



Milborne Port Primary School

Inspection Report

Unique Reference Number 123655
LEA Somerset
Inspection number 281525
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Helen Barter AI

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

Type of school	Primary	School address	North Street
School category	Community		Milborne Port
Age range of pupils	4 to 11		Dorset DT9 5EP
Gender of pupils	Mixed	Telephone number	01963 250366
Number on roll	158	Fax number	01963 251307
Appropriate authority	The governing body	Chair of governors	Mr D Crossley
Date of previous inspection	6 December 1999	Headteacher	Mr N Heath

Age group	Inspection dates	Inspection number
4 to 11	4 May 2006 - 5 May 2006	281525

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Introduction

The inspection was carried out by two Additional inspectors.

Description of the school

This is a smaller than average primary school situated in a large village near Sherborne. Nearly all pupils are of White British heritage. The proportion of pupils with learning difficulties is average. No pupils are eligible for free school meals. The headteacher was appointed to the school in January 2005. At the time of the inspection, the school was about to take possession of three new permanent classrooms following a period of disruption during construction.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory. There are a number of features of its work that are good. The school has an accurate view of its own effectiveness because there are improved systems for checking up on how well pupils are achieving.

Pupils are exceedingly happy at school and their behaviour is outstanding. Parents are very supportive and greatly appreciate the way in which the new headteacher and staff have worked hard to improve communication with them and involve them more in the life of the school. The school takes good care of its pupils and provides them with a good curriculum which makes learning interesting.

Pupils' achievement is satisfactory. Good provision in the Reception class enables children to meet the goals they are expected to achieve and some exceed them. Children make particularly good progress in social and personal development and in physical development. Pupils make satisfactory progress as they move through the school and usually reach standards which are broadly average by the end of Year 6. However, standards in English and science dipped in 2005 because pupils did not meet all the targets set for them. Careful analysis of the reasons behind this fall in performance has led to good improvement in the provision for pupils with learning difficulties and newly developed strategies which are having a convincing impact on improving pupils' writing across the school. Nevertheless, more able pupils still do not achieve as well as they might. Whilst teaching is satisfactory overall, it does not sufficiently challenge more able pupils nor give enough guidance for all pupils on how to improve their work.

The school uses information about pupils' progress effectively to set challenging targets. The leadership team is developing good ways to evaluate the school's performance but has not yet been entirely successful in ensuring that all pupils achieve equally well. Progress since the last inspection has been satisfactory overall. It has been particularly good in improving the provision for information and communication technology (ICT) in the ICT suite and in the use made of it by teachers. The school currently gives satisfactory value for money and has the capacity to improve further.

What the school should do to improve further

- further improve the quality of teaching and learning to ensure that pupils of all abilities are sufficiently stretched and challenged to achieve as well as they can
- improve the quality of feedback to pupils in marking so that they know what they need to do to improve.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards are average. Children enter the Reception class with skills and abilities which are in line with those usually found for their age. They make sound progress and nearly all meet their expected goals. They enter Year 1 with particularly good personal, social and physical skills. Pupils make

satisfactory progress in Years 1 and 2 and reach standards which are broadly average. Pupils of all abilities generally achieve satisfactorily but not enough pupils attain above average standards in writing.

Pupils continue to make satisfactory progress in Years 3 to 6 and usually reach broadly average standards by the time they leave the school. In 2005, however, although standards in mathematics were above average, those in English and science declined sharply. Pupils of all abilities, but particularly the less able and the more able, did not achieve as well as they might in these two subjects. Pupils, particularly the more able, did not meet the challenging targets set for them in English. Analysis of pupils' work in the current Year 6 indicates that the school has satisfactorily reversed this decline. Pupils with learning difficulties are now achieving satisfactorily due to improved provision and carefully targeted support. However, there is still insufficient challenge for the more able pupils to ensure that they reach the challenging targets set for them this year.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They are very happy at school because they feel well cared for and enjoy learning. Pupils' behaviour is outstanding and makes a significant contribution to the safe and friendly atmosphere throughout the school. Pupils report that bullying is not an issue and are confident that teachers would deal well with it should it occur. Pupils' attendance is good and is a further indication of the enjoyment and value that they and their parents place on their education.

Pupils' spiritual, moral, social and cultural awareness is good. Their respect for others and understanding of moral values is outstanding. They have good social values. They are keen to take responsibility as playleaders and help others learn how to play together well by organising lunchtime games. Pupils are aware of the need to adopt healthy lifestyles and enjoy taking part in sport and physical activities. Many walk or scooter to school each day and are aware of the need to take care near roads. Pupils contribute well to the life of the village and are keen to make decisions through the school council to improve their school environment. They have satisfactory skills that will prepare them for life ahead

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall and leads to pupils' satisfactory achievement. Teachers usually plan interesting activities which lead to pupils' good attitudes and excellent behaviour. Pupils with learning difficulties make satisfactory, and sometimes good progress, because they are well supported in class and in withdrawal groups. However, more able pupils often make slower progress because planned activities do not provide

enough challenge. Where teaching is good and work is well planned for pupils' different abilities, pupils progress well. However, some whole class activities do not sufficiently ensure that all pupils are actively engaged in learning and this slows the progress of all pupils. Teachers use ICT well, particularly interactive whiteboards, to plan lessons and to make pupils' learning interesting and enjoyable. Whilst learning is good in the computer suite, there are limited opportunities for pupils to use ICT to support their learning in lessons, although the school has plans to improve the number of computers in classrooms. However, there are also other occasions when teaching and learning are hampered because pupils have to share some limited resources, for example, in science and music.

Curriculum and other activities

Grade: 2

The curriculum for all pupils is good. Changes to the curriculum for Years 1 to 6, with a rolling programme of planned activities, are helping to make sure that pupils develop the skills they need. However, some opportunities are missed for pupils to develop their writing skills in other subjects. Pupils with learning difficulties participate fully in the curriculum through effective support linked to clear targets in their individual education plans.

A particularly strong feature of the curriculum is the provision for personal development. Pupils are successfully taught how to keep themselves safe and healthy. There is a full programme that includes learning about sex and relationships and the dangers of drugs. Visits and visitors also considerably enhance the curriculum, and help to bring it alive for pupils with first hand experiences. A residential visit for Years 5 and 6 provides valuable experience in living together, and a chance to experience outdoor pursuits. Pupils are very keen participants in the wide range of after-school clubs offered.

Care, guidance and support

Grade: 2

Pupils are cared for and supported well. The school complies with all statutory requirements regarding health and safety and child protection. The child protection officer is well trained and all staff are aware of child protection arrangements. Pupils feel safe and are confident in approaching teachers with their problems. Pupils with learning difficulties are very well supported. Good use is made of outside agencies to support learners. The tracking of pupils' progress has improved a good deal, and pupils know their targets. Marking is done regularly, but does not always indicate to pupils how to improve. The caretaker and staff ensure that accommodation and equipment are safe. Good attention has been paid to safety during the new building on site. There are good arrangements in place to support pupils when they move on to their secondary school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Since his appointment, the headteacher has carefully maintained the school's ethos, developed strong relationships with parents and pupils and built a good staff team, who work well together. Through improved self-evaluation processes, including good consultations with parents, pupils, staff and governors, he has helped the school to analyse its strengths and weaknesses in an effective manner. Pupils' progress is now carefully tracked and the information about how well they are doing is used to identify the key priorities for raising pupils' achievement. Improvements have already been made in the provision for pupils with learning difficulties. They now receive carefully planned and targeted support to help them achieve as well as other pupils. A whole school focus on improving pupils' writing and intervention strategies, such as booster groups, have helped to reverse the decline in standards in English in 2005.

Improved performance management is helping subject leaders to better understand their responsibilities to raise pupils' achievement. Although they are not yet sufficiently involved in monitoring and evaluating the quality of teaching in their subjects, this is beginning to be tackled. Governance is satisfactory. Governors support the school well and, through the leadership of the headteacher, are beginning to better understand the school's data and hold it to account for its performance. The school has the capacity to improve further.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

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

Text from letter to pupils explaining the findings of the inspection

Thank you for making Mr Palethorpe and myself welcome when we visited your school. We enjoyed talking to you about your school and hearing what you like about it. These are some of the things that we think are particularly good about your school:

- Your behaviour is excellent and you make the school a very happy place to be.
- You come to school regularly because you enjoy learning and making friends.
- We are extremely impressed that many of you walk or use scooters to come to school because you know that this is a healthy thing to do.
- Your playleaders do a great job of helping you to have fun together at lunchtime. You obviously really love running races!
- You like the way that teachers plan lots of interesting things for you to learn in lessons and in clubs and after-school activities.
- Your teachers care for you well and this makes you feel safe.
- Your headteacher knows what to do to help you to learn even better and the other teachers are helping him to do this.

To help you learn even better, we have asked your school to:

- Make sure that you have to think really hard in lessons so that you all do as well as you possibly can.
- Tell us what was good about your work and what you need to do to make it even better the next time.

Thank you again for being so helpful and friendly to us during the inspection. We hope you enjoy working in your lovely new building.