfactorily to inform teachers' planning of future work overall, but detail to extend average attaining and higher ability pupils is developed less consistently. Resources have been increased to cover the demands of the Numeracy Strategy. There are some satisfactory links with science and pattern work in art, but use of information technology for handling data is less developed. The requirements of the National Curriculum for mathematics are met.

112. **Science**

106. A key target identified by the school in its development plan is to improve results in the National Curriculum assessments for science. The results for the National Curriculum teachers' assessments for 1999 show that the percentage of pupils attaining the expected Level 2 and above was just below average, but the percentage of pupils achieving the higher Level 3 was below. In comparison with similar schools, these results were well below average. Trends show a dip in assessment results. The 1998 results gave the percentage of pupils achieving Level 2 and above as broadly in line with the national average, but the percentage of pupils attaining Level 3 was well below average. The school has targeted continuing to develop its lesson planning for pupils of all abilities and raising attainment, particularly for those capable of higher achievement.

107. Evidence from lesson observations and scrutiny of work indicates that standards are now better than assessment results. The stronger focus on raising attainment in science is supported with teachers providing good opportunities for practical work and investigations. The use of questioning to check for pupils' understanding is used consistently in lessons. For the majority of pupils, attainment at the age of seven, by the end of Key Stage 1, is in line with the national average. By the time that they leave, at the age of nine, in Year 4, the majority of pupils are attaining as expected for their age. Those pupils on the special educational needs register attain lower standards than expected, although they make good progress in their work to achieve the targets set for them. Pupils' attainments by the age of seven and nine are similar to those at the time of the previous inspection.
108. By the age of seven in Key Stage 1, most pupils have an appropriate level of knowledge of science for their age, and appreciate science as part of a wider range of topics. In Year 1, pupils study a range of materials and decide whether they are magnetic or non-magnetic, recording their findings in sets. They look at a range of materials and consider whether they are made from metal, plastic, or wood. They then look at a range of objects found in the school grounds and consider the materials used and their effectiveness. Pupils thought that a rubber tyre was effective as a planter for plants as they would not cut themselves if they bumped into it. They use appropriate scientific vocabulary; for example, 'forces' and 'magnetic' when talking about their learning. Pupils in Year 2 have a clear understanding that electricity can be dangerous as well as helpful. They are able to construct an electrical circuit using bulbs, batteries and wires. In their physical education lessons they consider the effect that exercise has upon their heart rate.
109. By the age of nine, in Key Stage 2, most pupils have a good understanding of a fair test when conducting their experiments. Pupils in Year 3 know that some materials are better insulators than others and work hard to conduct their own experiments. They read their thermometers carefully and realise that they need to be accurate in their measurements. Year 4 pupils can construct their electrical circuits using a switch. They are able to draw their circuits accurately. They understand that force can be measured using a Newton Meter. They made a range of parachutes and put forward a view that the largest parachute was the slowest because it had more air resistance than the smaller ones.
110. The majority of pupils make satisfactory progress in science throughout both key stages. Pupils with special educational needs make good progress as they are well supported in classes by teachers and classroom assistants and their work is well tailored to their needs. Average and higher-attaining pupils are not always challenged sufficiently in lessons; the work provided does not always extend and develop their knowledge and understanding effectively enough. Pupils use a variety of methods to record their results; however, pupils do not always consider which method is the best to record their work or manage to record and interpret their thoughts and ideas effectively. Occasionally pupils' limited writing skills in science constrains their ability to express their scientific ideas. During Key Stage 1, pupils develop an understanding of testing ideas; they look at materials and sort them appropriately. Pupils in Key Stage 2 build upon the enquiry skills pupils have developed earlier and experiment with a variety of substances; for example, working out which of a range of papers is the strongest. Many pupils recorded the results of their experiments carefully. Pupils' satisfactory progress throughout both key stages is due to the careful building of skills, knowledge and understanding of science.
111. Pupils enjoy the subject and sustain their concentration throughout the lesson. They are excited by the tasks set and are prepared to work carefully and think about what they are doing. For example, pupils in Year 3 are able to explain what they know in their science work and why they need to take accurate recordings. They work carefully together sharing ideas and equipment well. Pupils of all levels of attainment show pride in their work. Pupils show a high level of independence in their work, planning, organising and recording their own experiments. Pupils are well-behaved and listen quietly to their teachers' instructions. They persevere with their tasks and are prepared to ask for help if they meet problems. Pupils work well together and individually, demonstrating very good relationships with one another and members of staff.
112. The quality of teaching is satisfactory at both key stages; one good lesson was observed in Key Stage 1. In the lesson with good features, the teacher had a good visual aid to make teaching points clearly and

the activity was clearly linked to extend and reinforce learning in the lesson. Teachers have good subject knowledge and use the correct scientific language. This ensures that pupils develop a scientific vocabulary and know what the different terms mean and relate to. Teachers use questioning skills consistently to check for pupils' understanding. The planning of lessons is satisfactory with clear learning objectives. Lessons have an appropriate pace, which ensures that pupils' interest is maintained and they remain on task. Teachers have suitable expectations, but they do not always ensure that higher-attaining and average pupils have work that is specifically matched to their needs. There is good provision for experimental work in all classes. Resources are satisfactory and are readily available. Classroom assistants are used well to support all pupils especially those with special educational needs. Teachers promote literacy through pupils' report writing and numeracy through using accurate measurements in their work. The use of information technology in science is under developed as pupils do not regularly record and manipulate their findings with the aid of the computer.

113. All requirements of the National Curriculum are met at both key stages. There is a helpful science policy and a detailed scheme of work to guide staff as they plan their lessons. Evidence from pupils' work sample covers all the strands of the curriculum and indicates a strong emphasis placed on experimental and investigative work. Links with mathematics are satisfactory overall. There are effective assessment procedures; as yet they have not been used to track and monitor individual progress. The co-ordination of science is good. The co-ordinator manages the science budget and monitors teachers' planning and gives useful help and support to colleagues.

120. **OTHER SUBJECTS OR COURSES**

120.

120. **Information technology**

114. Inspection judgements are based on observing pupils working on computers, their interactions with teachers and adults and scrutiny of pupils' work. This evidence indicates that by the end of Key Stage 1, standards of attainment in information technology are below national expectations. By the time the pupils leave at the age of nine in Key Stage 2, they are below the levels of attainment expected for this age. There are a significant number of pupils who are on the special educational needs register. For all pupils including those with special educational needs, progress is unsatisfactory overall. The school has recognised the need to develop this area of its work to reflect the higher status of the subject as part of the core since the previous inspection. The co-ordinator and all the staff have worked very hard to develop pupils' skills in using information technology and recognise the need to develop these skills across the curriculum.

115. By the end of Key Stage 1, pupils are beginning to use the keyboard and are developing a growing understanding of the function of specific keys, such as the space bar and delete. In mathematics, they consolidate their knowledge of multiplication tables and make simple sets of different numbers of dots. They can dress Ted on the screen and put together the body of a frog, ensuring that its arms and legs are in the correct place. Evidence on display indicates that pupils are able to construct shape pictures after the style of the artist Mondrian and block in squares and oblongs of specific colours. Pupils still require adult assistance to load, save, or exit from programs. Pupils are able to control a programmable floor robot to follow a simple set of instructions and to describe the shape that it makes under the supervision of an adult.

116. By the age of nine, in Key Stage 2, pupils have used the Internet to look at sites of interest in Africa. Pupils can open and close files, change text and font, save and print their work. They can use the computer to word process poems and stories to varying levels of ability, but they do not draft and redraft their work on the screen. Computer programs have not been used effectively to support and enrich other areas of the curriculum, such as English, mathematics, science, history and geography. A digital camera is used to record pupils working in science lessons, and then its photographs are incorporated very effectively as part of displays. Pupils with special educational needs occasionally use the computer, often with adult help, to support their work but this tool is not used systematically for

them.

117. Overall, progress over time throughout both key stages is unsatisfactory. Pupils have spent insufficient time on the development of such skills as data handling, word processing, research skills and the controlling and modelling elements. For example, pupils have little experience of storing data and extracting information. Computer skills have not been used effectively to support and enrich other areas of the curriculum. The recent developments and initiatives and the effective scheme of work promoted through the school are beginning to have a positive impact upon the progress and the attainment of pupils. However, the time allocated is insufficient and the teachers do not have enough software to use to develop further information technology across the other subjects of the curriculum.
118. Pupils' attitudes to information technology are positive at both key stages. They concentrate well and when a problem arises, they seek help from one another, adults and teachers. Boys and girls work well together, and they discuss programs and their properties with interest. Pupils particularly enjoy using the floor robots and are keen to work out the shapes they have carefully programmed into them. They look after the equipment with care and share and co-operate well. They behave well when working on the computers and are trusted to work without direct supervision from their class teachers.
119. No direct teaching was observed during the inspection; however, teachers and adults interacted well with pupils using the computers during other lessons. Teachers' planning indicates the skills to be taught over time. They have made a start on linking computers to basic word work in literacy and number work in numeracy.
120. Management of the subject is good and there is a good capacity to continue to make further improvements. The co-ordinator is enthusiastic and well-informed and has a detailed action plan for future development of the subject. The co-ordinator has raised the profile of information technology in the school. Knowledge and skills are shared with staff on a regular basis. There is a helpful policy and scheme of work, which meets statutory requirements. Assessment procedures are in the early stages of development. However, teachers use coverage sheets effectively to begin to identify strengths and weaknesses and areas for pupils to develop. All staff are keen and enthusiastic to develop the use of information technology in the classroom and to ensure that pupils build on their skills. The school has a well-constructed web site on the Internet and receives many enquiries from near and far. Pupils are encouraged to e-mail the school address from home and badges are issued to pupils who manage to do this. All the classrooms have network ports installed in them. The numbers of computers are sufficient but the school lacks software to promote information technology across the other curriculum subject areas.

127. **Religious education**

121. As a result of the school's timetable, it was possible to observe only two lessons during the inspection. However, evidence gained from scrutiny of pupils' work, teachers' planning and discussions with pupils makes it possible to report that pupils' performance in religious education is appropriate for their age and the locally agreed syllabus. Pupils make satisfactory progress. Those pupils with special educational needs are well supported and integrated in lessons. Provision has been maintained since the previous inspection.
122. In Key Stage 1, pupils show respect for one another's contributions when talking about things that they know about and are special to them. Pupils learn about the life of Jesus and stories from the Bible. After listening to the Bible story about David and Goliath pupils could explain what they thought it was that made someone a hero. Pupils progress to learning about Judaism as well as Christianity. This is built upon at Key Stage 2, with pupils discussing Bible stories in greater depth and using drama and role-play to understand different situations; for example, in the Christmas story, thinking about Mary and Joseph having to travel to take part in a census. Pupils learn about Islam and about the Prophet Muhammad and Muslim customs and traditions. At both key stages, pupils have a sound understanding

about different ceremonies and events, such as christenings and harvest festival.

123. Pupils enjoy their work in religious education and their attitudes are good overall. In Key Stage 1, pupils listen well to one another and talk about their thoughts and ideas. In Key Stage 2, pupils are well motivated and keen to share their feelings and give opinions. They organise themselves well for their role-play work.
124. The quality of teaching in the two lessons seen was satisfactory. Teachers pitch their interpretations of Bible stories to the level of pupils' understanding well. They encourage discussion, and pupils are given appropriate opportunities to talk about their ideas and share their feelings. A good feature is the use of displays of artefacts and writing in all classes to promote pupils' learning and understanding.
125. The subject is well managed. There is a recently revised policy, which gives clear guidance and is linked to the locally agreed syllabus. Assessment opportunities are built into the syllabus. Teachers' planning shows links to pupils' personal and social educational development. Pupils receive a broad, well-planned curriculum. They learn about the lives of others less fortunate than themselves and in this respect, links with other subjects, such as literacy and history are good. For example, younger pupils have learnt about the life of Louis Braille and his work with blind people and older pupils have listened to extracts from the diary of Anne Frank. Daily acts of collective worship enable moral themes, such as those from Bible stories, to be talked about and reflected upon. The school has an appropriate range of resources and artefacts and these are used effectively to develop pupils' understanding and learning. Visits are made to the local church. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development.
132. **Art**
126. Evidence from displays, samples of pupils' work, links with other subjects, a scrutiny of planning and discussion with pupils and teachers, indicates that most pupils' performance is as expected for their age and satisfactory progress is made across the school. Pupils, including those with special educational needs, receive a broad curriculum, covering the requirements of the subject. Pupils with special educational needs make good progress in working independently. The curriculum covers investigating and making, using two- and three-dimensional materials, with opportunities to appreciate the work of famous artists and their styles of work. In Key Stage 1, pupils have looked at the work of Van Gogh, Millais, Seurat, Matisse and the modern art of Mondrian, linked to pattern work using the computer. In Key Stage 2, pupils have studied tribal art, the work of local artists, the Impressionists and the modern style of Jan Pienkowsky and Andy Warhol. This is an improvement from the last inspection, when the study of other artists and their styles was considered underdeveloped. There are some appropriate links with other subjects, including pattern work in mathematics, observational drawing in science, geography and history, and model making in design and technology.
127. At Key Stage 1, pupils in Year 1 have made models for an imaginary playground and are developing satisfactory drawing skills. By Year 2, pupils have linked their knowledge of famous artists to their own work; for example, printing blue, yellow and red patterns inspired by the work of Mondrian. By Key Stage 2, pupils have progressed to using a variety of materials to draw and paint with. In Year 3, pupils have used their drawing skills to support work in design and technology when designing gardens. By Year 4, pupils used line well to convey different shapes when drawing household objects, such as a toaster, lamp and an electric kettle. They are able to convey light and dark tones in their still-life work of flowers in a vase, surrounded by drapes.
128. From discussions with pupils, photographic evidence and lessons, it is evident that they enjoy their work. Pupils show good attitudes and in their activity groups work with much motivation and enthusiasm. They share materials well and tidy up with minimum fuss. Pupils talk with pride about the artwork on display in their classes and around the school; they value one another's efforts.
129. No direct teaching was observed during the inspection. Art is often taught alongside other subjects as

part of a group of different activities. When these sessions are timetabled, teachers have to focus on several learning objectives covering more than one subject in each lesson, although their lesson planning indicates which subject has the main focus. During these sessions, teachers and classroom assistants interact with pupils well and give help and support to the art activity taking place. Using this organisational method means that teachers have to cover several subjects and this restricts their opportunities to challenge and extend learning in the art activity for those of average or higher ability. Teachers value pupils' work and display it to good effect in their classes and throughout the school, often enhanced by photographs and writing. Art areas and resources in classrooms are kept tidy.

130. The subject is suitably managed by the headteacher as co-ordinator. There is a School Development Plan target to review existing provision and progression in the autumn term next year. An appropriate policy is provided, which gives broad guidance on progression. The scheme of work covers the elements of the subject, meeting National Curriculum requirements, and includes opportunities for assessment. It gives broad coverage to the study of a range of artists and styles of art. The subject has maintained and improved upon its sound position reported on at the last inspection. Monitoring of the subject is on-going. Resources are sufficient, of appropriate quality and used well. A creative arts week is planned in the summer term to consolidate and extend learning. Visiting artists add to the provision and have worked with the pupils to create colourful murals on outside walls. However, at Key Stage 2, pupils do not have sketch-books in which to record their observations, to indicate the skills and techniques used or to track progress over time.

137. **Design and technology**

131. Although only one design and technology lesson was observed, the scrutiny of pupils' work and discussions with pupils and staff indicate that they make satisfactory progress across the school and perform as usually expected for pupils of similar ages. Pupils with special educational needs in all classes make good progress towards the targets set for them, as much of the subject involves practical activities and does not rely on their academic skills, such as writing or spelling. The development of literacy encourages pupils to use appropriate vocabulary when naming tools and describing what they are doing.
132. By the end of Key Stage 1, pupils in Year 2 understand the properties of common materials, often studied in science lessons and make choices of appropriate materials when constructing models. For example, pupils make sensible decisions when selecting materials to make junk models of wheeled vehicles. Pupils design and plan their vehicles as a basis for making models. They understand the importance of planning. Pupils become aware of the characteristics of a good design and appreciate the importance of evaluating the quality of their work when it is finished. They often evaluate the design of objects and packages as part of their work. They measure, cut and join a variety of junk materials when making a roundabout or set of swings for the playground the class had designed. Pupils make a range of toys in support of their history curriculum, for example, cups and balls, peg dolls and spinners.
133. In Key Stage 2, by the age of nine, pupils have an appropriate knowledge of a variety of methods to fasten materials together, which includes gluing. They work confidently with a range of tools and are fully aware of the need to work safely. When making their boxes for a small toy, they draw on their knowledge of materials and making skills to produce work of an appropriate standard and they decorate the outside of their boxes. Pupils in Year 4 look at a range of torches and decide how they work and what they are most appropriate for. In food technology, Year 2 pupils design and make lunch for Year 4 pupils and then the Year 4 pupils make pizzas, salad and fresh fruit salad for pupils in Year 2.
134. Pupils' attitudes are satisfactory. All pupils take pride in their work and enjoy their design and technology lessons. Pupils with special educational needs are equally as successful in making things as other pupils and this raises their self-esteem. Pupils are well-behaved and work together productively. They listen carefully to their class teacher and are able to communicate what they need to do.
135. Only one lesson was observed during the inspection in Key Stage 2, which was satisfactory. This lesson formed part of a sequence developing pupils' designing and making skills, covering a range of boxes to use as containers. Other evidence gathered through planning and work samples indicates that teaching is at least satisfactory. Teachers plan their lessons well; they have secure knowledge and understanding of the requirements of the subject and plan suitable work to challenge pupils of all abilities. Good links are made with other subjects, such as science, when the pupils looked at how torches work. Through these cross-curricular links, teachers provide pupils with additional opportunities to develop their skills in design and technology. Teachers provide a wide range of materials and encourage pupils to follow the process of designing, making, finishing and evaluating their products.
136. The subject is managed well by an enthusiastic and knowledgeable co-ordinator and all the requirements of the National Curriculum are met. There is a helpful policy and scheme of work. The assessment of pupils' attainment in design and technology is satisfactory. There are sufficient resources for the subject, with a wide range of materials and selection of tools available for pupils to use. Since the previous inspection, the space available in the main building has been improved.

143. **Geography**

137. Pupils make satisfactory progress in geography across the school and their performance is in line with those of a similar age. Pupils are developing a range of geographical skills as they move through the school, but links to information technology skills are not sufficiently used.
138. In Key Stage 1, pupils in Year 1 use the local area well. They know the routes to school, can explain where they live and plot a simple route on a map. In Key Stage 2, pupils in Year 4 can describe the physical and human features of Wimborne. They progress to being able to make decisions about what

they consider are important human and physical features to have in a community. Following a role-play between a 'local resident' and a 'planning officer', they were able to put forward reasoned arguments for and against the rebuilding of a supermarket. This activity gave some good challenges to pupils of all abilities, including those with special educational needs.

139. Pupils respond well to the subject and have positive attitudes to their work; for example, when Year 3 pupils on a walk in the locality looked at old and new buildings. They work well independently and in groups and display good levels of concentration.

140. The quality of teaching in the one lesson seen was satisfactory. Evidence indicates that teaching is at least satisfactory overall. Teachers plan their lessons carefully and provide interesting lessons, which help pupils to build on their knowledge and skills as they move through the school. Pupils are well managed, and the tasks set match their prior learning.

141. The policy and scheme of work have been revised recently and cover the National Curriculum for the subject suitably. There are satisfactory resources to support pupils' learning. The local area and visits to places of interest are used well to support learning. The school has maintained the provision seen at the last inspection.

148. **History**

142. Pupils make satisfactory progress in history across the school and their performance is in line with those of a similar age. The school has maintained the level of provision observed in the last report.

143. In Key Stage 1, pupils in Year 1 are comparing toys past and present. A recent visit to a toy museum was a motivating experience and helped these young pupils to understand the various sources that can be used to find out about the past. Pupils in Year 2 know about the lives and achievements of famous people both within and before living memory, for example, Neil Armstrong and Louis Braille. The work on Louis Braille was an example of good links between literacy and history. At Key Stage 2, pupils in Year 4 have a good knowledge about life in Britain during the Second World War. They can name important people of the time and use appropriate historical vocabulary. They have looked at text, photographs and artefacts to develop their skills of historical enquiry, but there is little evidence of information technology being used to aid their research.

144. Pupils' response to lessons is good and they show positive attitudes to their work. They participate well in class discussions and concentrate well on the tasks they are set. Pupils are able to work collaboratively and listen well to one another. They work quietly and show a real interest in the subject.

145. One good lesson was seen at Key Stage 1, and evidence from planning and pupils' work indicates that teaching is satisfactory overall. In the lesson, pupils learnt about the life of Louis Braille - with effective links made between history and literacy and homework. Throughout the school, a strong emphasis is placed on providing pupils with first-hand experiences and a good range of artefacts to observe and draw. Teachers' planning indicates that lessons are suitably planned to interest and motivate.

146. The leadership and the management of the subject are satisfactory. There is a clear policy and scheme of work to support teachers with their planning, which covers the appropriate requirements of the National Curriculum. There are sufficient resources and artefacts and these are used well to make lessons interesting and effective. History makes a positive contribution to pupils' moral and cultural development; for example, the oldest pupils were read excerpts from Anne Frank's diary and were horrified at the way she was treated.

153. **Music**

147. Music is a highly valued part of this school. Pupils follow a broad and balanced music curriculum, which meets requirements and builds systematically on what they already know and understand, enabling them to make good progress in their learning. Pupils' performance is above that expected for their age. Pupils benefit from the many opportunities to compose and perform and to listen to and appreciate a range of music. Pupils throughout the school sing a range of songs with clear diction and phrasing. They sing loudly and softly as appropriate. Pupils are given varied opportunities to sing in assemblies, concerts, and festivals; for example, the Wimborne Arts Festival and in the local community.
148. At Key Stage 1, pupils in Year 2 composed an eight-note piece of music using long and short notes. They practised their composition individually, before joining their compositions together and then practised and performed as a group. Pupils followed the musical score carefully. In Key Stage 2, pupils in Year 4 created a piece of music depicting war after listening to Mars from 'the Planets' by Holst. Pupils understand '*idée fixe*', a sequence that is repeated several times in the score. Pupils are aware of the structure of their composition. They follow the score accurately, are aware of changes in dynamics and the use of silence as they perform to the class.
149. Pupils behave well in lessons. They listen carefully and they work very well collaboratively, practising their compositions with concentration before performing. When singing in the hall, pupils respond well to the encouragement of their teachers.
150. The quality of teaching in music is good. All teachers in the school have the confidence to teach music and this makes a positive contribution to the pupils' progress. Lessons are based on a commercial scheme, which ensures that work is linked well to previous lessons and this enables pupils to make progress from lesson to lesson. The music co-ordinator is a music specialist and has produced a helpful scheme of work, which gives good guidance to non-specialist teachers. The subject has maintained its position from the time of the last inspection.
157. **Physical education**
151. Across the school, pupils in all classes make satisfactory progress and their performance is as expected for pupils of this age. Those pupils with special educational needs make good progress in learning skills and are very well supported in their lessons by experienced classroom assistants and class teachers.
152. In Key Stage 1, by the end of Year 2, pupils demonstrate good control over their movements and are able to jog, bounce and jump on the spot. They move around the hall skipping, showing a good awareness of space. In drama lessons, pupils can interpret stories through appropriate actions and facial expressions. These lessons provide good support for the pupils' literacy work, reinforcing the sequence of a story through acting out the story line. All pupils use space well and show an ability to improve their performance as a result of positive encouragement from their teacher. In gymnastics lessons, pupils move sideways, by stepping, jumping and hopping. They can put together a sequence of movements in a sideways direction, and they work energetically and hard to improve their work. Pupils are able to use the apparatus to move sideways along the poles, benches, ladders and mats. They appreciate the need to prepare well for activities and know the effects of exercise on their bodies.
153. At Key Stage 2, by the age of nine, most pupils can throw and catch a ball successfully and incorporate these skills into team games. They begin to play games, such as netball, which involve invasion and possession of the ball. Pupils learn to dribble large balls around a set course and maintain control over them. They are aware of how to work safely within their own personal space in the playground and the hall. Pupils play a range of team games, working effectively as a team and developing their skills of throwing and catching. Some pupils have poorly developed throwing and catching skills. Pupils learn to dance a number of folk dances, they follow the steps of the dance and learn a complicated sequence, working hard to improve their performance. By the time pupils leave the school, when they are nine, the majority are able to swim 25 metres.

154. Pupils throughout the school enjoy taking part in physical education lessons. They all respond with enthusiasm and energy, working hard to achieve the targets set by their teachers. They listen carefully to instructions and the behaviour of almost all pupils is good. They learn to work effectively and cohesively together in teams and to support one another no matter what degree of skills pupils have. Pupils work actively in all sessions and clearly understand the need to improve their work and to work energetically.
155. The quality of teaching is satisfactory overall, with one very good lesson observed in Year 4. In the very good lesson the clear direction given by the teacher enabled pupils, including those with special educational needs, to make some very good progress in controlling a ball in a variety of different ways and in working together as a team. Teachers inspire pupils in all lessons with their own enthusiasm, and encourage them to work together in harmony with their own and one another's performance. All lessons are well planned and all teachers are confident in their knowledge of the subject. The good management of pupils is a strong feature of teaching throughout the school. Lessons progress at a satisfactory pace and all lessons include a warm-up period followed by rigorous activity and then a period of calm. Emphasis is placed on safety, and pupils understand the need for this and respond accordingly.
156. The management and co-ordination of the subject is good. The policy document and scheme of work provide good guidance and effective support for teachers. The school hall provides accommodation that is limiting for pupils in gymnastics; it is long and narrow and has a low roof. The consequence is that the older pupils in Key Stage 2 go for their gymnastics lessons to a local middle school. The younger pupils are able to use the hall but the equipment for gymnastics has to be limited because of the space and height factor. There are no ropes or climbing frames for pupils to use. All pupils in Key Stage 1 and 2 have the opportunity throughout the year to have swimming lessons at a local swimming pool and the school is proud of the pupils' achievements in this area. Older pupils have opportunities to take part in adventurous activities as they go orienteering at a local centre. The grassed area slopes slightly, but it is large enough for sporting activities and team games. The provision of resources is satisfactory overall. Provision has been maintained since the previous inspection.
157. The physical education curriculum is enhanced by the provision of a wide range of extra-curricular activities. There is a boys' and girls' football team and they play games against other schools. Pupils learn to play short tennis during a lunchtime club.

164. **PART C: INSPECTION DATA**

164. **SUMMARY OF INSPECTION EVIDENCE**

158. The team consisted of four inspectors, including the lay inspector. The inspection was carried out in the school week commencing Monday 22 November 1999 and covered a total of nine inspector days of observations and interviews. Before the inspection, the registered inspector attended a meeting of parents to discuss inspection issues and to hear the views of the 15 parents who attended. An analysis was made of the 54 questionnaires completed by parents. During the course of the inspection, members of the team observed 37 lessons or parts of lessons, registration periods and a range of school activities. A total of 62 hours was spent observing lessons and in gathering first-hand evidence.

159. A sample of pupils from each class was heard reading, amounting to about 12 per cent of the school roll. The pupils' behaviour during outdoor play and around the school was noted. Discussions were held with members of staff, governors and pupils. The team scrutinised school policies, documents and development plans, teachers' planning, financial statements, pupils' records and attendance registers. During the inspection, inspectors viewed samples of work representing all abilities. Inspectors evaluated the provision and use of staffing, accommodation and resources.

166.

167. DATA AND INDICATORS

167. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	131	3	35	7

167.

Teachers and classes

167. Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent):

5.60

Number of pupils per qualified teacher:

23.39

167. Education support staff (YR – Y4)

Total number of education support staff:

7

Total aggregate hours worked each week:

176.2

Average class size:

26.2

167. Financial data

Financial year:

1998/1999

	£
Total Income	244,281
Total Expenditure	237,298
Expenditure per pupil	1,732
Balance brought forward from previous year	10,870
Balance carried forward to next year	17,853

168. PARENTAL SURVEY

Number of questionnaires sent out:	110
Number of questionnaires returned:	54

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	65	31	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	72	24	4	0	0
The school handles complaints from parents well	35	35	24	4	2
The school gives me a clear understanding of what is taught	39	52	9	0	0
The school keeps me well informed about my child(ren)'s progress	46	37	13	4	0
The school enables my child(ren) to achieve a good standard of work	37	44	17	2	0
The school encourages children to get involved in more than just their daily lessons	35	43	17	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	59	6	6	0
The school's values and attitudes have a positive effect on my child(ren)	50	46	4	0	0
The school achieves high standards of good behaviour	37	52	7	2	2
My child(ren) like(s) school	44	50	4	2	0

168.

168. Other issues raised by parents

From information gathered through the parents' questionnaire and the parents' meeting it is clear that there is much strong support for the work of the school. Inspection findings support fully the positive views of parents. The inspection team looked into the few queries from parents about homework, providing more time for parents' consultations and broadening the range of books for the youngest children. The team found that homework provided is interesting, sufficient and well managed, teachers are happy to see parents at other times if they want more information about their child's progress and the school is looking at providing a wider range of interest books for the youngest children.