

INSPECTION REPORT

Holbrook County Primary School
Trowbridge

LEA area: Wiltshire

Unique Reference Number: 126269

Headteacher: Mrs. Nanette Stevens

Reporting inspector: Mr Alan W. Perks
18889

Dates of inspection: 29th November - 2nd December 1999

Under OFSTED contract number: 707893

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Steve Wigley
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Alan W Perks, RgI	Science Information technology	Attainment and progress Teaching Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Brian Rance, Lay Inspector		
Helen Davies, Team Inspector	Religious education Art Geography Under fives	Curriculum and assessment
Gloria Hamilton-Peach, Team Inspector	English Design and technology Music Special educational needs	Spiritual, moral, social and cultural development
John Wilkinson, Team Inspector	Mathematics History Physical education Equal opportunities	Efficiency

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The quality of teaching is at least satisfactory, often good and sometimes very good.
- The school's procedures for the support, guidance and personal welfare of all pupils is very good and a significant strength in overall provision.
- Staff promote very good relationships between pupils and the provision for pupils' personal development is very good. Both have a positive effect on pupils' behaviour.
- There is good provision for pupils' spiritual, moral, social and cultural development.
- The efficiency with which the school manages its funds and other resources is good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. There are insufficiently high expectations of what pupils can achieve in the quality of their writing and presentation of their recorded work in general.
- II. There is a lack of suitable challenge for higher attaining pupils and insufficient extension work for those who finish tasks early.
- III. In relation to the intended time-table for lessons, time is lost through inconsistencies in time-keeping.
- IV. The quality of the marking of pupils' work is inconsistent and does not offer sufficient guidance on how pupils might improve their standards.
- V. Not all acts of collective worship meet statutory requirements.

The school's strengths outweigh its weaknesses. What the school does well, it does through its firm commitment to raising overall standards. Since the last inspection, best practices have been maintained and significant improvements made. The governing body, in close co-operation with the headteacher, should address the issues raised as weaknesses, through its agreed action plan, whilst maintaining those things that the school does successfully. The inspection team is confident that the school's management will continue to strive to raise the attainment and rates of progress of all pupils beyond their generally satisfactory levels.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

- VI. Results in the end of key stage National Curriculum Assessment Tests and Tasks have been improving year on year in science.
- VII. Provision of equipment for information technology has been improved significantly, and pupils' standards of attainment have been raised to a broadly satisfactory level.
- VIII. A majority of pupils are now making good progress with musical performance, knowledge and understanding.
- IX. The school has successfully promoted improved pupil attitudes to their school work.
- X. Very good relationships are now successfully encouraged, so that almost all pupils co-operate, share and appreciate each other's contributions.
- XI. Pupils' attendance has risen to a good level as compared to schools nationally.
- XII. Schemes of work are in place for all non-core subjects; the documentation to help with the planning of teaching for science and information technology is in place as prescribed by the findings of the last report.
- XIII. There is improvement in the overall balance of the planned curriculum.
- XIV. The provision for pupils' spiritual and cultural development has been raised to a good level.
- XV. Resources that support learning, especially those for information technology, pupils' cultural development and provision for early years children, have been improved to a good level.
- XVI. Accommodation has been successfully extended, reorganised and improved.
- XVII. There have been improvements in systems for financial planning and control of finances.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	C	C	<i>below average</i>	D
Mathematics	C	C	<i>well below average</i>	E
Science	B	B		

XXVIII. Taking all three subjects, pupils' results were broadly in line with the national average.

Pupils' results in English and mathematics were broadly in line with the national average.

Pupils' results in science were above the national average.

XIX. Across all three core subjects, pupils' results were close to the average for similar schools.

Pupils' results in English and mathematics were broadly in line with the average.

Pupils' results in science were above the average.

XX. Over a four year period 1996-1999, the pupils' results have been:

English - variable but with a general maintenance of standards and a slight upward trend;

Mathematics - remaining close to the national average;

Science - improving year on year to a position that is regularly above the national average.

XXI. Very few attained at the higher levels, except in science at Key Stage 2.

XXII. Inspection evidence indicates that in English and mathematics the majority of pupils attain close to the national average at the end of both key stages. In science, a majority attains at a level above the national average.

XXIII. Pupils' standard of attainment in information technology are close to expected levels at the end of both key stages, which is an improvement on levels stated in the previous report.

XXIV. Attainment and progress in religious education (RE) are in line with the expectations of the locally Agreed Syllabus.

XXV. In art, design and technology, geography, history and physical education, a majority of pupils make satisfactory progress. A majority makes good progress in music.

QUALITY OF TEACHING

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

XXVI. The quality of teaching is satisfactory overall. There is a significant amount of good teaching taking place in some classes, and also very good teaching occasionally. Improvement in the quality of teaching has successfully encouraged a majority of pupils to progress satisfactorily as they move through the school, and for them to make good progress in science and music. It has also led to some improvements in English, mathematics and information technology.

XXVII. All of the teaching observed during the week of inspection was satisfactory or better. In over half (54%) of the lessons seen, teaching was judged to be good or better. The teaching was very good in a small number (5%) of the lessons.

XXVIII. Although the teaching of information technology (IT) is broadly satisfactory, and sometimes good, there is insufficiently regular teaching of IT to support other areas of the curriculum.

XXIX. There is satisfactory teaching of the under fives in the areas of learning related to children's physical and creative development and also their knowledge and understanding of the world. There is

good teaching of their personal, social, linguistic and mathematical development.

XXX. Inconsistencies in the quality of short-term planning has led to some unsatisfactory provision for pupils, especially the higher attaining pupils, those with special educational needs and those who finish tasks early, in subjects other than English and mathematics.

XXXI. In much of the pupils' work, insufficient emphasis is placed on the quality of the presentation of writing, drawing and other ways of recording their understanding.

XXXII. The best teaching has high expectations of what pupils might achieve; encourages a brisk pace of working for all pupils; stimulates pupils to learn more about the subject; and gives them tasks that are suitably challenging, whilst allowing them to develop their own ideas beyond the work planned by the teachers.

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	Good. The pupils have maintained their good standards of behaviour, with a significant number of pupils regularly showing very good behaviour around the school.
Attendance	Good. Almost all pupils attend school regularly. However, there are a few who have a poor attendance record or are frequently late in arriving at the beginning of the day, and so affect the whole school's attendance statistics.
Ethos*	Good. The school continues to provide a caring and secure place of learning for all pupils. Almost all pupils' attitudes to work are good. Relationships are very good and pupils show high levels of co-operation and a willingness to share. The staff are hard-working and there is a firm commitment to the raising of standards.
Leadership and management	Satisfactory. The school continues to be soundly led and managed through the effective pastoral & administrative leadership at all levels of management. The headteacher, staff and governing body form an effective team that are bringing about school improvement.
Curriculum	Satisfactory. The curriculum remains broad, with all subjects of the National Curriculum and religious education included. Access to the school's full curriculum is now balanced satisfactorily within the long-term planning. However, the time-table is not followed as set out, and so some subjects are given less time than that originally planned.
Pupils with special educational needs	Good. There continues to be good provision overall for those pupils with special educational needs, enabling them to make overall satisfactory progress in relation to their individual education plans. However, their needs are not taken into account sufficiently when staff plan work for all subjects.
Spiritual, moral, social & cultural development	Good. The provision for pupils' spiritual, moral, social and cultural development is good in all elements.
Staffing, resources and accommodation	Good. The staffing level, qualifications and width of experience is satisfactory overall. There are mostly good arrangements for the professional development of staff. Resources that support teaching and learning are good. The accommodation provides a good environment in which pupils can successfully develop their knowledge, skill and understanding.
Value for money	The school continues to provide 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

- XXXIII. The way they are encouraged to play an active part in the school.
- XXXIV. They find it easy to approach the school with questions and problems to do with their children.
- XXXV. A significant percentage appears to have had no cause to complain.
- XXXVI. How the majority of the children achieve high standards of good behaviour.
- XXXVII. Their children like going to this school.

What some parents are not happy about

- XXXVIII. A few parents do not feel that they are gress.
 - XXXIX. Some parents find it difficult to
 - XL. Some parents are not satisfied with the
 - XLI. A few parents are dissatisfied with the
- XLII. There is an overall positive response from parents, with a majority expressing satisfaction with the school's provision for their children. The inspection team agrees with this majority view.
- XLIII. The team finds that the school does offer sufficient opportunities for all parents to find out about the progress that their children are making.
- XLIV. The team finds insufficient evidence to suggest that the school creates difficulties for parents to express complaints or grievance.
- XLV. There is a satisfactory level of extra-curricular activity as compared to schools nationally.
- XLVI. Differing forms of homework are provided for pupils across the school, and staff are expressing a willingness to consider parental request for more.

KEY ISSUES FOR ACTION

In order to improve the standards of attainment and progress of all pupils, the governors, headteacher and staff should:

XLVII. raise expectations of what pupils can achieve in the presentation of their written and other recorded work;

This can be seen from paragraphs: 23, 27, 28, 52, 80, 81, 82, 84, 94, 98, 113, 127 & 132.

XLVIII. improve the quality of day-to-day planning and subsequent activity so that, across the school, best use is made of time and other resources;

This can be seen from paragraphs: 25, 27, 32, 53, 85, 90, 91, 97-100, 105, 113 & 143.

XLIX. make more effective use of the range of assessment data by:

-raising the attainment of higher attaining pupils through effective target setting;

-providing suitably challenging work for pupils on the school's special needs register in all subjects;

-provide extension work for those pupils who finish tasks early;

This can be seen from paragraphs: 23, 27, 28, 33, 52, 56, 88, 90, 94-97, 103, 122 & 132.

L. Improve the quality of marking so that pupils are clear of what they should do to improve the quality of their work;

This can be seen from paragraphs: 28, 84, 90, 98 and 113.

LI. ensure that the statutory requirements for acts of collective worship are fully met;

This can be seen from paragraphs: 36 and 52.

INTRODUCTION

Characteristics of the school

1. Holbrook County Primary school is located close to the centre of the town of Trowbridge, and provides education for children who mostly live in close proximity to the school. The original building is about twenty years old and is supplemented with a significant number of mobile units, some of which are new, and one that houses an independent nursery group. The reception class is situated in part of the main building and uses the central open space as its secure and partially roofed outdoor play area. At the time of the inspection, 39 children were attending on a part-time basis, and all had received some form of pre-school education. The school currently accommodates 256 pupils, from ages 4 to 11 years, although there is a small additional intake in January of each year. This makes it close to the national average for its type. The number of girls is slightly more than that of boys. The school roll had been gradually increasing until 1997 and, following the construction of a nearby school, is now approximately three-quarters of the population present at the time of the last inspection.
2. Information statistics show that there is a generally wide range of socio-economic circumstances, with the large majority of pupils coming from an area that is broadly average overall and typical of a suburban residential area of a large town. The school has 38 pupils (16.8 percent) from ethnic minority groups. There are four pupils speaking English as an additional language (1.6 percent), which is marginally higher than average. There are 30 pupils (11.8 percent) who take up the free-meal entitlement, which is below the national average. Two pupils have Statements of Special Educational Need, which is above the national average. There are 45 pupils (17.8 percent) on the school's own special educational needs register, which is close to the national average.
3. The school's stated main aims are:
 - To help children to:-
 1. "develop fully as individuals, developing personal qualities of self respect, self confidence and self-discipline by promoting a caring and positive atmosphere"
 2. "gain skills and competence particularly in the fields of numeracy, literacy and science, but also across all areas of the curriculum"
 3. "develop the qualities of caring for others and sharing in the school community as a whole"
 4. "develop an appreciation for the world around us and their place in it"
 5. "develop the creative aspects of themselves and an awareness of aesthetic considerations"
 6. "develop lively, enquiring minds and the ability to apply themselves constructively to tasks of all kinds"
 7. "fulfil their potential"
 8. "achieve standards of excellence"
 9. "enjoy their time in school and experience success in a variety of ways".
10. The school's priorities have centred on responding to the key issues raised in the inspection carried out in March 1996, and extending provision in many areas of whole school activity. The headteacher's future priorities, as discussed with the members of the governing body, include:

Completing the response to the key issues raised in the March 1996 inspection i.e.

KI 1-as a matter of urgency develop a policy and scheme of work for science and information technology;

KI 2-improve the quality of classroom management and teaching at Key Stage 1;

KI 3-develop schemes of work and policies for the foundation subjects within the curriculum;

KI 4-consider the overall balance of the curriculum to ensure sufficient teaching time is given to information technology and science.

11. The school development plan identifies 18 projects for continuing improvement through to the year 2002. Main targets have related to:
- staff training across the curriculum with specific reference to literacy, numeracy, information technology and religious education
 - integration of government guidelines for design and technology, geography and history, and review of science and physical education provision.
- Future targets include:
- tracking pupils' attainment and progress
 - assessment of early years' play development
 - ongoing review of job descriptions
 - continuation of appraisal cycles
 - improvements to site

The school has agreed targets with the local education authority, for the end of the current academic year and the following year, in English, mathematics and science.

5. **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	20	24	44

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	11	17
	Girls	19	19	21
	Total	33	30	38
Percentage at NC Level 2 or above	School	75(70)	68(72)	86(87)
	National	82(80)	83(81)	87(84)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	17	17
	Girls	19	20	21
	Total	32	37	38
Percentage at NC Level 2 or above	School	73(62)	84(81)	86(83)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	17	23	40

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	13	15
	Girls	17	16	21
	Total	29	29	36
Percentage at NC Level 4 or above	School	73(57)	73(55)	90(88)
	National	70(65)	69(59)	78(69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	8
	Girls	17	14	14
	Total	26	24	22
Percentage at NC Level 4 or above	School	65(41)	60(54)	55(58)
	National	68(65)	69(65)	75(71)

.....
¹ Percentages in parentheses refer to the year before the latest reporting year

.....
² Percentages in parentheses refer to the year before the latest reporting year

5. Attendance

Percentage of half days (sessions) missed %

through absence for the latest complete reporting year:	Authorised	School	4.2
	Absence	National comparative data	5.9
	Unauthorised	School	1.0
	Absence	National comparative data	0.5

5.

5. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	6
	Permanent	0

5. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	5
	Satisfactory or better	100
	Less than satisfactory	0

5. **PART A: ASPECTS OF THE SCHOOL**

5. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5. **Attainment and progress**

1. The school's baseline assessments indicate that the majority of children entering the reception class show levels of knowledge, skill and understanding that match the national profile of achievements for children of their age. All have received some sort of pre-school education, many having been through the on-site nursery, and a majority arrives with satisfactorily developed speaking, listening, physical, creative and social skills and showing a sufficient awareness and understanding of the world around them. Most children make at least satisfactory, and sometimes good progress in all areas of learning and, by the time they are ready to commence full-time compulsory education at the age of five, a majority has achieved the nationally recommended levels of the Desirable Learning Outcomes, with some achieving below or beyond these levels.
2. The results of end of Key Stage 1, 1999 National Curriculum Assessment Tests show that the proportion of pupils attaining the national standard of Level 2 or above in reading was below the national average. Results in writing were well below the average. The proportion attaining the higher Level 3 and above, was well below the national average in reading and writing. In mathematics, the proportion attaining Level 2 and above, was close to the national average. The proportion attaining Level 3 and above, was well below the national average. Teacher assessments in science show that the proportion of pupils attaining Level 2 and above, was in line with the national average, and those attaining Level 3 and above, was well below average. When compared to similar schools, the performance of pupils was well below average in reading and writing, and below average in mathematics. The performance of boys was similar to that of girls in reading and writing, but the boys did significantly better in mathematics. The performance of boys was similar to that of girls in reading, writing and mathematics.
3. At the end of Key Stage 2, the 1999 National Curriculum Assessment Test results show that the proportion of pupils attaining the required national Level 4 and above, was broadly in line with the national average in English and mathematics, and above this average in science. The proportion attaining at the higher Level 5 and above, was close to the national average in English above average in mathematics, and significantly above average in science. Taking all three core subjects, the pupils' performance was close to the average in comparison with all other schools, and for schools with similar backgrounds. Trends over a four year period show erratic but slight improvements in English, year-on-year marginal improvement in mathematics, and significant improvement in science since the last inspection to regularly high standards. The attainment of girls was slightly better than boys in mathematics.
4. The 1999 results show an improvement on the general trend over time, which is one of general improvement from 1996 to 1998 in all core subjects at expected levels for age, but generally with fewer attaining the Level 5 and above. In science, the proportion of pupils attaining Level 4 and above continues to rise to above national average. Least improvement has been made in standards of writing. The variance in cohorts explains some of the shifts for individual year results but the inspection team could find no reason for gender differences, in that all provision allowed for equality of opportunity for all pupils.
5. Inspection evidence indicates that in English and mathematics the majority of pupils attain close to the national average at the end of both key stages. In science, a majority of pupils attain at a level above the national average. This represents a significant improvement in the pupils' standards of attainment in science from those reported in the last inspection, and an overall maintenance of standards in English and mathematics.

6. Pupils' standards of attainment in information technology are close to expected levels at the end of both key stages, which is an improvement on levels stated in the previous report. A significant minority of pupils, however, mostly at Key Stage 2, show good knowledge and skill when using information technology (IT) for word processing. Work in control technology has not been seen. Attainment and progress in religious education (RE) are in line with the expectations of the locally Agreed Syllabus. In art, design and technology, geography, history, and physical education a majority makes satisfactory progress. A majority of pupils make good progress in music, which is an improvement since the last inspection.
7. The academic standards reported in the previous inspection have at least been maintained in all subjects, and have been improved by the end of Key Stage 2 in science and information technology. There has been an improving trend in English and mathematics. This is overall satisfactory improvement from the position reported in the previous inspection of 1996, where the majority of pupils attained standards in line with national expectations in all subjects except information technology, where progress was reported as unsatisfactory. This is attributed mainly to the improvements in the quality of teaching, especially in science and information technology, the successful development of support documentation in these subjects, and with the introduction of the Literacy and Numeracy hours, which have offered clear structure. The school has agreed realistic targets in English, mathematics and science with the local education authority for the end of the current academic year.
8. Improving teaching and expanding resources for the National Literacy and Numeracy Strategies enable the large majority of pupils to make overall satisfactory progress within these lessons, especially. However, some pupils, particularly the higher attainers, do not always make the progress of which they are capable, nor is sufficient emphasis placed on the good presentation of work, as with writing. This is most evident in the scrutiny of previously completed work, where the teachers' priority has often been to complete the prescribed task, as in science and geography, rather than develop individual pupil's levels of skill from their own start point.
9. Pupils at both key stages, including those with special educational needs and those for whom English is an additional language, make at least satisfactory and sometimes good progress as they move through the school. When pupils with special educational needs are given additional adult support, either individually or within small groups, the extra support regularly enables them to make good progress in relation to their known difficulties and prior attainment levels, as with reading. Least progress is evident where initial tasks have not been specifically targeted to their individual needs.

Attitudes, behaviour and personal development

10. As reported in the previous inspection the attitudes, behaviour and personal development of pupils continue to be a strength of the school and contribute positively to the standards of pupils' achievements and the quality of their learning. This view is shared by the parents, who believe that behaviour is very good and that sanctions are fair.
11. The great majority of pupils show good attitudes towards learning, including their approach to the Literacy and Numeracy Strategies. Almost all are interested in their work. They concentrate for appropriate periods of time, enjoying their lessons and other activities that the school offers. There are a few pupils with behavioural difficulties who can become restless, or who do not apply themselves wholeheartedly and seek attention in other ways. Most children in the reception class and pupils in Key Stage 1 are beginning to develop good independence in self-organisation and learning, and this is encouraged by some teachers and other staff across the school.
12. The behaviour of pupils is generally good in classrooms and around the school, and the behaviour of many pupils is regularly very good. The school has an effective policy for promoting good

behaviour, which is clearly understood by pupils and they respond positively to it. Appropriate 'Golden Rules' for improving pupils' behaviour and attitudes are displayed in every class and are referred to each day by staff. There are, however, a minority of pupils whose behaviour can be a cause for concern. This is recognised by the school and they are consistently managed through their difficulties by the caring staff. In the past, these kind of difficulties have led to the temporary exclusion of one pupil. No bullying was observed during the inspection week, but the school is alert to the possibility and has appropriate procedures in place if incidents should occur. Pupils are developing good self-discipline and, as they progress through the school, the great majority act sensibly without constant adult support or intervention, for example when they come into the school buildings in the mornings.

13. Relationships throughout the school, regardless of age, gender or race, are very good. This is an improvement upon the findings of the last report. Pupils show respect for each other and for adults, showing courtesy and friendliness towards visitors, for example standing back and holding doors open. The school is a caring, friendly and orderly community. All adults on site present positive role models, encouraging pupils to have confidence in themselves and to show caring and supportive attitudes towards others. Dinner times are pleasant, social occasions with positive relationships between pupils and dinner supervisors. Many pupils enjoy paired reading and the opportunity of going into other classes during special 'Golden' time. 'Circle' time is used sensitively, enabling pupils to discuss their experiences and feelings and to value the beliefs and opinions of others. Pupils show self-respect, and respect for others and their property. Litter, graffiti and damage are not evident within the school, its grounds or on the adventure play equipment.
14. Pupils' personal development is very good. Pupils are all involved in the daily routines of the school and gradually accept increasing responsibility for maintaining the school's high standards. The older pupils take their monitorial duties seriously and perform them conscientiously. The management of one assembly each week by the leaders of the 'Year 6 Committee' is a notable example. Pupils' personal development is fostered by the school's programme of extra-curricular activities, visits and residential trips. Pupils make regular contributions to the life of the community through links with the church, providing concert performances and involvement with charitable fund-raising. The support given by their classmates and other friends to pupils with special educational needs and those for whom English is an additional language, enables them to achieve positive attitudes to learning, good behaviour and to develop personal responsibility.

Attendance

15. Pupils' attendance at school has improved since the last inspection and is now good overall. It is better than the average for primary schools nationally, and broadly in line with schools in Wiltshire. Except for the poor attendance record and frequent late arrival of some five percent of pupils, the attendance and punctuality would be very good or even excellent. A quarter of authorised absences are due to family holidays taken during term time. The vast majority of pupils are punctual, so that they are all able to take advantage of the full day's learning opportunities.

Quality of education provided

Teaching

16. The quality of teaching is satisfactory overall, and varies from satisfactory to very good. All teaching seen was satisfactory or better. In just over half (54%) of the lessons, teaching was judged to be good or better. The teaching was very good in a small number (5%) of the lessons observed. This is a significant improvement upon the findings of the previous report, especially in the teaching at Key Stage 1. That report stated that there was some unsatisfactory teaching and

this is no longer the case. Since the last inspection, there have been staffing changes, a reorganisation of staff to different classes, and a developing programme of in-service training to meet changing curriculum needs. All of these factors have made for improvement in teaching and the progress that pupils make.

17. Several features of teaching, such as group organisation and the management of pupils, are strengths. Teacher confidence and understanding of the curriculum are sometimes good, as with literacy, and individual staff show specific skill in the teaching of particular subjects, such as science and music. Sensitive development of pupils' willingness to share personal thoughts and feelings is a strength of the teaching in religious education. The teaching of information technology skills is variable, satisfactory overall, and this is recognised by the school as an area for further development. Currently, insufficient use is made of information technology across the curriculum. In all subjects, teaching and non-teaching staff willingly share expertise and support each other's development. Staff are hard-working and respond enthusiastically to the pupils' needs. Classroom support staff, visiting specialists and voluntary helpers make a valuable contribution to the attainment and progress of many pupils. They are well-briefed and used effectively within lessons. They are used particularly effectively when supporting those pupils with special educational needs, when they assist one or more individuals or groups of pupils, allowing the teacher to focus more specifically on the other groups.
18. The quality of teaching of the under fives is good overall, with some very good features, and focuses appropriately on a programme for the attainment of Desirable Learning Outcomes at the age of five. In both key stages, there is appropriate coverage of the National Curriculum, personal, social and health education and religious education. The good long and medium-term planning for both key stages highlights the school's focus on achieving breadth and balance in provision, which is an improvement upon the position identified in the last report. Generally effective planning, combined with secure subject knowledge ensure that almost all pupils make satisfactory and sometimes good progress within lessons. Teachers' expectations are generally high, but are insufficiently high in some lessons, at both key stages. Across the school, insufficient emphasis is placed on the presentation of pupils' work, which is too frequently untidy and lacking pride. The needs of higher attaining pupils are satisfactorily addressed in most English and mathematics lessons, but these pupils are often challenged insufficiently in some other subjects, such as science, religious education and design and technology, when they tackle very similar work to that provided for all levels, regardless of their prior attainment. There is often insufficient encouragement for higher attainers and early finishers to extend work beyond that planned by the teaching programmes, which hinders their progress.
19. Pupils with special educational needs are given equal access to the curriculum through teachers' effective planning. There is appropriate support when they are addressing targets identified in their individual educational plans, as in language and management of behaviour, and they make satisfactory progress over time. However, their needs are not always considered sufficiently when teachers plan lessons in other subjects, such as science, geography and history. In these subjects, too often they start at the same point as others in their class, and quickly find difficulty in carrying out tasks that are aimed at the average group. Teachers then rectify the provision when pupils fail to understand, or find difficulty in completing the task within the time, which is commendable but does not make best use of their knowledge of individual pupils.
20. In lessons, teachers make effective use of a wide range of control strategies and discipline is generally good. Some staff make very good use of question and answer techniques in lessons, talking to pupils at an individual level of understanding and promoting them to think progressively more deeply about their work. Sometimes, too much emphasis is placed on giving all pupils full information on how tasks should be approached and introductions to topics become excessively long. This impedes their rate of progress, personal development and the use of initiative. Satisfactory use of resources is made by staff, although classroom computers are frequently under-used in some classrooms, as recognised by the school. The use of time is inconsistently applied

across the school and that planned for individual lessons is frequently mismatched with actual practice. In some classes, too much time is given to higher attaining pupils for completing work. Some take advantage by working at a more leisurely pace, confident that they can still complete the task in the time allotted. Staff relationships with pupils are good overall, and frequently very good, and are part of the reason for the school's improving ethos.

21. Where teaching is good, as in science and music, teaching staff have a depth of knowledge, skill and understanding beyond that required to address the content of the long and medium-term curriculum planning. The daily planning provides tasks that match the needs of all pupils, including those with special educational needs and those for whom English is an additional language. Better lessons proceed with good pace and deadlines are set for the completion of tasks, as in mathematics. Thoughtful praise and constructive comment develop skills and increase pupils' curiosity. Tasks are purposeful and opportunities are created for sustained work that may take some pupils beyond the planned content. Effective use is made of books and support materials, and best use is made of lesson time to promote pupils' knowledge, skills and understanding.
22. Where teaching is satisfactory overall, the strengths lie in such areas as staff knowledge of the subject, the use of resources and the provision of sufficient materials so that a majority of pupils make satisfactory progress. When class management is weaker, lessons are cut short and time is not used to best effect, resulting in hurriedly carried out recorded work. This does not make best use of the good attitudes displayed by most of the pupils, nor encourage good presentation of written work. Short-term planning is insufficiently focused on the specific aims and objectives of the lesson, is overly prescriptive and stifles individual development of work. Insufficient emphasis is placed on the use of assessment data and staff knowledge of individuals. In some lessons, pupils address the same initial worksheet that is provided to all, without the expectation that higher attaining pupils are able to operate more independently and quickly, even when they show complete reliability in this.
23. Across the school, almost all pupils' work is marked up-to-date. There is often good verbal feedback in lessons and written praise in books is occasionally given. However, suitably constructive written comments are used insufficiently, especially for those pupils in Key Stage 2, to help improve the quality of their recorded work. This does not give them sufficient feedback on the quality of their work to raise their standards of presentation significantly over time.
24. There is satisfactory homework provision, even though a few parents thought that there was insufficient for their own children. Reading, spelling and number work are set with reasonable regularity and staff express a willingness to consider parental requests for more homework. A few pupils follow up school activity by carrying out further research associated with school topics, but this is not taken advantage of with sufficient encouragement from most of the teaching staff. Visitors, such as those of the 'Roman soldier' and the parent who supports the music programme, have a very positive effect on provision and help staff extend the curriculum, thus promoting pupils' progress in these curriculum areas.

The curriculum and assessment

25. The school provides a broad and balanced curriculum for all pupils, regardless of age, gender or race, which includes all subjects of the National Curriculum and religious education. This is an improvement since the previous inspection when there was no science or information technology policies and this was identified as a key issue for action. All pupils have equality of access to the curriculum, which makes good provision for pupils' personal and social development and prepares them appropriately for the next stage of education. All matters of health, including anti-drugs and sex education, are taught sensitively within the science curriculum. Personal and social education is supported by the effective use of 'Circle' time. However, the school does not at present have a

written personal, social and health education policy for staff reference.

26. The curriculum provision for under fives is good. It is linked appropriately to the desirable areas of learning. This ensures that children are effectively prepared for entry into the National Curriculum. Planning is good, staff know the children well and formal assessments are undertaken to try to ensure the right match of work for each child. This has a positive impact on children's progress. Baseline assessments are used effectively to gain a clear overall picture of each child's attainment on entry and to set realistic targets for children to achieve over time.
27. An appropriate proportion of time available is given to the core subjects of English, mathematics and science. At Key Stage 1, the allocation of teaching time is above that recommended; however, at Key Stage 2, it is slightly below. At both key stages, time is lost through inconsistencies in time-keeping in relation to the time-tabling, thus distorting the good intentions to provide a balanced curriculum.
28. The school has worked hard and has been successful in producing written policies and schemes of work for all subjects. This is an improvement since the previous inspection when the lack of some policies and schemes in the core and non-core subjects was identified as a key issue for action. This improvement has made a positive contribution to raising standards, particularly in science. The good long-term planning, which covers a two-year cycle, is effectively broken down into medium-term planning that provides for continuity and structured progression for all pupils, whether in mixed or single age classes. However, short-term planning is less well-developed and does not always indicate clear learning objectives for pupils who have differing levels of prior attainment, especially higher attaining pupils, those who finish tasks early and those with special educational needs.
29. The Code of Practice for pupils on the special educational needs register is applied appropriately. The provision for pupils with special educational needs is satisfactory overall, meets statutory requirements and appropriately supports their needs. Staff work closely with the special needs co-ordinator, and are aware of the procedures for identifying, assessing and for making effective provision for them. Appropriately documented individual education plans (IEP's) are in place and the school liaises effectively with outside agencies when necessary. Classroom support assistants share the IEP with each pupil and also make them aware of their success in meeting targets.
30. A satisfactory range of extra-curricular activities enriches the curriculum. These include choir and other musical involvement, puppet-making, sewing, Uni-hoc and a Bible club. Many pupils participate in these activities. Pupils undertake a wide range of visits within the local area and beyond, which enhance overall curriculum provision. Older pupils have the opportunity for two residential visits, one to Wales in Year 4 and another to Weymouth in Year 6. These have a positive impact on pupils' social and cultural development especially.
31. Most subjects are taught as separate, discrete areas of study. However, some effective cross-curricular links are made through topic work. In history, for example, pupils study the Second World War and good links are made with religious education through the study of Judaism and the persecution of Jews across Europe. This makes learning about other people's problems more relevant to pupils and has a positive impact on their understanding and progress. However, not all acts of collective worship conform to statutory requirements.
32. The school has an effective written assessment policy. Assessment procedures are satisfactory overall. The procedures for the assessment of pupils' work are a feature that has developed satisfactorily. The school has adopted the local education authority's 'baseline' checklist in the reception class, and is using it successfully as a tool for measuring pupils' individual progress from their point of entry. In the core subjects of English, mathematics and science, there is extensive recording of pupils' achievements at all stages of their education, and effective use is made of the information in aspects of literacy and numeracy. In English, for example, the school

maintains a portfolio of exemplars of assessed and annotated work by pupils from each class, and this has some positive effect. Reading and spelling tests are undertaken on a regular basis. Information from assessment is used less effectively in some subjects, such as science and religious education. Best practice is evident in the use of assessment data in English and for those pupils identified as having special educational needs. However, the teachers' short-term planning rarely identifies assessment opportunities beyond 'task' or 'outcome'. Homework is set with reasonable regularity and supports pupils' learning.

Pupils' spiritual, moral, social and cultural development

33. Provision for pupils' spiritual, moral, social and cultural development is good. There has been an improvement in the school's provision for spiritual and cultural development since the last inspection.
34. Pupils' spiritual development is now good. It is enhanced through studying works of famous artists and similarly in listening to music, such as excerpts from the 'Four Seasons' by Vivaldi. Writing poetry and exploring their feelings in response to a particular text in English provide further opportunities for development. Acts of collective worship provide time for prayer and opportunity for pupils to reflect upon their own feelings, beliefs and experiences. They foster a sense of belonging to the school as a 'family' and teach of the care that we have for one another. Spiritual development is also fostered through 'Circle' time, and through the religious education curriculum, as when considering the special times of different religions, such as Christmas and Diwali.
35. Pupils' moral development is good and is encouraged through the very clear policy that the school has for encouraging best behaviour. Teachers have high expectations for pupils' behaviour and pupils know, understand and most happily comply with the 'Golden Rules'. Values such as 'honesty' and 'fairness' are fostered through the 'Meeting' that takes place with the whole school each week. At this gathering, any pupil may bring a problem or difficulty to the notice of the rest of the school for open discussion. This appropriately encourages pupils' notion of trustworthiness, engenders a sense of responsibility for their individual actions and a feeling of community worth from an early age.
36. Pupils' social development is good and is enhanced through a range of activities that the school organises with the community, such as visiting a local residential home for the elderly. It is also fostered through the responsibility that older pupils have for younger ones when they take them into assembly, or when they share reading activities with them. Teachers also provide good opportunities for pupils to take responsibility as leaders and monitors. Year 6 pupils have the special responsibility for organising the "School Committee". Pupils regularly raise funds for children who are in need and are keen to support local causes. Opportunities are provided in lessons for pupils to work together in pairs and in small groups. Pupils respond positively by discussing their work sensibly. They make complimentary and helpful comments on each other's work, as in Year 5 when they listen to one of their classmates reading from their own work.
37. Pupils' cultural development has risen to a good level. It is enhanced through the musical and dramatic activities that take place in the school over the year. It is also fostered through the many visits to museums and other places of interest, and through the visitors to school who perform for pupils. Pupils' awareness of other cultures is heightened when the choir sings songs from far-away islands such as Tonga, and when they make greetings cards for Diwali. It is also extended through planned activities that the school undertakes, such as the 'cultural week' when they welcomed an

African drummer to perform and lead pupils in their own music making, or the visit by the Indian dancers who also taught pupils how to cook Indian delicacies. Lessons in religious education and interesting texts in literacy provide pupils with further good opportunities to understand more about other cultures.

Support, guidance and pupils' welfare

38. As reported in the last inspection the school continues to be effective in promoting the support, welfare and guidance of pupils, and it is now very good. Parents also share this view.
39. The procedures adopted by teachers for monitoring the development of pupils' academic achievements are generally good for the majority of pupils and they encourage the progress that these pupils make in their learning. Teachers and other staff, including voluntary helpers, mid-day supervisors and administrative staff, often know the pupils individually and are aware of their particular, and sometimes difficult, domestic circumstances and respond accordingly. However, there are inconsistencies in the approach and methodologies used across the school, especially for higher attaining pupils. Best practice is in the core subjects of English and mathematics, which includes the tracking of pupils with special educational needs.
40. The procedures for monitoring and promoting discipline and good behaviour are very good and are a real strength of the school, which is recognised by the parents. The school positively promotes a caring code of behaviour, allowing pupils to develop very good relationships and respect for one another, staff and helpers, whilst making progress in their learning. All pupils clearly know how they are expected to behave. They understand and respect the rewards that they can earn, are fully aware of the sanctions that may be applied, and they can explain these procedures and the reasoning behind them. They particularly appreciate the opportunity of being cleared of an earlier lapse in behaviour, by showing particularly better behaviour and helpfulness later on, and over an agreed period of time.
41. Routines for monitoring attendance and punctuality are very good. Registers are taken very promptly at the beginning of each school session, and they are marked correctly and accurately. Parents are expected to explain when pupils are absent from school but not all parents co-operate in this regard. The school is rigorous about marking the registers, and thus the level of unauthorised absence is relatively high. The headteacher personally monitors the registers very carefully for poor attendance and frequent lateness, and contacts the parents as necessary. In a small but significant number of cases where attendance or punctuality give real cause for concern, the school is supported by the education welfare service of the local authority.
42. The school takes very good care of all pupils. Appropriate procedures with regard to Child Protection are in place. All staff are familiar with the policy, which follows the local authority's guidelines, with the headteacher undertaking the role of 'designated person'. Procedures for promoting pupils well-being, health and safety are very good and are a strength in provision. The school uses the local education authority's Health and Safety policy, regular audits are carried out, and governors are actively involved. All equipment is checked regularly. Emergency evacuations are held at least once per term and their success monitored. Procedures for dealing with accidents and other medical incidents are understood by all staff, who have attended a one-day emergency first aid course, and two staff are fully qualified in first-aid.

Partnership with parents and the community

43. The partnership with parents and the community is good overall, which is a maintenance of the standard reported by the last inspection. The quality of information provided to parents is good. The school has an 'open door' policy and tries to make parents feel welcome, as confirmed by a

large proportion of returned parent questionnaires. There are formal opportunities each school term to discuss pupils' progress, and full written reports are provided in the summer term of each year. The majority of parents feel able to approach the staff to discuss any concerns, and a regular surgery is held for parents to drop in. They appreciate the annual reports on each pupil, but a few commented that they do not find the 'tick-list' of their children's achievements very helpful. The reports provide useful information, summarising the year's achievements in English and mathematics, and include some comments on areas for development. However, space for commenting on science and information technology is insufficient, and with room for little more than one line for each of the other subjects. The school attempts to keep parents fully informed about all the school activities by sending home regular newsletters and numerous other letters. The school's prospectus and the governors' Annual Report to Parents both satisfy statutory requirements.

44. Parental involvement in pupils' learning is satisfactory. Many help their children at home with reading in their early years at school, and the majority supports the school's homework policy. During the past year, home/school contracts have been sent to all families but only approximately fifty percent have been returned, which the school finds disappointing. A small number of parents help in classes regularly with a range of educational activities, for example reading and cooking. They work alongside the classroom assistants, and their involvement, which is managed and appreciated by teachers, is effective in supporting pupils' learning. There is a long-standing Parent Teacher Association with a small but enthusiastic committee that runs a large summer fair each year, and raises a substantial sum of money that extends school resources. Parental support for other activities has been low in the past, although during the inspection there was a 'cake-stall' held after school, which was highly successful. Those with children on the school's special educational needs register receive a copy of their child's individual education plan (IEP) and are invited to discuss this with their teacher. However, they are not present when the IEP is drawn up and so lack the opportunity of making their own contributions.
45. The school has a good record of involvement in the local community, as reported in the governors' Annual Report to Parents. There are numerous visitors, including the police and 'living history' actors, such as "Queen Elizabeth I" and a "Roman Centurion". The vicar from Holy Trinity Church takes assemblies regularly, and the two performance Christmas concert in the church is reputed to be a sell-out. Pupils make visits to a wide range of places of interest and enjoy two residential trips during their time in the school. Local companies, shops and businesses support the annual 'summer fair', along with the police and emergency services. Links with the on-site pre-school playgroup, as well as the secondary schools to which pupils transfer, are also good. All of these activities have a positive effect on the pupils' increasing knowledge and understanding of the wider world.

The management and efficiency of the school

Leadership and management

46. The leadership and management of the school are satisfactory overall. Day-to-day management is effective, and the clear and effective routines for routine administration identified within the last report are continuing to move the school forward successfully. Overall administration is promoted by the efficient secretary and finance clerk, both of whom work in close professional contact with the headteacher and other school staff. The headteacher and governors have sustained their strong professional partnership, and many positive changes have been brought about by the effectiveness of this liaison and through the strong support of the deputy headteacher, senior managers and other staff on site. The headteacher is caring and determined to raise standards across the school. She is moving the school forward and has ensured that all of the key issues identified in the previous report have been addressed appropriately. The headteacher works closely with the chair of governors, who is in regular contact with the school. There is good support from the governing

body, with almost all attending meetings very regularly. Subject co-ordinators carry out their roles and responsibilities conscientiously. Currently, there is difficulty with the long-term absence of the mathematics and information technology co-ordinator, who is also the teacher-governor, and the school are now considering how to cover these gaps in the communication process should the situation continue.

47. The role of the governors is clearly defined, with established procedures for fulfilling their roles and responsibilities, which they carry out conscientiously. Almost all statutory requirements are met. At present, they are not ensuring that all acts of collective worship meet legal requirements. The governors, through the headteacher and staff, ensure that there is appropriate delegation of responsibilities and effective management of day-to-day curriculum delivery. Posts of curricular responsibility are shared appropriately across the school, showing clear consideration of roles and levels of accountability. Most management strategies used have a positive impact on the quality of education provided by the school, but there remain some deficiencies in ensuring that all pupils fulfil their potential and achieve standards of excellence, as identified within the agreed school aims.
48. The support of teaching and curriculum development, including the provision for under fives, is generally good. The governors and headteacher recognised the issues identified in the last report and have successfully put measures in place that promote continuing improvement, especially those that are developing science across the school. This has led to significant improvement in provision and in the attainment and progress of many pupils. There was an appraisal system operating but this has faltered. Alternative systems are in place that provide good opportunities for many members of staff to confirm progress with previously agreed targets, and create new targets for further improvement. There is satisfactory monitoring of teaching, and sufficient feedback and follow up to benefit the professional development of almost all staff. The implementation of the National Literacy Strategy has been successfully carried out by effective co-ordination across the school. The National Numeracy Strategy has begun satisfactorily and the school appropriately intends to monitor the successfulness of its implementation regularly. In general, there are appropriate levels of formal monitoring of teaching and learning in all subjects, at both key stages. However, the quality of teachers' short-term planning has inconsistencies, and does not provide sufficient confirmation that all of the well-structured long and medium-term planning actually takes place in lessons. Neither is there sufficient confirmation that lessons continue for the full length of time that is indicated by the planning.
49. Implementation of the school's stated aims, values and policies is satisfactory. Areas of the curriculum are planned effectively to provide full entitlement and equality of opportunity for all pupils, including those with English as an additional language and those identified as having special educational needs. The provision for the under fives is good and covers all of the desirable areas of learning. All subjects now have appropriate support documentation, which is an improvement identified as a key issue for action in the previous report. Subject policies and schemes of work are of good quality overall. Some have been very recently updated to use the latest government guidelines but there has not been sufficient time to show the effects of these changes.
50. Development planning, monitoring and evaluation of provision are satisfactory overall. Improvements have been made to the school development plan, as identified by the previous inspection findings, based on principally one-year projections, but also includes longer term planning that includes how and by whom these might be achieved, and estimates of costs likely to be incurred. There are effective procedures for monitoring the daily life and routine of the school and good management of lunchtime supervision.
51. The school has an appropriate policy for special educational needs in line with the requirements of the Code of Practice, and all requirements are met. There is a designated school governor, who maintains close and committed contact with the school's managers. The school appropriately

places emphasis on the effective management of pupils on its special educational needs register. This has beneficial consequences on their rate of progress and positive attitude to learning. Co-ordination of support and recording procedures are good, and there is good overall management of pupils' needs by staff, predominantly in English and mathematics lessons, and when controlling inappropriate behaviour. The present arrangements for monitoring special educational needs' provision in relation to their individual education plans (IEP's) are good overall, although there is insufficient emphasis placed on ensuring that the contents of their IEP's are considered sufficiently when planning for subjects other than English and mathematics.

52. The management systems provide a calm, secure and orderly ethos, promoting very good pupil relationships and mainly good attitudes to school work. The school is caring and welcoming and there is a general commitment to achieving higher standards but insufficiently high expectations of pupils' writing and overall presentation of work. The school's management has made a satisfactory level of improvement since the last inspection and has at least satisfactory capacity to improve, given the school's firm intent to improve the areas raised as issues by this inspection. Staffing problems continue to create some management difficulties that are frustrating the school's attempts to move forward at an even faster pace.

Staffing, accommodation and learning resources

53. Overall, staffing, accommodation and learning resources are good, which is an improvement on the findings of the last inspection. The match of the number, qualifications and experience of the teaching staff to the demands of the curriculum is satisfactory. There are a sufficient number of teachers for the children who are under five and for the pupils in the school. Teachers are suitably qualified and bring a satisfactory range of specialist knowledge and experience to support all aspects of the curriculum. Where gaps have been identified, for example in mathematics and information technology, staff have undertaken extensive training to better promote these subjects. Beside their individual class responsibilities, all teachers have curriculum co-ordination roles to ensure that the curriculum is properly delivered, in all subjects, throughout the school. There is one long-term absence that is having negative effects on the development of mathematics and information technology.
54. The support for pupils from classroom assistants is good. They are appropriately qualified and provide effective support for all pupils, and particularly those who have special educational needs. There is a close working relationship between these support staff and the class teachers, which works to the benefit of pupils. The quality of care of pupils at lunchtime is good, and assists the consistency with which pupils respond to the school's expectations of good behaviour and discipline. The two administrative staff make a valued and positive contribution to the smooth running of the school, which is maintained to a very high standard by the caretaker.
55. The arrangements for the professional development of all staff on site are good, although the formal appraisal system has faltered. All members of staff have full, agreed and up-to-date job descriptions, and they meet with the headteacher or line manager regularly to review their work and consider their training needs. Systems are in place for the induction of new and temporary replacement staff. The current arrangements for the successful induction of a newly qualified teacher have lacked sufficient stringency. The monitoring of a regular supply teacher have lacked the management's normal insistence on maintenance of high standards in some areas of teaching and learning.
56. In the way that it is now organised the adequacy of the accommodation for the efficient delivery of the curriculum is good, which is an improvement upon the position stated in the last report. The classrooms are spacious and there are a number of smaller rooms available in the main building, although they are not always helpfully located. In particular, the library is small and inconveniently placed, making access difficult. The fact that each classroom in the main building is a

thoroughfare to other parts of the school causes a number of difficulties that everyone has learnt to accommodate with least disruption. The accommodation for under fives is adequate. The enclosed central courtyard area had been extensively equipped as a reception pupils' play area. Six classes are housed in three temporary demountable buildings. They are spacious and have their own cloakroom and toilet facilities, but access to the main school in inclement weather has obvious difficulties. There is a room furnished as an information technology suite with Internet connection that is used daily. There is a designated medical room with appropriate equipment including a couch and hand basin, and toilet facilities are in close proximity. The grounds are extensive and properly maintained, providing good hard and grassed areas for pupils' sports, games and break - times. There are a number of outdoor climbing or adventure play-frames, and the perimeter of the playing field has been attractively developed and includes a wild area with a pond, which supports pupils' scientific development.

57. Overall, in all curriculum areas and the classrooms, the resources for learning are good. In the core curriculum subjects of English, mathematics and science they are good overall, with those for information and communications technology now being very good, while in the other non-core subjects they are satisfactory. Resources for expanding pupils' cultural development and those for early years children have been improved since the last inspection, but there remains insufficient artefacts to support the teaching of Islam in religious education. There are numerous books in the classrooms around the school, and the library is just about adequately resourced, although it is not readily accessible for pupils to better develop their referencing skills.

The efficiency of the school

58. The efficiency with which the school uses its funds and other resources is good overall, and has a positive impact on the standards pupils attain. The quality of financial planning is good overall and is a strength of the school. The headteacher has prepared a comprehensive review of the school's needs in the school development plan and supplied some detailed budget costs where appropriate. This is an improvement since the previous inspection. The governing body actively supports the school by regularly monitoring the school budget. In the past two years, the school has managed many different staffing changes and planned prudently for the future. The carry forward has been used to maintain existing staffing levels as long as possible, and also to provide for specific resource issues, such as information technology and library provision. Within the recent past, plans have been implemented to improve aspects of the accommodation. The separate funding available to support pupils with special educational needs is used appropriately and the resulting overall provision is good.
59. All teaching staff are deployed to make good use of their experience and expertise. The use of the present number of support staff is particularly effective, focused in assisting groups of pupils, and clear direction is provided related to the planned lesson objectives. The school makes the best use of the accommodation to deliver the present curriculum. Although some classes have to move through other teaching areas at times, this is performed in a well-ordered manner. Good use is made of the food technology room and the computer suite and the library is used regularly by all classes. Suitable use is made of the play area in the courtyard by the under fives. The school also benefits from having substantial playing fields and the grounds have been extensively developed to include a wild life section, fenced pond, all-weather pathway and a range of play facilities. Although the school is well resourced overall, the governing body are suitably aware that the provision of all resources needs to be systematically reviewed and equipment updated as necessary.
60. Both the financial control and administration of funds are good, which is an improvement since the last inspection, and effective support is provided by the efficient school administrative staff. Their responsibilities have changed with the introduction of new computer systems for the recording and retrieval of financial data. One member has attended relevant courses to good effect, and further attendance by both is planned. Appropriate administrative procedures to control and monitor

income and expenditure have been established. The recommendations of the most recent local authority's audit report of March 1999 are being implemented, and the school's private funds have also received a successful independent audit. Daily routines are well-established and contribute to the smooth running of the school.

61. When considering the social and economic circumstances of the pupils, the levels of attainment on entry, their attitudes and behaviour, their overall attainment and progress, the quality of the teaching and the costs per pupil, the school continues to provide satisfactory value for money.

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

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

62. Children are admitted to the Early Years Unit in the September or January of the year that they become five, with parents deciding when they would prefer their children to start school. All children begin on a part-time basis, the younger children remaining part-time for longer. Currently there are 21 under fives, eight of whom have birthdays this term, and two Year 1 pupils who have special educational needs. 23 children attend mornings and another 16 children attend the afternoon sessions. Attainment on entry is widely variable and overall is average across all areas of learning. Children make satisfactory and sometimes good progress overall, and by the time they leave the reception class, most achieve the Desirable Learning Outcomes in all areas of learning.
63. The quality of teaching for children under five is good. It has some very good features. The class teacher is supported effectively by two learning support assistants for most of the time. All the staff have a good knowledge and understanding of the needs of young children and how they learn. They manage the children effectively and with great consideration. Routines are well-established for children and adults. Home visits prior to children's entry to school make a positive impact on how quickly they settle into school routines and develop their learning. Staff plan activities together purposefully. The support staff are effective, making a positive contribution to children's attainment and progress, by sharing some of the responsibilities of teaching the children with the teacher. All the adults in the unit work together well as a team, and they liaise appropriately with the other teachers. Resources are adequate for all areas of learning, although computers are old. There is a good, safe, enclosed quadrangle area for physical development and access to a grassed area for soft-toy play in good weather. Staff assess children through on-going observation, which they record in note form initially and then appropriately transfer details to individual children's records.
64. The curriculum for children under five is good. It is based appropriately on the Desirable Learning Outcomes and covers all six areas of learning. Under fives are also taught religious education and participate in acts of collective worship. Appropriate emphasis is placed on personal and social development, language and literacy and mathematics. There are detailed and helpful planning folders. There were no judgements on standards for the under fives in the previous report.

Personal and social development

65. Children make good progress in their personal and social development. The quality of teaching in this area is good. Children become familiar with the routines over a period of time. They respond quickly to the teacher's use of a musical triangle to attract their attention. Many listen to the teacher attentively and are developing their concentration appropriately. They respond enthusiastically to the praise and encouragement that they receive from the adults. Many play co-operatively in a wide variety of situations. Relationships are good between staff and children and children learn how to relate to one another effectively. They learn to take turns and share with one another fairly. In 'Circle' time, children know and follow the rules. They are interested in what their friends have to say, behaviour is good, they are happy and growing in confidence. All children are making their own valued contribution to the pleasant ethos and are on target to achieve the Desirable Learning Outcomes by the age of five.

Language and literacy

66. Children make good progress in their language and literacy development. The quality of teaching is good. The levels of skills with which the children enter the school are average overall and adults build effectively on what the children already know. Speaking and listening skills are developed successfully and the school places appropriate emphasis on developing these skills. Children have

their own 'word and sound strings', which they take home to practice. Many children initiate conversation and ask questions of the adults. Children enjoy listening to stories and learn about books and how to use them. They learn that books tell a story and they correctly manage the book following from left to right, turning pages appropriately. They enjoy responding to the story. Through their enjoyment of books, they are developing good early reading skills; many regard themselves as "good readers". Children are encouraged to write and many do so appropriately, while others are still at a very early stage. Many are on target to achieve the Desirable Learning Outcomes by the age of five.

Mathematics

67. Children make good progress in their mathematical development. The quality of teaching is good. Children are given many opportunities and equipment to explore number, shape and measurement. They begin to learn mathematical language through practical activities, working in the sand and water, using words like 'full' and 'empty' accurately. They create patterns using beads and shapes. Role-play provides them with suitable opportunities to think about the uses of money, for example. Some make regular use of simple but developing language to describe objects and their properties. Many effectively use 'number strings' in class sessions to count sequences and show their answers to the teacher. They sing songs and rhymes, hear number stories and play counting games. Most are on target to achieve the Desirable Learning Outcomes by the age of five.

Knowledge and understanding of the world

68. Children make satisfactory progress in the development of knowledge and understanding of the world. The quality of teaching is satisfactory. When they start school, many children have a limited awareness of the world around them. However, they are beginning to develop a firm understanding in their learning in this area. They successfully sort materials such as wood and plastic, by comparing different properties. They use construction toys to make recognisable models of castles and forts. Children look after their small garden area in the courtyard. They water the plants and observe their growth over time. Children use the computers and develop their skills at using the 'mouse' to good effect. They use glue to stick and join materials together. They practise their cutting skills by using scissors efficiently, for example when cutting out card Christmas trees.

Physical development

69. Children make satisfactory progress with their physical development. The quality of teaching is satisfactory. They are given many opportunities to use and exercise their whole bodies, and there is a good balance between indoor and outdoor activities. They are learning to move confidently and imaginatively, developing increasing body control and co-ordination. For example, they enthusiastically run, hop, skip, balance and throw. There is a safe, well-resourced and interesting outdoor play area, which they use frequently. However, children do not have sufficient access to the grassed area to further develop other physical skills. Children are also given plenty of opportunity to develop fine skills of drawing, cutting and manipulation of simple tools. Many are on course to achieve the Desirable Learning Outcomes by the age of five.

Creative development

70. Children make satisfactory progress with their creative development. The quality of teaching is satisfactory. Many opportunities are provided for imaginative play and children respond excitedly to the stimulating areas created for them, reacting in a variety of ways to what they see, feel, hear and touch. The children join adults in singing familiar lines from favourite songs. They play untuned percussion instruments with growing confidence. Children draw, paint, and make models with increasing control. Their work is carefully displayed by staff and they are always praised and encouraged to do their best. Many are on target to achieve the Desirable Learning Outcomes by the age of five.

English, mathematics, science, information technology and religious education

English

71. In the 1999 National Curriculum Assessment Tests, results at the end of Key Stage 1 show that the proportion of pupils attaining the national standard of Level 2 or above in reading was below the national average. Results in writing were well below the average. The proportion attaining the higher Level 3 and above, was below the national average in reading and well below average in writing. When compared to similar schools, the performance of pupils was well below average in reading and writing. The performance of boys was similar to that of girls in reading and writing. At the end of Key Stage 2, the 1999 National Curriculum Assessment Test results show that the proportion of pupils attaining the required national Level 4 and above, was broadly in line with the national average. The proportion attaining at the higher Level 5 and above, was close to the national average. Comparison with the judgements of the previous inspection in 1996 shows that, overall, standards in English have been improving slightly.
72. Inspection evidence for a different cohort of pupils shows that by the end of both key stages, pupils' attainment in English is close to national averages. Pupils' listening skills are above average and their overall standard of speaking is average. Pupils listen attentively to their teachers and to each other in both key stages. In Key Stage 1, pupils listen carefully to others in their class during group reading and also when they take turns to play instruments. In Key Stage 2, pupils listen with interest when others are making observations on an extract from a novel and when they sing in a 'round'. In both key stages, pupils have opportunities to speak in lessons but they are challenged insufficiently in this area. Consequently, although there were occasions when pupils spoke with confidence and poise, such as in a play reading session, in the main pupils' skills in this area are less well-developed.
73. By the end of both key stages, pupils' attainment in reading is close to the average. In Key Stage 1, pupils make appropriate use of phonics and initial letter sounds to help them tackle new words. They enjoy reading and can retell the stories and talk about the characters in their books. In the story of 'Six Dinner Sid' they successfully found their own words to match the different characters of Sid to his owners. In Key Stage 2, most pupils read with increasing fluency and good expression and intonation. They can discuss their preference for fiction or non-fiction and also their favourite authors. Pupils are familiar with the terms such as 'glossary' and 'index'. In literacy lessons they talk about their differing responses to various styles of texts. Pupils have access to a large number and satisfactory interest range of books and other reading materials in their classrooms. Each class is allocated a time for visiting the school book library but, as a resource, the range of books is just adequate for a school of this size. There is a good system for taking books home to read. This provides valuable opportunity for further reading.
74. By the end of both key stages, pupils' attainment in writing is close to the average. By the end of Key Stage 1, pupils write in sentences with most pupils using capital letters and full stops correctly. They write about familiar settings, make up stories or write about their grandparents and people in school. They sequence sentences and write main details, for example of how to make a biscuit. Pupils learn and practise spelling through a wide variety of activities. They spell common words with increasing accuracy and higher attaining pupils often display good spelling in their writing. However, insufficient emphasis is put on the presentation of their work.
75. In Key Stage 2, pupils write for a range of purposes. Pupils in Years 3 and 4 learn to draft their writing. They understand and use common punctuation accurately. Most organise their ideas constructively and know how to separate phrases with commas and use speech marks correctly. Many Year 6 pupils understand the difference between autobiographical writing and biographical writing and know which parts of speech need to be changed to convert one to the other. Pupils use

a wide choice of vocabulary in their writing. However, the accuracy of their spelling in lessons and in their past work was widely variable. Handwriting is not well-formed and written work is generally untidy.

76. Pupils' progress across the school in reading and writing is satisfactory but in handwriting it is unsatisfactory. Most build effectively on the skills learned in forming and using new words. They learn a wide range of phonics in Key Stage 1 and develop this so that they gradually absorb new and interesting words into their own work. They use their experience of drafting their ideas to improve their own writing. Pupils with special educational needs are supported with appropriate activities and extra help and they also make satisfactory progress. Pupils with English as an additional language make satisfactory progress. Higher attaining pupils are insufficiently challenged to maintain high standards in all classes.
77. Almost all pupils have good attitudes to learning. They are attentive and show great interest in the stories and poems that they study. They work constructively together in pairs or in a small group. They use opportunities for discussion positively and are keen to talk about their work.
78. The quality of teaching is satisfactory in both key stages. Teachers' knowledge of the subject is sound. Most lessons begin by drawing effectively on pupils' prior learning. Texts chosen are interesting and motivate pupils to learn. Management of pupils' behaviour is good. Expectations for behaviour are high and staff consistently use praise and positive comments to reinforce good behaviour. However, expectations for handwriting and presentation are low and this has a negative impact on pupils' work and the standards that they attain. Work is marked regularly with some encouraging comments but with few comments that guide pupils on how they might improve. Information technology is used insufficiently in lessons.
79. The school has set in place an effective and consistently applied strategy for improving literacy. Planning for the literacy hour shows clearly what is to be taught and learned. Activities are planned appropriately to take account of pupils' differing needs. For example, pupils' skills in reading are developed through a planned programme of 'phonics' teaching and with a wide range of interesting books and resources. Across the school, there are good strategies used in studying 'shared texts' as a whole class. Teachers provide work in writing that is interesting and at times in Key Stage 2, it is particularly challenging. However, it is let down by low expectations for the quality of handwriting and presentation. Pupils' listening skills are good, but on too many occasions insufficient attention is given to providing opportunities for enhancing pupils' confidence and skills in speaking. In an effort to improve standards, the school is making a determined effort to monitor pupils' progress in literacy. Targets are set for each pupil in reading and writing and these are reviewed each term. The school is at present considering targets for speaking. Skills acquired in literacy lessons are supported in other subjects such as writing accounts in science and history. In addition, teachers' good use of subject specific vocabulary enhances pupils' learning.
80. There is a satisfactory policy for supporting the teaching of English and the section for handwriting is at present being re-drafted. The school maintains a portfolio of exemplars of assessed and annotated work by pupils from each class, and this has some benefit on raising standards across the school. Teaching and learning support staff take every opportunity to make the most of the further training offered by the local educational authority. This is shared effectively with the whole school staff and has a positive benefit on the standards that pupils attain. Medium-term planning is detailed and provides a good basis for the teaching of literacy, but the short-term planning, which is monitored retrospectively each week, is inconsistent in its quality across the school. This has a negative effect on the progress of higher attaining pupils especially.

Mathematics

81. The results of end of Key Stage 1, 1999 National Curriculum Assessment Tests show that the proportion of pupils attaining the national standard of Level 2 or above was close to the national average. The proportion attaining the higher Level 3 and above, was well below the national average. When compared to similar schools, the performance of pupils was below average. There were similar results for boys and girls. At the end of Key Stage 2, the 1999 National Curriculum Assessment Test results show that the proportion of pupils attaining the required national Level 4 and above, was broadly in line with the national average. The proportion attaining at the higher Level 5 and above, was above the national average. The results were also broadly in line when compared to schools in a similar context. Until this year, when best improvement is evident, trends over a four year period show year-on-year marginal improvement, and the attainment of boys has been better than girls.
82. Inspection evidence for a different cohort of pupils show that at the end of Key Stage 1, the standards of attainment of the majority of pupils are close to national average. Overall, throughout the key stage, pupils are making satisfactory progress. Most children in the reception class are able to identify a missing number in a series to ten and some match numbers and objects accurately. In practical activities, they can recognise objects 'bigger than' and 'smaller than', and place them in a correct sequence. Most pupils in Year 1 add-on using a number line and add two numbers together using their fingers. Higher attaining pupils count on accurately to 20 with the use of apparatus. They construct appropriate 'pictograms' of their birthdays and use the information to solve simple problems competently. Many pupils in Year 2 add and subtract numbers up to 20 mentally. Most higher attaining pupils recognise that when adding, numbers can reverse to give the same answer, which many calculate confidently. A majority of pupils sequence numbers competently, recognise patterns such as an 'odd' and 'even' in a series, and are also able to explain their reasoning in plenary sessions. Pupils are making good progress in their experience of data handling. At the end of the key stage, most pupils collect, record and interpret data in the form of block graphs. Overall, the majority of pupils are developing a secure grasp of number bonds, which enables them to use mental strategies to solve mathematical problems.
83. At the end of Key Stage 2, pupils' standards of attainment are in line with national average and pupils have continued to make satisfactory progress across the key stage. This is confirmed by the most recent National Curriculum Assessment Test results. Most pupils in Year 3 extend their knowledge of number using suitable multiplication tables to work out simple problems. Lower attaining pupils have difficulty using appropriate strategies and require support when recording their answers. In Year 4, higher attaining pupils are able to double and treble numbers in series and apply this skill competently to practical problems based on a 'dartboard'. Lower attaining pupils can recognise multiples of ten but require support in using their knowledge to solve relatively simple problems. Most pupils in Year 5 recognise relationships in multiplication patterns and use a 'Carroll Diagram' appropriately to record their results. Lower attaining pupils require support in adding series of numbers in sequences based on simple tables. Higher attaining pupils clearly recognise many patterns in tables, though once they have completed their initial task there is insufficient work provided to extend them. Most pupils in Year 6 are familiar with 'square' numbers and 'square roots' of numbers and discuss 'factors' and 'products' confidently. Higher attaining pupils apply their knowledge to classify all numbers to one hundred competently using those terms. In a practical problem using random numbers, most pupils can identify factors accurately, though the lower attaining pupils need a 'table square' to recognise simple bonds. Throughout the key stage, pupils are developing their numeracy skills successfully and are able to apply their understanding of appropriate strategies effectively when problem solving. This is a similar position reported in the last inspection.
84. At both key stages, the quality of pupils' response to lessons is good overall. Most pupils are enthusiastic about their work and appear to enjoy their lessons. They generally co-operate well and share resources sensibly. Most answer questions willingly and contribute their ideas confidently when encouraged to do so. Most pupils are able to work quietly and sustain concentration through their set work. However, in a small minority of lessons, groups of pupils appear restless and

inattentive and at times disrupt the overall progress of the class unnecessarily. When the opportunities are offered, pupils are willing to take responsibility for the handling of books and equipment, and almost all treat resources with appropriate respect.

85. The quality of teaching is variable, satisfactory overall and ranging from very good to satisfactory. In most lessons observed, teachers have developed positive relationships with their pupils. Their lessons are effectively managed and they make appropriate use of almost all resources available. Better lessons proceed with pace and rigour and deadlines are set for the completion of work. A suitable range of activities to meet the wide range of ability of different pupils is provided and teachers' planning contains specific learning objectives. Effective use is made of the plenary session to encourage pupils to discuss their work competently. In other lessons, the pace is slower and the style of questioning does not encourage pupils to think mathematically. Short-term planning is under-developed and insufficient challenge for the higher attaining pupils is provided. In most classes, the use of time is appropriate, although there is evidence of some slippage at the beginning and end of lessons. Pupils' work is marked regularly but usually only by a tick or cross, rather than more effective developmental comment. Opportunities for pupils to use computers to support learning are also insufficient in most classes.
86. The curriculum provided is appropriately broad and balanced and meets statutory requirements. It is beginning to be based on the National Numeracy Strategy and the school has recently implemented the recommended lesson structure. The school is aware of the need to review the present school policy in the light of recent national initiatives. Apart from information technology, the school makes good use of a range of resources to support the staff in their planning to ensure structured progression in pupils' learning. Since the previous inspection more effective forms of assessment have been established and they are used appropriately to inform target setting for groups and individual pupils.

Science

87. At the end of Key Stage 1, results of the 1999 National Curriculum teacher assessments show that the proportion of pupils reaching Level 2 and above, was in line with the national average. The proportion of those attaining Level 3 and above, was close to the average. Inspection findings confirm that there is wide variation in the pupils' standards of attainment in science at the end of Key Stage 1 and, overall, the proportion attaining Level 2 and above is above the national average, which is an improvement on the position stated at the time of the last report. By the end of Key Stage 2, the results of the national tests show that a majority attains at a level above the national average at Level 4 and above, and an above average proportion attaining the higher levels. This is a significant improvement from the position reported in March 1996. Inspection evidence confirms that pupils attain at differing levels, with the largest proportion achieving a level above national average. However, an insufficiently low proportion is currently attaining at a higher level in relation to their potential. When compared to similar schools, the performance of pupils was above average. Standards over time show a continuing upward trend between 1996 and 1999, which is commendable. National test results indicate that often boys often performed better than girls but this inspection could find no reason for this difference within lesson work.
88. Key Stage 1 pupils carry out simple experiments and they make observations through investigation, as when considering which materials will let light through. When studying electricity in the home, pupils in Years 1 and 2 draw, cut and label using simple words, with higher attaining pupils writing short sentences to explain their understanding. They know from an early age that electricity moves only if the circuit is complete. Many in Year 2 are able to identify the differences between transparent and opaque materials. Earlier work on plants is developed successfully in Key Stage 2, when pupils carry out a structured series of observations related to the effects of sunlight and soil conditions. Work seen in books and on walls includes other aspects of the National Curriculum, such as food chains, insulation, chemical reaction, forces, the effects of friction and

our bodies. In relation to their ages, a majority of pupils display a good understanding of the scientific significance of these investigations and observations.

89. In both key stages, pupils are able to carry out 'fair-testing' with clear understanding of the terminology. In most of the lessons seen, a majority of pupils predict probable outcomes with accuracy based on a firm foundation of previously learned facts. Higher attaining pupils show very clear understanding, often using quite complex scientific vocabulary. Lower attaining pupils make predictions that are sometimes based on guesses, which are generally correct, and they use a more restricted vocabulary to try to explain their reasoning. Numeracy is used in tables of observations or experimentation. When documenting the results of observation and experimentation, much of the pupils' recording is carried out to a prescribed pattern and does not allow sufficient opportunities for pupils to draft or try their own recording methods as they become more proficient. Their work is often untidy, showing insufficient pride and an anxiety to complete the task as quickly as possible rather than concentrating on quality, which is a weakness.
90. The progress that most pupils make over time is good, but variable between satisfactory and very good. This is also true of those few pupils for whom English is an additional language. Across the school, pupils build on their previous experiences, in a structured way, through the good quality planning for coverage of the National Curriculum. This is an improvement in provision that was identified as a weakness in the last inspection. Investigational and observational skills are being developed soundly across the school. However, the progress of the higher attaining pupils is hampered by the overly-rigid planning structure and the lack of notice taken of their prior attainment levels. Pupils on the school's own special educational needs' register generally make good progress in lessons, mainly because of the good quality, extra adult support.
91. The pupils' response to science activity is regularly good. Almost all are very enthusiastic to learn more and they enjoy their science investigations. Almost all are well-behaved and have a responsible and respectful attitude to the use of science equipment and materials. Relationships between pupils are very good and they work co-operatively in groups, sharing equipment sensibly. They are polite and very respectful, and many try to offer replies to questions asked of them. Almost all listen attentively to each other's descriptions and the information given by adults around them.
92. In both key stages, the quality of teaching is good. This is an improvement from the previous inspection, when it was judged to be sound. Teachers' planning of coverage of the National Curriculum is good but expectations of what some pupils, especially higher attainers, can achieve in the time allowed, are frequently too low. Lessons are organised and managed effectively. The classroom assistants successfully carry out their role in helping pupils with special educational needs gain full access to the science work in school. Their support makes a good contribution to these pupils' attainment and progress. Information technology is used occasionally to support science activity but its use is currently under-developed, as recognised by the school. Systems were put in place to allow for this facility to expand, but have been frustrated by staff absence. There are some good two and three-dimensional wall and table displays to stimulate pupils' curiosity. However, insufficient use is made of these and other forms of encouragement to prompt pupils to carry out more personal investigations and research at school or at home, as identified by a few parents.
93. Long and medium-term plans are monitored very effectively for coverage of the agreed programmes of study. However, there are inconsistencies in the way in which these plans are translated into actual lessons, creating inequalities in access time and range of work covered. In the majority of classes, regular assessment takes place but the data is not used with sufficient consistency in the planning of lessons. There are many occasions in the lessons seen when all pupils carry out the same task, at the same level as a whole class, regardless of their previous attainment and level of understanding. This restricts their rate of progress, particularly for the higher attaining pupils, as identified in the previous report. Opportunities to raise the level of

pupils' attainment, and for pupils to know what they can do to improve or extend their knowledge, are being missed. In some lessons, extension work is supplied for those who finish the initial task early, but provision is inconsistent. Work is marked regularly, usually with a tick and occasionally written praise, but the use of helpful comments, which show pupils how they might improve, is inconsistent. Some staff have insufficiently low expectations of the quality of work that individual pupils are capable of producing.

94. Science resources are very good in quantity, quality and range. Pupils use the wild area and pond within the school grounds, as when studying mini-beasts. In the past some pupils have visited places of interest, such as the Bristol Exploratory. These experiences provide further good opportunities for pupils to extend their knowledge, skills and understanding of science in the world around them.

Information technology

95. At the end of both key stages, pupils' standards of attainment in information technology (IT) are broadly in line with the expectation for age. This is an improvement in pupils' standards in a subject that was raised as an issue in the last report. Across the school, many pupils have sufficient keyboard and 'mouse' skills to communicate, store, retrieve, display and print information using computer workstations. A majority is building on previous levels of skill and understanding, mainly because of the effectively planned use of the new IT suite. In classrooms, however, use of information and other communications technology (ICT) is inconsistent and most pupils have insufficient opportunity to develop the skills learned in the suite during lesson time.
96. The pupils in Key Stage 1 show satisfactory and sometimes good progress in following 'menu' directions to create text using simple word-processing software. Most are able to select the correct icons, use the 'delete' key facility and operate the 'space bar' successfully. Most change the font size without hesitation. However, their individual skill is not extended with sufficient regularity during class lessons, so that they develop the use of IT across the curriculum.
97. By the end of Year 6, many pupils have made satisfactory progress and are increasing their knowledge, skills and understanding by using more advanced equipment, which includes CD-ROM and Internet facility, as part of the tightly controlled National Grid for Learning. A majority of pupils in this key stage show satisfactory skill when using word-processing software, art based programmes, and creating spreadsheets. A significant minority towards the end of Key Stage 2 show good knowledge and understanding of word-processing techniques. All pupils who were directly observed show at least satisfactory proficiency with using on-screen buttons to instigate 'save' and 'print' commands, as a direct result of good teaching technique by some members of staff.
98. In both key stages, pupils on the school's own register of special educational need, and those for whom English is an additional language, make generally satisfactory progress. Lower attaining pupils are sometimes given appropriately easier levels of challenge within the suite, but practice is inconsistent. Their progress in classrooms is hindered, as that of other pupils, by the inconsistent and generally insufficiently low level with which computer workstations and other equipment is used during the majority of lesson time.
99. Pupils' response to their work using IT equipment is regularly good. They enjoy working alone or in small groups at the computer workstations, particularly when word-processing. Across the school, pupils listen politely to suggestions made by adults and their classmates. They share equipment fairly and look after it properly. Pupils gain in self-esteem from their successes, but some quickly lose patience if the programme malfunctions.
100. Overall, the teaching of information technology is broadly satisfactory in both key stages, although

there is wide variability in staff understanding, skill and knowledge levels. Some staff are suitably proficient whilst others claim low levels of confidence when teaching IT. There were insufficient opportunities for the direct observation of the teaching of ICT during the inspection, mainly because computers were often switched on but not accessed during the lessons. No incidence of using robots was seen, although other evidence confirmed some use of the 'Roamer' floor-robot. The policy and scheme of work offers a carefully structured plan on how skills might be improved, which is an improvement to rectify the weakness identified by the last inspection. However, following the regular absences of the subject co-ordinator, there is inconsistent, and generally insufficient planned use of IT in classroom lessons to support most curriculum subjects, and to enable pupils to apply and develop new knowledge, skills and understanding fully. This is recognised by the school, and the headteacher and other members of staff are trying, with some success, to improve involvement across the school.

101. The assessment of pupils' attainment and progress is broadly satisfactory. There is effective recording of access to hardware and use of software in most classes and in the IT suite. However, the recording of individual progress in areas such as word-processing, data handling, using spreadsheets, control technology and the Internet is inconsistent.
102. The quality, quantity and range of ICT equipment is mostly very good, although some equipment is old. All classrooms have at least one computer workstation and there is a wide range of generally good quality recording and playback equipment. The latest IT equipment is gathered together in the IT suite, where there is immediate access to the Internet and the opportunity for net-working.

Religious education

103. Pupils make satisfactory progress throughout the school and by the end of both key stages pupils' attainment meets the requirements of the locally Agreed Syllabus. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress. The quality of provision for religious education and the standards pupils achieve have been maintained since the previous inspection.
104. Pupils progress appropriately in reflecting on their own and others' thoughts, feelings and beliefs. This happens effectively not only in religious education but also in some school assemblies and within the programme of personal and social education. The life of the school supports the process of helping pupils to reflect on, value and respect their own and others' feelings and beliefs.
105. At Key Stage 1, pupils learn about Advent and the birth of Jesus. They were seen learning about a little girl called Sarah, who was waiting for Christmas, and had collected a variety of items in her backpack to indicate that Christmas was coming. The pupils talked about the relevance of cards, candles, the Advent calendar and presents and they listened to their teacher with great interest. When the Advent candle was alight, they focused on a picture of Mary and baby Jesus, reflecting appropriately on the significance of the light from the candle and Jesus as a 'light for the world'.
106. At Key Stage 2, pupils learn about Judaism, which linked in appropriately with their work about World War II. They know about Hanukkah and the festival of lights. They talk about customs and artefacts that Jewish people value as part of their religion. Pupils show firm knowledge of some key features of Jewish celebration of the Sabbath. They show respect for unfamiliar beliefs and begin to appreciate the role of symbols, such as candles, and celebrations, such as "special meals", within a range of faiths. In another lesson, work on the Jewish "shabat" meal was made more interesting by exploring the significance of the rites using candles, cloth, knife, a miniature "tora", etc.' and referring to them by their Jewish names. Most pupils understand that Judaism is a different form of Christianity.
107. Pupils' response to religious education is good. Pupils show a good level of interest in the work,

listening well to teachers and joining in class discussion thoughtfully. Behaviour in lessons is very good and pupils have positive attitudes to their work.

108. The quality of teaching is satisfactory overall, and sometimes it is good. Teaching about a range of world faiths is well-supported by good use of visits, for example to the local church, and acknowledgement of celebrations like Diwali, participation in harvest festivals and visits by local clergy. Sensitive promotion of pupils' willingness to reflect on personal thoughts and feelings is a strength of the teaching. Firm subject knowledge, imaginative planning and thoughtful use of resources leads to effective engagement of pupils' interest. Teaching of religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development. Teaching also shows effective use of questioning that is developing pupils' oral skills satisfactorily. However, the pupils' recorded work can be untidy, showing insufficiently high teacher expectations. The curriculum is taught in line with the locally Agreed Syllabus, which has recently been updated. Assessment procedures are used to record what pupils have achieved. Co-ordination of the subject is effective and efficient. Work is marked up-to-date but with insufficient teacher remarks to promote pupils' progress. Resources are adequate overall, although artefacts to support the teaching of Islam require improvement. Insufficient use is made of information technology.

Other subjects or courses

Art

109. The majority of pupils make satisfactory progress in art. Pupils with special educational needs and those for whom English is an additional language also make satisfactory progress.
110. Pupils have appropriate experiences of making pictures and using their skills effectively to illustrate other aspects of the curriculum, such as story and poetry. Pupils have satisfactory experiences of a range of media. The school effectively embraces the influence of multicultural artistic works and artists, such as work produced by Klee, Miro and Picasso. Pupils' displays celebrate what they have achieved and makes good links with other subjects. For example, the work on 'Faces of the 'Forties' that links well with the historical topic on World War II, and the Gorgon faces that link to work about the Romans around the time of Christ's birth.
111. At Key Stage 1, pupils successfully investigated texture and line drawing. They learnt how to produce different textures, for example using sponges and bark rubbings to make interesting backgrounds for their pictures. Then they drew careful line drawings in the style of Klee. In another class, pupils worked with clay to make overall satisfactory quality pots and tiles. They used the tiles to print onto Christmas cards to very good effect. Although no lessons were observed at Key Stage 2, other evidence confirms that pupils develop and extend their creative and practical skills through making works of art, craft and design for a range of purposes. They investigate differences in visual ideas and approaches, such as the 'mosaic faces'.
112. Pupils' response when talking about their art work is good. They enjoy their lessons and try hard to do their best work. Most take pride in their work and like to talk critically about the finished piece. Pupils co-operate successfully, are thoughtful and express pleasure at the achievement of others. Almost all pupils' behaviour is good and this has a positive impact on standards that they achieve.
113. The quality of teaching is satisfactory overall. Teachers organise their lessons effectively. They provide interesting stimuli for pupils to work from and this makes a positive contribution to the standards that they achieve. Efficient co-ordination has produced an effective policy and scheme of work, which supports teachers in their teaching and planning and ensures that pupils make progress across the whole art programme. Teachers display pupils' work thoughtfully, showing that they value it, and many displays are interactive asking questions of pupils and engaging their interest. Assessment procedures are satisfactory. Pupils are beginning to work in sketchbooks that will make an effective record of their work. Effective links are made with literacy by pupils finding information about artists, buildings or poems. Art makes a positive contribution to pupils' cultural

development. Standards achieved have been maintained since the previous inspection.

Design and technology

114. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in design and technology. This judgement is based on lesson observations and on examination of pupils' work displayed around the school and recorded in photographs, and is similar to the finding of the last inspection.
115. In both key stages, pupils undertake a range of practical tasks that provide opportunities for them to become familiar with a suitable variety of materials. By Year 6, pupils know how to consider a variety of constraints when making a shelter and also appreciate the importance of including measurement in their designs. They find many ways of joining two pieces of card or fabric. They make decisions about best method to use and apply this knowledge in their work. For example, when making a coat for Joseph they tested different fabrics for suitability and strength and this enhances their learning. They choose from a range of materials and plan their own decoration. Pupils disassemble a number of purses in their study of how to design a money container. Stitches are practised and decisions made as to the strength of the fibres before pupils complete their designs. Skills in evaluating are reinforced as they discuss their work with their partner and their teacher. However, pupils have insufficient opportunity to work with tools and hard materials, such as wood and plastic.
116. Pupils' attitudes are good. They are interested and well-motivated by work in this subject. They are proud of their designs and enjoy discussing prototypes. They recognise difficulties and are ready to search for ways of overcoming them. Work displayed in classrooms reinforce their learning and raise their self-esteem.
117. The quality of teaching is satisfactory. Lesson planning provides good support for lesson content. However, insufficient notice is taken of pupils' previous skill levels and all start with the same initial challenge. In some classes, a strong emphasis is placed upon enabling and encouraging pupils to make decisions and choices, and this approach benefits pupils' development as independent learners.
118. The subject is co-ordinated satisfactorily. Long and medium term planning is based on a scheme that ensures that pupils appropriately develop skills that are built upon progressively across both key stages. The school maintains a portfolio of exemplars of past work and this has a positive impact on maintaining and raising standards. Overall resource levels are satisfactory.

Geography

119. The majority of pupils make satisfactory progress in geography. Pupils with special educational needs and those for whom English is an additional language also make satisfactory progress. This is similar to the judgement made during the previous inspection.
120. No lessons were observed, as geography alternates with history each term. From the scrutiny of work, teachers' planning, displays and from talking to pupils it is evident that the quality of teaching is satisfactory. At Key Stage 1, pupils learn about the school environment and their safety within it. They learn about the 'seaside' and 'islands'. Pupils learn effectively about the wider world through following the travels of "Barnaby Bear". Pupils and friends of the school send postcards from distant lands and pupils then plot their position on world maps.
121. At Key Stage 2, pupils study weather around the world and at home. Year 4 pupils have a residential visit to Danywenallt in Wales to investigate a contrasting locality and observe a

mountain environment. Pupils in Years 5 and 6 link their work in history and geography to compare with what is in the news. Year 6 pupils accurately record their findings of rainfall and temperature in a daily diary. Pupils investigate the local area and consider how they might improve it. When comparing countries, pupils talked enthusiastically about their work on the difference between Kenya and the United Kingdom.

122. There is a satisfactory policy and scheme of work that is closely linked to the most recent government publications. Assessment procedures are informal and work is planned at a general level. There is insufficient focus on the quality of presentation of written work. Accommodation and resources are adequate. Good use is made of visits to support curriculum work. Co-ordination of the subject is developing, as the co-ordinator has only recently take on responsibility for the subject and has yet to make an impact.

History

123. By the end of both key stages, pupils have made satisfactory progress in history. Pupils with special educational needs and those for whom English is an additional language are appropriately supported and also make satisfactory progress. This is similar to the judgement made in the previous inspection. During the inspection, because of the timetable for the subject, only two lessons were observed, one at each key stage. Appropriate evidence was obtained from a scrutiny of pupils' work, displays and photographic evidence of past activities, discussions with both pupils and staff and an overview of teachers' planning.
124. At Key Stage 1, pupils recall factual information concerning the 'Great Fire of London' in detail and relate it to events recorded in Pepys' Diary. They understand what is meant by an "eyewitness account" and relate this to describing their own experiences. Using a time line, most pupils are able to order a set of people, ranging from babies to grandparents, in the correct chronological sequence.
125. At Key Stage 2, pupils continue to make satisfactory progress. Year 3 pupils distinguish the major differences between the everyday life styles of the early Romans. For example, they are able to name relevant features and persons of the Roman occupation of Britain, such as the war with Bodicea, and understand the work of archaeology in providing information about the past. Older pupils knowledgeably discuss events concerning Henry the Eighth and the Reformation. Year 6 pupils recognise and explain the functions of a range of artefacts used during World War II and compare them to their contemporary equivalents.
126. The response of pupils in both lessons was good. They listened attentively in class and actively participated in class discussions. Pupils are interested in the subject and most concentrate on their set work. Almost all are well-behaved, share equipment and handle artefacts sensibly and work collaboratively when asked to.
127. The quality of teaching is satisfactory overall. In the lessons observed at both key stages, the quality of teaching was good overall, showing extensive knowledge and understanding of the subject. Lessons were well-prepared with all the relevant resources available. Most work is set at a common level, which hinders the higher attaining pupils. Generally effective questioning techniques encourage pupils to contribute to discussions. Where appropriate, artefacts are being used in lessons or on display to help illustrate different historical periods. However, recorded work is inconsistent in its quality of presentation.
128. There is an appropriate policy and the school has developed a scheme of work to support teachers' planning. At both key stages, the school makes effective use of educational visits, as well as visitors who assist with pupils' role play of historical events. The school also uses outside agencies to supplement their resources with a wide range of appropriate artefacts to support the curriculum.

Music

129. Pupils, including those with special educational needs and those for whom English is an additional language make good progress in music. This is an improvement upon the satisfactory standards judged in the last inspection.
130. Pupils sing tunefully throughout the school. Younger pupils sing songs and rhymes from memory. They understand ‘higher’ and ‘lower’ and can clap a simple rhythm. Higher attaining pupils are able to observe the sign for ‘rest’. Older pupils sing in ‘rounds’ and effectively maintain their parts while listening to other groups. They know the symbols for ‘loud’ and ‘quiet’ and are able to conduct the class in the dynamics of short phrases of music. Year 3 pupils record and play their own compositions, such as for ‘Billy Goat Gruff’, with their own symbols for ‘timbre’ and ‘tempo’. Pupils can accompany with tuned and untuned percussion. They click their fingers, chant and use body movements effectively to maintain duration in the ‘Human Drum Kit’. Notation is taught from the beginning of Year 3. This provides older pupils with good experience for playing instruments and for making their own music. Pupils listen carefully to a wide range of music from different cultures, and they identify the various instruments that cause changes in mood.
131. Pupils’ response to music is good, showing obvious enjoyment. They watch their teachers carefully and pay close attention to instructions. Almost all respond enthusiastically to the demands of a class performance. They organise their instruments, move into their groups sensibly and begin working almost immediately. Across the school, pupils discuss their response to a piece of music with increasing confidence, and skills in composing and appraising are developing over time.
132. The quality of teaching is good in both key stages. Expectations for what pupils might learn are high. Organisation in lessons is good and there is a good pace to most lessons. Teachers focus quite correctly on pupils making music and this enhances their learning. Opportunities are provided in each class for pupils to listen and appraise a selection of musical pieces and also for them to extend their experiences in composition. Planning is clear and objectives are sensibly shared with pupils at the start of the lesson. Management of pupils’ behaviour is good and this has a positive impact on their rate of learning.
133. The school bases its work in music on a commercially published scheme and teachers effectively interpret this in their weekly planning. Some pupils receive instrumental tuition and there is an after school choir. These activities enhance the standard of music in the school as a whole. A valuable contribution is made to school music by a visiting specialist who trains the choir, assists in class where necessary and also plays in some assemblies.

Physical education

134. At the end of both key stages, a majority of pupils are making satisfactory progress in physical activities. Pupils with educational needs and those for whom English is an additional language are well supported and are also making satisfactory progress. This is similar to the judgement made by the last inspection.
135. In gymnastics, most pupils in Key Stage 1 practise basic actions of travelling on both the floor and on apparatus competently. They are able to refine their ways of travelling, altering their speed with practise and adjusting their bodies to support their weight, though some lack sufficient co-ordination. Most create different body shapes, such as a “bridge”, taking turns with their partners to travel through in a variety of ways. In dance routines, pupils are familiar with music from other

cultures and respond by developing an appropriate sequence of controlled movements.

136. In games, a majority of pupils in Key Stage 2 continue to make satisfactory progress, as when passing and receiving a ball. They clearly understand the principles of 'attack' and 'defence', and practise making passes avoiding interception in small team games. In dance lessons, most pupils change pace as they assume roles as 'plotting and fighting in battle sequences' in response to the changes within the music. Overall, pupils are making satisfactory progress in swimming and are developing a range of strokes and appropriate support positions in the water. In gymnastics, most pupils are improving their sense of control in their work on apparatus, and the higher attaining pupils use 'cartwheels' appropriately in extending a sequence of movements. All pupils are familiar with the need for appropriate 'warm up' and 'cool down' sessions, as well as basic safety procedures.
137. Pupils' response to the subject is good. They clearly demonstrate enjoyment in their lessons and work collaboratively in teams. Pupils listen attentively to instructions and they distribute apparatus as required in a sensible and orderly manner. Overall, their behaviour is good and pupils remain focused on their activities with little disruption.
138. The quality of teaching is satisfactory overall. The curriculum is broad and balanced and meets statutory requirements. Most lessons are suitably planned and include demonstrations of relevant gymnastic and games techniques by selected pupils. However, in a few lessons, there is too much time spent on long explanations with the majority of pupils sitting passively. In these lessons there is a lack of rigorous pace for the planned activity. Pupils are generally managed effectively, and clear, on-going verbal assessments to modify their actions are given as required.
139. There are suitable curriculum guidelines and the long-term planning covers all areas of activity appropriately. Pupils benefit from the provision for outdoor and adventure activities, as well as suitable provision for extra-curricular activities. Present resources are good in quantity, quality and range and have been supplemented recently by the school's involvement in the "Top Play/Top Sport" project.

144. PART C: INSPECTION DATA

144. SUMMARY OF INSPECTION EVIDENCE

The school was inspected by a team of 5 inspectors, who spent a 19 days equivalent on the school site, gathering evidence at first hand. For the majority of the time, the inspection team visited classes, talked to individuals and groups of pupils, and evaluated their work.

66 lessons or parts of lessons were observed, totalling 41.7 hours

In addition:

- the documentation provided by the school was carefully analysed and issues raised to be satisfied on site;
- a range of work produced by a sample of pupils from each year group was scrutinised, together with their records, reports and individual education plans;
- 23 pupils were formally heard to read, and many others informally during lessons;
- many pupils were asked their views of life in school, to gain an understanding of their achievements and progress over time;
- informal discussions took place with many pupils as part of lesson observations or other school activity;
- attendance records, discipline records and annual written reports to parents were examined;
- interviews / discussions were held with members of staff, governors, parents, support agencies and two secondary school representatives;
- pupils and staff were observed during registration periods, assemblies, break times and at the beginning and end of the school day;
- the internal accommodation and external site were reviewed;
- the Registered Inspector held a parents' meeting at which 12 parents attended, representing 11 families and all age groups - their responses were analysed;
- 42 (21%) parent questionnaires were handed in, and the responses analysed;
- the issues raised at the meeting with parents and those within the questionnaire were considered on site.

· **DATA AND INDICATORS**

· **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 – Y6	256	2	45	30

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	11.2
Number of pupils per qualified teacher:	23

· **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	100.25

Average class size: 25

· **Financial data**

Financial year:	1998/1999
	£
Total Income	437305
Total Expenditure	443000
Expenditure per pupil	1411
Balance brought forward from previous year	39554
Balance carried forward to next year	33859

PARENTAL SURVEY

Number of questionnaires sent out: 199
 Number of questionnaires returned: 42

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	12	71	7	10	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	33	55	2	10	0
The school handles complaints from parents well	5	53	27	15	0
The school gives me a clear understanding of what is taught	5	59	19	12	5
The school keeps me well informed about my child(ren)'s progress	14	50	19	17	0
The school enables my child(ren) to achieve a good standard of work	12	61	22	5	0
The school encourages children to get involved in more than just their daily lessons	5	54	29	12	0
I am satisfied with the work that my child(ren) is/are expected to do at home	12	74	2	12	0
The school's values and attitudes have a positive effect on my child(ren)	28	54	15	3	0
The school achieves high standards of good behaviour	10	68	17	5	0
My child(ren) like(s) school	39	54	2	3	2

Other issues raised by parents

- There is an overall positive response from parents, with a majority expressing satisfaction with the school's provision for their children.
- A few parents do not feel that they are given sufficient information about their children's progress.
- Some parents find it difficult to approach the school with complaints.
- Some parents are not satisfied with the extra-curricular provision.
- A few parents are dissatisfied with the work that their children are expected to do at home.