



# Loders C of E Primary School

Inspection report

Unique Reference Number 113773  
 LEA Dorset

Inspection number 279244  
 Inspection dates 18 May 2006  
 Reporting inspector Mrs D Wilkinson

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

Type of School	Primary	School address	Loders
School category	Voluntary controlled		Bridport
Age range of pupils	4-11		Dorset
			DT6 3SA
Gender of pupils	Mixed	Telephone number	01308 423418
Number on roll	71	Fax number	01308 423418
Appropriate authority	The governing body	Chair of governors	Mr S Christopher
Date of previous inspection	September 1999	Headteacher	Mr M J Kite

<b>Age group</b> 4-11	<b>Published</b> June 2006	<b>Reference no.</b> 279244
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Loders is a small village primary school of three classes. Pupils also come from other villages in the area and the school is oversubscribed. The vast majority of pupils are from a White British background and none speak English as an additional language. Standards on entry are broadly average. The proportion of pupils with learning difficulties is below average, but this varies considerably between year groups. Currently there are no pupils with a disability.

## Key for inspection grades

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

## Overall effectiveness of the school

The school provides a good standard of education, in keeping with its own judgement. Pupils achieve well because of the good curriculum and teaching. The headteacher is successfully leading a school where all are committed to helping pupils do well. Self-evaluation is accurate and the effective staff team are successfully addressing areas of weakness. The governing body is very supportive and carries out its role well. Recent improvements to the accommodation and resources are having a very positive impact on learning. Pupils' personal development is outstanding. Pupils make a very positive contribution to the work of the school. They are well cared for and the effective support and guidance they receive helps maintain their good progress. Overall improvement since the last inspection has been good and the school is well placed to improve further. It gives good value for money.

Pupils in Years 5 and 6 achieve very well because of the outstanding teaching and high quality support and guidance they are given. They reach very high standards by the time they leave the school. The provision and standards in the Foundation Stage are good. A decline in standards in the Year 2 national test results for mathematics has been halted and standards are now rising again. Whilst standards in writing are above average, pupils do not always write as neatly as they should. Throughout the school, teachers regularly check how well pupils are doing and set targets to help them improve. In the oldest class targets are used to especially good effect although in the younger classes teachers do not always indicate how pupils could improve further. Whilst it is not putting pupils at risk, staff training for child protection procedures needs updating. The school already has this in hand.

### Grade: 2

### What the school should do to improve further

- Extend the high quality marking and target setting procedures already in place for the oldest pupils so that all pupils are inspired to do their very best.
- Encourage pupils to form their letters correctly and use cursive writing in their written work.

## Achievement and standards

Pupils' achievement is good. Those with learning difficulties achieve well because of the effective support they are given. Standards vary considerably from year to year, due to the changing proportion of pupils with learning difficulties and disabilities in each year group, but overall are average. Achievement in the Reception class is good and most children exceed the standards for their age by the time they enter Year 1. Over the past few years

standards at the end of Year 2 declined, particularly in mathematics, indicating slower progress. This was partly due to weaker teaching in the past. Progress improved last year and Year 2 pupils' achievement was satisfactory although standards remained average due to the much higher level of pupils with learning difficulties in this year group. Progress continues to improve because of better teaching and improved provision for mathematics. Years 1 and 2 pupils now achieve well and standards are above average. Achievement in Years 3 to 6, particularly for the oldest pupils, is very good and standards are consistently high with the higher attaining pupils doing particularly well. Pupils reach the very challenging targets set. The school is successfully addressing some of the weaker aspects of writing although handwriting still requires further improvement.

## **Grade: 2**

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

Pupils' personal development, particularly for moral and social development, is outstanding. The many opportunities for discussion and reflection ensure pupils have a clear understanding of right and wrong and behaviour is very good. Pupils say the rare cases of bullying are always dealt with effectively. Pupils are confident and self-assured and willingly accept responsibility. Cultural awareness is very good and pupils are encouraged to appreciate the richness of other cultures and religions. Spiritual development is satisfactory. It is supported effectively through good links with the local church although other opportunities for development are limited.

Pupils are very proud of their school and say, 'it is brilliant', which is why the attendance rate is good. Pupils thoroughly enjoy lessons saying these are interesting because they have lots of practical activities and problems to solve. Pupils are keen to do their best to please their teachers and value the 'Golden Time' reward system.

Pupils say the school is friendly and welcoming. They feel safe and well cared for and are confident they can go to adults with any problem. Pupils have an excellent awareness of how to keep themselves healthy and safe and take good advantage of the wide range of sports on offer. Their contribution to the school and local community, particularly through the work of the School Council, is outstanding. Very good account is taken of pupils' views and their ideas have been used to improve the school. Council members are justifiably proud of having organised many charity fundraising events. Pupils make good progress in developing the skills that will help them in future life, particularly through the many opportunities they are given for working in teams to devise strategies for solving problems.

## **Grade: 1**

## Quality of provision

### Teaching and learning

Teaching and learning are good overall and outstanding for the oldest pupils. A key to the success of teaching is the very good relationship between staff and pupils, built on mutual respect, so that pupils want to do well. Lessons are planned effectively to meet the needs of pupils of different ages and ability in each class. Very good emphasis is placed on allowing reception children to discover things for themselves. Throughout the school good use of the interactive whiteboards engages pupils' interest and helps teachers demonstrate new concepts clearly. The very well informed teaching assistants are effectively employed to support different groups including those with learning difficulties. All adults question pupils effectively, prompting and probing to help their understanding and encouraging them to make progress. Marking of older pupils' written work is very good and clearly shows them how well they have done and what they need to do to improve. However, marking is not always as helpful in the younger classes. Teaching of the oldest pupils is highly effective. Activities are very challenging, particularly when teachers set out a problem that pupils must find their own method to solve. This inspires pupils, including the higher attainers, to do their very best.

**Grade: 2**

### Curriculum and other activities

The curriculum throughout the school is good. Well organised activities ensure both reception and Year 1 children in the mixed age class make good progress. The curriculum for pupils in Years 1 to 6 provides an effective range of activities across all subjects and is particularly good English, mathematics and information and communication technology (ICT). Pupils in years 5 and 6 also learn French. Provision for pupils' personal and social education is a strength of the school, with this aspect being covered in a range of subjects as well as in specific activities such as 'Circle Time'. Where necessary the curriculum is adapted effectively to give higher attaining pupils the chance to tackle more advanced ideas. Pupils are sometimes moved up to another class to benefit from the harder concepts being tackled there. The activities for lower attaining pupils, including those with learning difficulties, are well matched to the levels at which they are working. The way the curriculum is enriched and extended is exceptionally good and is linked to the world beyond school by a wide range of clubs, visits and visitors, and older pupils very much value their residential visits.

**Grade: 2**

## Care, guidance and support

Care, guidance and support, including for pupils with learning difficulties, are all good. Pupils are well cared for and risk assessments are thorough. In particular all adults accompanying pupils on school trips are well briefed. The child protection policy has been written although some members of staff have yet to receive the appropriate training. Pupils are given good, helpful guidance and support for their personal development. In particular, the 'Golden Time' incentive scheme encourages good behaviour and progress. Monitoring of pupils' progress is particularly good in English and is developing well in mathematics. Pupils with learning difficulties receive good support and advice resulting in their good progress. Pupils are aware of their targets and teachers regularly check their progress towards them. Years 5 and 6 pupils are given very good guidance on how to improve and are inspired to do their best. The quality of advice and support is less evident in other year groups where pupils are not always clear as to what they must do next to improve their work further.

### Grade: 2

## Leadership and management

Leadership and management are good. The headteacher balances his significant teaching commitment and management responsibilities well. He provides strong leadership with a clear focus on helping pupils to make good progress. The effective staff team makes an important contribution to the school's success. Their consistent approach effectively supports pupils' outstanding personal development. The school has been very effective in maintaining the very good achievement and high standards attained by the oldest pupils although it has been slower in addressing weaknesses lower down the school, particularly in mathematics where there was a higher proportion of pupils with learning difficulties in Year 2. Self-evaluation is good. The school makes a thorough and accurate analysis of how well pupils have done in national tests and adjusts its provision accordingly. Very good monitoring of pupils' progress in English supports their learning well. This is developing effectively in mathematics and other subjects. The school has a clear idea of where there are weaknesses in its work and is successfully addressing them. This is having positive effects. For example the progress of younger pupils has been improved and standards are rising. There are clear indications that the school's capacity for further improvement is good.

Governors are well informed and very supportive of the school. They carry out their statutory duties well and are highly effective in promoting the school's place in the local community. They give considerable support in helping to run the school clubs. Both senior leaders and governors have been instrumental in providing the much improved accommodation and resources, which are

benefiting pupils' learning experiences. The school consults very well with parents who are highly appreciative of all it has to offer.

**Grade: 2**



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## Inspection Judgements

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

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

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

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

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The Pupils  
Loders CofE Primary School  
Loders  
Bridport  
Dorset  
DT6 3SA

22 May 2006

Dear Pupils

Thank you for welcoming us to your school and being so friendly and helpful. We particularly want to thank the School Council who gave up their time to talk to us. We found this to be a good school. It is clear that you and your parents agree!

These are the best things about your school:

- You enjoy lessons, work hard and make good progress. The oldest pupils do very well and reach standards that are much better than in most schools.
- You make exceptional progress in your personal development. You behave very well and you are very good at taking on responsibility, especially through the work of the School Council.
- Your headteacher, staff and governors take good care of you and are working well together to keep your school improving.
- The teaching and curriculum are good, and particularly good in the oldest class.

What we have asked your school to do now to be even better:

- Give all pupils the same level of good advice about how to improve their work as is available to the oldest pupils.
- Help you to do your very best handwriting in all your work.

Thank you again for all your help and good luck for the future.

Yours sincerely

D Wilkinson  
Lead Inspector