

INSPECTION REPORT

St ANDREW'S VOLUNTARY AIDED SCHOOL

Salisbury

LEA area: Wiltshire

Unique reference number: 126405

Headteacher: Mrs K Walker

Reporting inspector: Mrs H Davies
21687

Dates of inspection: 20th-23rd March 2000

Inspection number: 187293

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	16 Church Road Laverstock Salisbury Wiltshire
Postcode:	SP1 1QX
Telephone number:	01722 503590
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Webb
Date of previous inspection:	04/03/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs H E Davies	Registered inspector	Mathematics Art Physical Education Early Opportunities	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr B Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs L Simmons	Team inspector	Science Information technology Design technology Under Fives	How good are the curricular opportunities offered to pupils?
Mrs A Thomas-Ramasut	Team inspector	English Geography History Music Special Educational Needs English as additional language.	Pupils' attitudes, values and personal development.

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's School is situated two miles from the city of Salisbury in the village of Laverstock. Most of the properties are privately owned and there is little social deprivation in the area. The school is smaller than other primary schools with 130 pupils on roll, 65 boys and 65 girls aged 4 to 11. Most pupils come from the village while some travel by bus from further afield. The school is part of a large site and adjacent to other schools. When pupils enter school their attainment is broadly average. A very small percentage of pupils speak English as an additional language, none at an early stage of development. The percentage of pupils known to be eligible for free school meals, 14 per cent is broadly in line with the national average. Pupils identified as having special educational needs, 11 per cent is below the national average. One pupil has a statement of special educational need. During the inspection there were 11 children under 5 in the school. A significant change has been the appointment of a new headteacher. The deputy headteacher was appointed headteacher in spring 1998. A deputy headteacher was appointed in September 1998. The school is popular and numbers are growing steadily. The school has recently expanded to five classes.

HOW GOOD THE SCHOOL IS

The school is becoming more effective as a result of better management. Generally it achieves standards that are as good as would be expected. Pupils have good attitudes to learning. Teaching is usually at least satisfactory and much is good some very good. Pupils' learning is appropriate to their needs. The school keeps parents and carers very well informed about their children's progress. The school has made good improvement since its previous inspection when some serious weaknesses were identified. It responds adequately to the challenges and issues that it faces. The school is led and managed in a cost-effective way providing satisfactory value for money.

What the school does well

- The school is lead very effectively by the headteacher, who has a very good understanding of what is best for the school
- The headteacher sets a very good example to others by the high quality of her teaching.
- Standards in music at Key Stage 2 are well above average.
- Attendance is very good.
- The school works very well with parents, there are very effective links with them.
- The quality of information provided to parents is very good.

What could be improved

- At present too few pupils achieve average or better standards in English at the end of Key Stage 1
- At present too few pupils achieve average or better standards in mathematics at the end of Key Stage 1
- The consistency of the teaching, so that even more of it is good or very good at both key stages

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection. All key issues have been successfully addressed. The headteacher's role and responsibilities are now clearly defined. The overall quality of teaching has improved. The governors are now fully involved in setting targets for improvement for the school and in monitoring progress towards those targets. Outstanding health and safety issues have been resolved. Reports and other information to parents are now very good. Good standards of discipline and behaviour have been maintained. Senior management is in a good position to continue to make even more improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	B	E	E
mathematics	B	A	E	E*
science	A	A	E*	E*

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

When pupils enter the school their attainment is broadly average. Most children will achieve the desirable learning outcomes by the time they are five. The table above shows that in the 1999 Key Stage 2 National Curriculum tests the percentage of pupils reaching the expected Level 4 was well below average compared with the national average in English and mathematics, and very low in science. When compared with similar schools, the percentage reaching Level 4 in English was below average and it was very low in mathematics and science. The general trend is for above and well above average standards. However, in 1999 standards were well below average, over a third of the pupils in that year group had special educational needs and that kept results at below average standards overall. Observations made during the inspection indicate that this year, by the end of Key Stage 2 attainment in English mathematics and science will be average. By the end of Key Stage 1, standards will be average in science but below average in English and mathematics. This is because the year group is small, and there are several pupils with special educational needs. In information technology progress is satisfactory and levels of attainment are similar to those expected of seven and eleven year olds. Progress is satisfactory in art, design and technology, geography, history, and physical education and pupils attain standards consistent with their ages at both key stages. In music progress is satisfactory at Key Stage 1 and very good at Key Stage 2. Pupils attain well above average standards in music by the end of Key Stage 2. Pupils identified with special educational needs and higher attaining pupils make appropriate progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and have positive attitudes to their learning.
Behaviour, in and out of classrooms	Good. Pupils know the school rules and adhere to them, they behave well in and out of the classrooms.
Personal development and relationships	Good. Relationships are good, pupils treat each other with consideration and respect the feelings of others.
Attendance	Very good. Pupils enjoy coming to school and lessons start on time.

These aspects of the school make a positive contribution to pupils learning.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	satisfactory	Satisfactory

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

Teaching is satisfactory or better in 95 per cent of lessons. It is unsatisfactory in 5 percent, it is good in 26 per cent and very good in 21 per cent. The quality of teaching under fives is good. Sometimes it is very good. Good planning ensures that most children will achieve the desirable learning outcomes by the age of five. At both key stages, teaching is satisfactory overall with much being good, and some very good. A very small percentage of unsatisfactory teaching was observed. This was characterised by an inappropriate match of work to pupils' needs. Strengths of teaching lie in the positive relationships established, clear exposition and interesting resources provided. Literacy and numeracy skills are taught satisfactorily and used across all areas of the curriculum appropriately. Teachers are aware of, and meet the needs of a range of pupils appropriately. Teaching of pupils with special educational needs is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and it is enriched by a good range of extra curricular activities.
Provision for pupils with special educational needs	Satisfactory overall. Individual education plans identify pupils areas of greatest need. Special needs staff work sensitively and conscientiously to meet the needs of pupils in their care.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual, moral, and social development is good. Cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory overall. Day to day care is good and staff know their pupils well, however some policies are in draft form and are awaiting implementation.

The school works very well with parents. It keeps them very well informed about their child's work and progress. Good extra curricular activities enhance the provision for music, sport and information technology. The "Friends" of St Andrews make a positive impact on school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear educational direction for the school and she is supported well by all of the staff.
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities well. They are supportive and actively involved in the life of the school.
The school's evaluation of its performance	Good. The school identifies its strengths and weaknesses effectively.
The strategic use of resources	Good use of available resources.

Staffing and learning resources are satisfactory overall. The match of teachers and support staff is adequate to meet the needs of pupils. Resources are appropriate in all areas and they are regularly audited. However, accommodation is unsatisfactory at present with one class being taught in the library. This prevents other pupils from using the library as a learning resource and for developing study skills. The position will be resolved when the new building is completed. Provision for the under fives has recently been extended to provide an attractive "conservatory area" and further development will enhance the secure outside play area. The school applies the principles of best value appropriately. Leadership and management are now a strength of the school. The headteacher leads by example, and involves all colleagues in the decision making processes. Governors are closely involved in monitoring and setting

targets for improvement. This is a significant improvement since the previous inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • The attitudes and values that the school promotes. • The behaviour of children is good. • The school expects their children to work hard and do their best. • The school helps their children to become mature and responsible. • Children make good progress. • The teaching is good. 	<ul style="list-style-type: none"> • A few parents are not happy with the information they receive about their children's progress. • A few parents do not feel that the school works closely with them. • A number of parents are not satisfied about the quality and amount of homework.

The inspection team agrees with the parents' positive views, except that in respect of the last two items, where teaching and progress are judged to be satisfactory. The team believes that there is little more that the school could reasonably do to work more closely with parents and to provide more information about children's progress. In accordance with the published policy homework is set and contributes positively to pupils learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry is broadly average. This is confirmed by baseline assessments which are done soon after children start in the reception class. Children have a good start to their education and make good progress in all areas of learning, most will achieve the desirable learning outcomes by the time they are five.
2. In the 1999 Key Stage 1 National Curriculum tests the percentage of pupils reaching the expected Level 2 was below average in writing, well below in mathematics and very low in reading. The trend has been for reading and mathematics to decline while writing has improved. The 1999 cohort was identified as being below average on entry to school. This was confirmed by the baseline assessments. In the 1999 Key Stage 2 National Curriculum tests the percentage of pupils reaching the expected Level 4 was well below average compared with the national average in English and mathematics and very low in science. When compared with similar schools, the percentage reaching Level 4 in English was below average and it was very low in mathematics and science. The general trend has been for above and well above average standards, however in 1999 standards were well below average, over a third of the pupils in that year group had special educational needs and that kept results at below average standards overall. The school has set appropriate targets, based on current assessment information, for English and mathematics for the present and future years.
3. Observations made during the inspection indicate that in English mathematics and science progress is satisfactory and by the end of Key Stage 2 attainment in these subjects. will be close to average. At Key Stage 1 progress is satisfactory in English and mathematics but by the end of the key stage standards will be below average. This is because it is a small year group, and several pupils a who have special educational needs. This will keep the overall percentage at below average figures. In science and information technology progress is satisfactory and levels of attainment are similar to those expected of seven and eleven year olds. Progress is satisfactory in art, design and technology, geography, history, and physical education and pupils attain standards consistent with their ages at both key stages. In music progress is satisfactory at Key Stage 1 and very good at Key Stage 2. Pupils attain well above average standards in music at Key Stage 2. This is because the teacher has very good subject knowledge, she has high expectations of the pupils and makes learning enjoyable. There are no significant differences in performance between boys and girls. Pupils' learning is appropriate to their different needs.
4. In English at Key Stage 1, pupils listening skills are good. They are very attentive and follow what the teacher is saying. Pupils understand how to take turns and listen carefully to each other. Speaking skills are satisfactory. The majority of pupils make good progress in reading at the beginning of the key stage. They have a secure knowledge of "letter-sound" relationships and can sound out a three letter word correctly. They have developed a good range of word recognition strategies to help their reading. A few pupils read very well for their age, with good understanding and expression. All pupils enjoy reading and are familiar with book conventions. They know the alphabet well and can locate words in a dictionary using first and second letters. By the end of the key stage, progress is slower. Most of the pupils use picture clues for meaning and can read frequently occurring words but they have difficulty sounding out unfamiliar words which impedes fluency and understanding. They enjoy reading poetry aloud and can identify words with opposite meanings but have difficulty in thinking of pairs of opposites.
5. Pupils make good progress in developing writing skills at the beginning of the key stage and are attaining good standards. Letter formation is clear and pupils are able to convey meaning in simple sentences using capital letters and full stops. Spelling of common words is satisfactory. Pupils can write simple stories, which have a beginning, a middle and an end. By the end of the key stage, sentence structure and spelling of high frequency words is less secure. Pupils' independent writing

is not satisfactorily developed.

6. At Key Stage 2 pupils speaking and listening skills are good. Pupils listen well in lessons and respond promptly and enthusiastically to questions. They speak confidently and clearly in class and in assemblies. Pupils make satisfactory progress in reading and writing. Pupils' attitudes to books are positive. They read regularly in class and for pleasure. Pupils scan books for specific information and to judge the usefulness of the books. They write satisfactorily for different purposes and for an appropriate variety of audiences. Some attain good standards, particularly in extended creative writing, where examples were seen of story and play writing which developed a theme well and contained lively dialogue. Sentence structure, spelling and punctuation is sound in the majority of cases and pupils use a good range of vocabulary. Handwriting is well formed however pupils do not always use joined writing consistently in their work.
7. In mathematics at Key Stage 1 pupils count confidently to 100. In the mental warm up they sing number rhymes and count on in 2's enthusiastically. They use their individual white boards to good effect and record odd and even numbers, which are more than 5 then more than 10 accurately. Pupils count 1p, 2p, 5p and 10p coins carefully. They enjoy doubling numbers and a teacher was quick to seize the opportunity to develop pupils thinking by getting a pupil to explain how he doubled 16. This built the pupils confidence and had a positive impact on learning for others. Learning is effective when pupils understand what is required of them. In Year 2 pupils use coins to £1, to investigate and solve money problems. They participate well in the mental warm up but are sometimes unclear about what is expected of them in the activity session, therefore learning is not as effective.
8. In mathematics at Key Stage 2, pupils continue to develop an understanding of problem solving using money. They use addition and subtraction to 100 and convert pounds to pence effectively. They devise methods of subtracting different amounts of money, for example, $100p-73p$, $100p-70p=30p$, $30p-3p=27$. In Year 4, pupils' understanding of place value to 1000 is secure. They arrange 4 digit numbers to form highest and lowest numbers. Pupils helpfully check each other's work. Pupils are adept at using their own processes for the four number operations and explain clearly how they use them. Pupils use the correct mathematical terms to describe their workings. In Year 6 pupils work effectively with number patterns and begin to write cross mappings in algebraic notation.
9. In science at Key Stage 1 pupils are introduced appropriately to investigative and experimental science. They investigate materials and their properties effectively, learning about natural and man-made materials. They experiment well with changing ice into water and melting chocolate. They learn the difference between things that are living and things that have never been alive. Pupils classify animals according to fur, feather, scales or skin, and study different habitats of air, land and water effectively. Pupils learn about humans as organisms and begin to name parts of the body well. They show a keen interest in the growth of plants. They experiment to find out what conditions are needed for germination. They make predictions accurately. Pupils are introduced to physical processes of forces and motion, light and sound well.
10. At Key Stage 2 pupils make predictions effectively and understand the principles of fair testing. They use appropriate language and are aware of the need to measure carefully in order to reach conclusions. Pupils in Year 5 and 6 investigating water cooling, understood the scientific process, recorded experimental results in a table and answered their hypothesis well. They could explain their interpretation of the data collected effectively. Pupils in Years 3 and 4 used skills of systematic enquiry to carefully construct a branching key. At the end of the key stage pupils attain sound levels in experimental and investigative science, materials and their properties and physical processes. They attain good levels in life processes and living things.
11. In information technology at Key Stage 1 pupils learn to use a variety of information technology equipment to confidently communicate ideas and handle information. They use programs to solve mathematical problems and record their work effectively. Pupils in Year 1 use the computer appropriately to manipulate shapes and patterns on the screen. They experiment with colours and

- tools including “pencil, brush, spray”, and they use shapes and stamps to good effect. Pupils in Year 2 load disks and retrieve their work or find the appropriate program. They are able to save and print their work. Most pupils understand the way in which the different icons work.
12. At Key Stage 2 pupils use information technology to combine different forms of information and show awareness of their audience. For example, the “St Andrew’s Update”, an interesting and informative newsletter that the older pupils write for parents and friends. Pupils write, collect and produce the newsletter themselves. They cut and paste the articles and produce an effectively edited newsletter. Pupils use a scanner and digital camera effectively. The school has its own web site and pupils use the Internet appropriately. Pupils record and keep a running total of house points using the computer. Pupils in Years 3 and 4 are able to change fonts and colours. They successfully load, save and print their work.
 13. Pupils with special educational needs have their needs met suitably. They make satisfactory progress and attain standards, which are appropriate to their needs. These pupils have good attitudes to their work which are fostered by the by good relationships which are developed by all staff and this has a positive impact on their learning.

Pupils’ attitudes, values and personal development

14. Pupil’s attitudes to learning and their behaviour is good. This has a positive impact on their learning. There are good relationships between all groups of pupils and teachers. Lesson observations indicate that there is no difference in the attitudes, behaviour and personal development of any group of pupils. The good standards noted in the previous inspection have been maintained.
15. Children under five settle quickly into the life of the school. They adapt happily to well-established routines and make good progress in their personal and social development. They are encouraged to help each other and to treat each other with respect. Children share resources, such as tabletop games and construction equipment, amicably and take turns without fuss. They show good levels of concentration. They are keen to join in and look eagerly to see what has been planned for them.
16. At both key stages pupils, including those with special educational needs, have good attitudes to learning. In class, pupils settle to work quickly and respond to teachers’ questions enthusiastically. Most pupils take advantage of the wide range of extra-curricular activities held in the lunch time and after school. The two annual concerts testify to the enthusiasm and high degree of involvement of the pupils, in music making. Sports events are well supported by the pupils. The school newsletter produced by pupils demonstrates that pupils are keen to share the school’s achievements with parents and governors.
17. Behaviour in class and around the school is good. No evidence was seen of bullying, but younger pupils reported that any incidents, which do occur, are dealt with effectively by teachers. The school does not however have a formal anti-bullying policy. However, informal procedures are effective. Positive behaviour is rewarded. Rules are clearly displayed and pupils understand them. Good standards of behaviour have been maintained since the previous report.
18. Relationships within the school continue to be good. Teachers and learning support assistants provide good role models. They are polite and caring towards their pupils who respond appropriately. Pupils with special educational needs are integrated well into the life of the school. Girls and boys have the same access to the breadth of the curriculum and enjoy all facilities equally. Pupils listen politely to each other and respect different views and opinions.
19. Older pupils take responsibility as prefects and help to maintain the orderly running of the school. Staff and pupils elect the head girl and boy and there is a school council with class representatives which meets regularly. When given opportunities, pupils work independently. However this year the library has not been available and this has not helped the development of independent research skills. The majority of parents who responded to the questionnaire believe that the school encourages their children to become mature and responsible. Inspection evidence supports this

view.

20. Pupils' attendance at school is very good and has improved since the previous inspection. Whilst unauthorised absences are broadly in line with national averages, the level of authorised absence is very low, being in the best 10 percent of primary schools nationally. Pupils arrive at school punctually and the day gets off to a prompt start.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is satisfactory overall. Teaching is satisfactory or better in 95 per cent of lessons. In 5 per cent it is unsatisfactory, in 26 per cent of lessons it is good and in another 21 per cent it is very good. This good and very good teaching makes a positive impact on pupils' learning, for example in music at Key Stage 2. Teaching of children under five is good with some very good features. The overall picture is an improvement since the previous inspection when much more unsatisfactory and poor teaching was observed and no very good teaching was observed.
22. The quality of teaching for the under fives is usually good and sometimes very good. The class teacher has very good knowledge of the needs of young children and knows her pupils and their families well. The caring and affectionate relationships and the good induction procedures enable children to settle down happily very quickly. The teacher and classroom assistant work well as a team and the assistant makes an effective contribution to children's learning. They are both good role models. Lessons are well planned and based on the desirable learning outcomes. Children benefit from the good use of parents and voluntary helpers in the classroom. Children enjoy coming to school and their positive attitudes help them to learn. Teaching methods are appropriately balanced between teacher-directed and child-initiated activities. Children are well prepared for work on the National Curriculum by the time they leave the reception class.
23. At both key stages the quality of teaching is satisfactory overall. It is often good and sometimes very good. The very small percentage of unsatisfactory teaching was as a result of an inappropriate match of work to pupils needs. The range of attainment in these lessons was not fully addressed and as a result some average and below average pupils did not achieve the lesson objective, some pupils were unclear about what they were to do. Teachers have secure knowledge and a satisfactory understanding of the subjects that they teach. Pupils acquisition of skills, knowledge and understanding is generally satisfactory. Teachers use the good support assistants and other volunteers well and this has a positive impact on pupils learning, especially for those pupils identified as having special educational needs and higher attaining pupils. Teachers satisfactorily promote pupils' literacy and numeracy skills, for example, in science pupils make good use of mathematical skills to collect, present and interpret data. In information technology pupils use their literacy skills well in producing the St Andrew's Update. These skills are taught regularly and used appropriately across the whole range of the curriculum.
24. Teachers' planning is usually effective, lessons have a clear structure. In most lessons pupils are clear about what they are to learn. Teachers employ satisfactory methods and organisational strategies, which contribute to the smooth running of lessons, and ensure that what is planned for is taught. Teachers' expectations are generally satisfactory. In some lessons they are high, for example, in dance at Key Stage 1. This results in very effective learning and high standards. Pupils are grouped appropriately according to levels of attainment. Teaching strategies include individual, group and whole class teaching. In English and mathematics, for example, teaching is varied to incorporate a good balance between teacher involvement, using skilful questioning to extend pupils' thinking and time for pupils' own investigations and activities, sometimes with appropriate support. Teachers manage pupils well and achieve good standards of behaviour.
25. Teachers make satisfactory use of time, and resources are well prepared. Most lessons are interesting and capture pupils interest, for example, the brightly coloured sheet of soldiers used for

counting and doubling in Year 1. Teachers keep effective up to date records of what pupils are able to do and what they understand. They identify the next targets for learning in a narrative record. Teachers share this information effectively with pupils so that they are clear about what they need to learn next. This has a positive impact on pupils' learning. Teachers use homework to consolidate learning satisfactorily. Pupils physical and creative efforts are very effectively promoted by teachers who are enthusiastic about these areas. This was evident in very good music lessons at Key Stage 2 and in a very good dance lesson at Key Stage 1. In these lessons pupils showed high levels of interest, concentration and enjoyment. This had a very positive impact on their learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

26. Pupils are offered a broad and balanced curriculum which covers the required areas of learning for children under five and for all National Curriculum subjects at both key stages. Teachers have successfully introduced the National Literacy Strategy and the National Numeracy Strategy pupils use these skills satisfactorily in other curriculum areas. Opportunities for learning are particularly successful in music at Key Stage 2, elements of science at both key stages and education for children under fives. The curriculum meets the interests, aptitudes and needs of pupils, including those having special educational needs satisfactorily. All subjects have policies and schemes of work, which ensure that pupils cover the syllabus and that their progress is continuous.
27. The school offers a good range of extra-curricular activities. In music pupils can learn to play recorders, flute, clarinet, saxophone, trumpet, trombone and violin. Football, hockey and netball are played on a regular basis. The computer club provides for pupils with a particular interest in information technology. There is a choir and a gardening club. All activities are supported well. Visits to places of educational or cultural interest extend learning opportunities, particularly the interchange between the school and Wyvern College. St. Andrew's pupils visit the secondary school to study science and information technology. They work with a teacher of advanced skills, who also teaches and advises on science, occasionally, at St. Andrew's. This exchange is mutually beneficial. Other visitors to the school bring useful expertise and interest and widen pupils' knowledge and experience of the different roles in society. Homework supports and extends the taught curriculum satisfactorily.
28. Sound provision is made for education about the misuse of drugs within the science curriculum. A policy for personal, social and health education and one for sex education have been approved by the Governing Body and await imminent implementation. General class discussions provides opportunities for pupils to contribute their ideas and opinions on a range of social and moral issues. The School Council is a forum for introducing pupils to democratic procedures effectively. Staff are fully committed to providing equality of opportunities for all pupils. There are useful links with the community, which make a good contribution to pupils' learning. Close relationships exist with the local church. School concerts and activities are supported well by parents and local community. Links with Rotary International are particularly productive. Students from local colleges take up placements at the school and make a useful contribution to pupils' learning. Parents are well informed about the curriculum with forthcoming topics outlined each term for their interest and participation.
29. The school provides well for the development of pupils' spiritual, moral and social awareness. Cultural development is promoted soundly. The school pond and mini-beast habitat, alongside other work in science, gives opportunities for the expression of awe and wonder. School assemblies offer time for reflection and spiritual growth. The provision made for pupils' moral and social development is good. Adults are very good role models and show by example care and concern for others. Pupils are courteous to each other and adults, and respond well to the school's consistent approach to behaviour and discipline. They learn to distinguish right from wrong and the school's ethos encourages moral and social responsibility. Social development is fostered well and there is a strong sense of community throughout the school. Close involvement in village life

enhances social development and participation in charity work for overseas causes extends pupils' horizons.

30. Provision for cultural development is satisfactory overall, but there are fewer opportunities for pupils to gain full awareness of our multi-cultural society. Each term the school welcomes a visitor who brings her Indian costumes and artefacts for pupils to dress up in. Pupils are introduced to art and music from other cultures. Classrooms contain some multi-cultural toys and games but the library contains only a small number of appropriate books.
31. From the evidence of assemblies observed it is clear that the school fulfils its statutory requirement for daily collective worship and that this aspect of the school contributes effectively to the spiritual and moral development of the pupils and their sense of belonging to the school community. Parents are happy with the caring ethos of the school and the values that it transmits. Since the previous inspection in 1996 the school has improved the promotion of spiritual, moral, social and cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school makes satisfactory provision for the welfare, support and guidance of all pupils in a caring and orderly environment. It is a friendly community where the teachers know their pupils well. From the parents' questionnaires and the pre-inspection meeting, it is evident that parents regard the school as 'one big family' and are very happy for their children to attend the school. A caring Christian ethos underpins the work of the school which has clear rules understood by all the pupils.
33. The academic and personal development of pupils is carefully monitored and recorded by staff. Baseline assessments are carried out when pupils enter the school so that the progress of individual pupils can be tracked and areas where pupils show slower development can be given special attention. Appropriate assessments are carried out at the end of Years 3, 4, and 5 in addition to the statutory national testing in Years 2 and 6. Effective narrative records, which inform the very good annual end of year reports, are kept for each pupil. A 'Treasure Chest' of good work to exemplify achievement is compiled efficiently for each pupil throughout the school. Pupils show good awareness of their own progress and contribute to the process of assessment through self evaluation. More accurate identification and effective assessments of pupils with special needs is being developed. Close links are maintained with outside agencies who work with and assess pupils who are on the schools register of special educational need.
34. There are good procedures for promoting and maintaining good behaviour. School rules are supplemented by pupils' own class rules and good behaviour is recognised and rewarded. Minor misdemeanours are dealt with firmly and quickly. No poor behaviour was observed during the inspection. Pupils are confident that any incidents of bullying are dealt with appropriately by their teachers, there is no formal policy or procedures to counter bullying or racism should they occur.
35. The school's procedures for ensuring pupils' welfare, health and safety are satisfactory overall. In the previous report Health and Safety was mentioned as a key issue, due to a number of specific matters and the absence of a formal policy. Action has been taken in all of these areas. There is now an appropriate Health and Safety policy and risk assessments are carried out regularly, as are checks on electrical and other equipment. Fire drills are regularly carried out. The procedures for dealing with first aid, medicines and accidents are well established. Child protection procedures have been reviewed, the headteacher has received training and is the designated person responsible. The draft policy awaits imminent ratification and implementation. Some staff still require training.
36. The procedures for promoting attendance and punctuality are satisfactory. The school has worked hard to gain the co-operation of parents in notifying the school about pupils' absence and minimising the number of family holidays taken during term time. The great majority of pupils arrive at school in good time and are settled ready for registration, which is taken promptly. Pupils' attendance at school is correctly marked in the registers but procedures for annotating reasons for absence, and monitoring and collating the absence data in all the registers presently

lacks rigour. For the very small number of pupils with poor attendance records the Education Welfare Officer from the Local Education Authority supports the school appropriately.

37. The behaviour policy is effective in promoting good standard of behaviour throughout the school. It is implemented consistently by teachers and all other support staff and helpers, including the lunchtime supervisors, voluntary and parent helpers. Pupils know the school rules as well as the rules in each class, and they also understand the rewards and sanctions system in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school works well with parents. Responses to the parents' questionnaire and views at the parents meeting indicate that the majority of parents are very satisfied with what the school provides for their children, in both their academic achievement and their personal development. Their relationship with the school is open and friendly. The majority of parents feel welcome in the school and they believe that all the staff are approachable and prepared to discuss any concerns that they may have at any time. The good standards noted in the previous inspection have been maintained.
39. The information provided to parents is very good. Most parents believe that they are well informed about the school, although a few would like more information. Regular newsletters and other notes keep them informed about school activities and any special functions and events. The school prospectus and governors' annual report to parents conforms to government guidance and statutory requirements. All parents are notified at the beginning of each term about the topics for the forthcoming period, and consultation evenings are held every term. The annual reports for pupils are very good. For each subject the report explains how well the individual pupil has progressed during the year and what next to focus attention on for the future. A section on the personal development of the pupil is included, together with a space for parents to add their comments. The reports are supplemented by a set of targets for the summer term, for each pupil, which are subsequently reviewed and commented on by both pupils and parents.
40. The school works closely with parents, and their involvement in school is good. However, a few parents do not feel fully involved. A large proportion of parents have signed and returned the home-school contract for their child. The majority of parents, but a few do not, understand the homework policy clearly. Parents work with pupils at home, particularly reading and spelling for the younger pupils. The support of parents for the school through the Parent Teacher Association is very good as illustrated by the substantial funds raised through their numerous functions, averaging around £4,000 each year. The local community regards many of the school or PTA events as village occasions. A large number of parents and other members of the local community come into school to help on a regular voluntary basis, either in the classrooms or in some of the after school activities. Their contribution is well managed by the teachers, and makes a valuable contribution to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher leads the school very effectively. She has a very good understanding of what is best for the school. She is supported well by her hard working deputy headteacher and a committed staff. She sets a very good example to others by the high quality of her teaching. Since her appointment in the spring term of 1998 significant changes have been implemented. She understands her role and her responsibilities are clearly defined. This is an improvement since the last inspection when the role and responsibilities of the headteacher was a key issue. Although standards in English and mathematics were below average last year and will be this year at the end of Key Stage 1 they are showing signs of returning to the above average standards generally achieved by the school. The school is in a good position to make even more improvement.
42. Governors are now fully involved in the running of the school. They set realistic targets for improvement in provision across the school. They monitor and evaluate progress towards these targets effectively. Governors monitor work in classrooms and record their findings on agreed proformas. There is a shared commitment to raising standards. Governors support the school well,

- they now have a good understanding of the schools' strengths and weaknesses. They know the school well and make regular visits which enable them to see the school at work. There is a good committee structure which feeds back to the main governing body with relevant information to assist their decision making. There are identified governors for literacy, numeracy and special educational needs. The governing body meets regularly and fulfils its duty well.
43. There are co-ordinators for all National Curriculum subjects. Their roles are being developed appropriately, for example, they are collecting samples of work to exemplify standards in their subjects at both key stages. Curriculum development is supported well. Long, medium and short term plans are monitored on a regular basis. The headteacher, her deputy and the under fives teacher are beginning to monitor teaching effectively. This is extending the good practice in school, and beginning to have a positive impact on raising standards for all pupils. Appraisal procedures are in place, and the governors have set targets for the headteacher in relation to performance management.
 44. The implementation of the school's aims, values and policies is good. The day-to-day running of the school reflects these aims well. The school is sensitive of the need to give equal opportunities to all, and it is effective in seeing that this happens. There is a positive Christian ethos which permeates the school and all its work. The very good relationships within the school ensure that it is a happy place to learn.
 45. The school development plan, which includes an improvement section, is a good working document, which helps the school effectively, progress towards its planned development. The headteacher, her staff, pupils and governors contribute to the plan and it is presented to the governors for discussion and agreement. The management of children under fives is good. The management and implementation of the National Literacy Strategy and the National Numeracy Strategy has been satisfactory.
 46. The management of pupils with special educational needs is satisfactory overall. The co-ordinator is new to her role and is beginning to manage the responsibilities of her post appropriately. The school complies with the Code of Practice, and is updating its current policy document. Those pupils identified as having special educational need are supported well by the support staff.
 47. Financial procedures are good. The school's administrative officer is efficient and effective in supporting the daily running of the school. Appropriate use is made of technology to support procedures and allow regular information to be accessed for scrutiny. Grants are used for their specific purpose. Sound monitoring of the standards fund and national grid for learning grants take place. The principles of best value are applied satisfactorily. All major spending decisions are discussed fully at governing body meetings. Minor issues raised in the most recent audit report in June 1999 have been addressed successfully.
 48. There is an adequate match of staff to meet the needs of the school. Induction of new staff to the school is satisfactory. However, the accommodation is unsatisfactory at present, as the library is being used as a classroom. This limits older pupils developing research and study skills, but will be resolved when the new building is completed. The school is attractively decorated and reflects its welcoming and caring ethos. There are sufficient resources to support the teaching of all subjects. Resources in English are good.
 49. This aspect of the school has improved most since the previous inspection. At that time some serious weaknesses were identified about the quality of management, giving cause for serious concern. This is no longer the case.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the school should:

1. Raise standards in English at the end of Key Stage 1 by:
 - a) continuing to focus clearly on learning objectives, particularly in speaking, reading and writing. (Paragraph. 4. 5. 60. 61. 62. 66)
 - b) teachers continuing to set appropriate short term targets for pupils and monitoring progress in achieving them. (Paragraph 66)
2. Raise standards in mathematics at the end of Key Stage 1 by:
 - a) continuing to focus on learning objectives, particularly in enabling pupils to express their mathematical calculations clearly. (Paragraph 74)
 - b) teachers setting appropriate short term targets for pupils and monitoring progress in achieving them. (Paragraph 74)
 - c) ensuring that pupils understand what is expected of them. (Paragraph 7. 73.74)
3. Continuing to monitor teaching so that the very good practice seen in some lessons is extended, ensuring that more of the teaching is good or better. (Paragraph 43. 68)
4. Other minor weaknesses
 1. Handwriting is good at the top end of the school but pupils do not use joined writing consistently in their work. (Paragraph 65)
 2. In geography lesson planning includes clear objectives but sometimes the work set for pupils at Key Stage 2 lacks sufficient challenge. in respect of analysing evidence, drawing conclusions and communicating findings. (Paragraph 95)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	26	47	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	130
Number of full-time pupils eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	96.1
National comparative data	94.1

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999(98)	10(8)	10(9)	20(17)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7(5)	6(5)	8(6)
	Girls	8(7)	10(7)	10(8)
	Total	15(12)	16(12)	18(14)
Percentage of pupils at NC level 2 or above	School	75 (72)	80 (71)	90 (83)
	National	82 (74)	83(74)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7(6)	8(6)	5(7)
	Girls	8(7)	9(7)	6(7)
	Total	15(13)	17(13)	11(14)
Percentage of pupils at NC level 2 or above	School	75 (77)	85(76)	55(88)
	National	82 (80)	86 (83)	85 (82)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999(98)	11(8)	10(7)	21(15)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5(5)	4(5)	5(6)
	Girls	7(5)	4(6)	5(7)
	Total	12(10)	8(11)	10(13)
Percentage of pupils at NC level 4 or above	School	57(67)	38(73)	48(86)
	National	70(65)	69(59)	78(71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5(5)	6(6)	5(6)
	Girls	7(7)	5(6)	5(7)
	Total	12(13)	11(12)	10(13)

Percentage of pupils at NC level 4 or above	School	57(89)	52(80)	48(86)
	National	68(65)	69(72)	75(71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	105
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	30
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	50

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/00
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	£
Total income	191560
Total expenditure	190144
Expenditure per pupil	1585
Balance brought forward from previous year	9064
Balance carried forward to next year	10480

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	130
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	4	0	0
My child is making good progress in school.	55	38	4	1	1
Behaviour in the school is good.	66	26	4	0	4
My child gets the right amount of work to do at home.	37	39	15	5	3
The teaching is good.	66	26	3	0	5
I am kept well informed about how my child is getting on.	55	31	12	0	1
I would feel comfortable about approaching the school with questions or a problem.	83	10	3	4	0
The school expects my child to work hard and achieve his or her best.	64	31	3	0	1
The school works closely with parents.	63	24	10	0	3
The school is well led and managed.	67	22	4	4	3
The school is helping my child become mature and responsible.	57	36	5	0	1
The school provides an interesting range of activities outside lessons.	53	28	9	0	9

Summary of parents' and carers' responses

The inspection team agrees with the parents' positive views, except that in respect of the last two items, where teaching and progress are judged to be satisfactory. The team believes that there is little more that the school could reasonably do to work more closely with parents and to provide more information about childrens progress. In accordance with the published policy homework is set and contributes positively to pupils learning.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. Children under five are taught in the reception class. At the time of the inspection 11 children out of 21 were under five. Attainment on entry is broadly average. This is confirmed by baseline assessments which are done soon after children start in the reception class. They have a good start to their education, and make good progress in all areas of learning, most will achieve the desirable learning outcomes by the time they are five.
51. The quality of teaching in **personal and social development** is good and children make good progress in this area of learning. They gain confidence and learn to make positive relationships with other children and adults. They demonstrate increasing independence in organising their activities, finding their name card and registering themselves for lunch at home or school. The teacher and classroom assistant encourage children to take responsibilities and rarely have to intervene to sort out minor disputes. There is a good planned programme of personal and social development which encourages appropriate behaviour. Children take turns, share fairly and help to tidy up after activities. Most children are well on target to achieve the expected outcomes in this area of learning by the age of five.
52. The quality of teaching **language and literacy** is good. Children enter school with a range of skills in this area. They make good progress and the effective teaching prepares them well for work in the early stages of the National Curriculum. Adults successfully encourage language development in their teaching and by engaging children in conversation. Good opportunities are provided for children to undertake role play which promotes speaking and listening effectively. The “Garden Centre” in the new classroom extension is stocked imaginatively with articles for sale and dressing-up clothes, which extend role play effectively. Children enjoy the regular story-telling sessions very much and they learn to share big books with the teacher. All children know how to handle books and follow a story from the pictures. They are already acquiring good knowledge of letters and their associated sounds. Some are able to read simple words and many can distinguish between pictures, words and letters. There are good resources including appropriate books and well used story bags to encourage reading. There are regular opportunities for writing and children are fully aware that writing is a way of communicating. They trace, copy or make their own attempts at writing with increasing skill and accuracy. Most children will achieve the expected outcomes in language and literacy by the age of five.
53. The quality of teaching in the **mathematical** area is good. Children make good progress and most are likely to achieve the expected outcomes. Most have a secure understanding of numbers to 10 including zero. Many can count forwards and backwards to 20. The majority can subtract from five accurately. They are developing appropriate mathematical language, for example, in a weighing activity, they predict and estimate, heavy, light, heavier than and lighter than confidently. They make predictions and test them out with a high degree of accuracy. Children use appropriate mathematical resources effectively for matching, sorting, counting, shape, measuring and weighing. Concepts of capacity are developing satisfactorily through learning activities such as sand and water play.
54. The quality of teaching in the area of **knowledge and understanding of the world** is good. Children make good progress. Children explore the school and its attractive grounds and take walks around the village. These early geographical experiences are extended in the classroom by the use of miniature world toys to re-create their environment and reinforce learning after their explorations. They play with a satisfactory range of tracks, play mats and toy vehicles indoors. Children develop early awareness of history by learning about themselves and their families, gaining understanding of how people and things change over time. Technological skills are well developed through construction games. Good use is made of the two computers which pupils use with confidence and a high degree of independence. Very successful teaching about living things

and events in the natural world fosters scientific activities well. They grow plants and seeds and carefully observe the tiny creatures they find in their daily inspection of the mini-beast habitat in the garden. The school pond is an excellent resource for scientific observation. Most children are likely to achieve the expected outcomes in early geographical, historical, scientific and technological learning by the age of five.

55. The quality of teaching in the area of **physical development** is satisfactory. Children make satisfactory progress. Fine manipulation and co-ordination skills are soundly developed by many opportunities for drawing, painting, cutting and sticking. Children are taught to use appropriate tools safely. The large motor skills of climbing, balancing and jumping are developed through planned, regular use of the school hall and its resources for indoor physical education. Children observed during a class lesson used space safely, followed the teaching instructions to walk on the spot, march with swinging arms, skip and change direction well. Firm plans are in hand to extend physical development by furnishing the recently completed dedicated outdoor play area with climbing equipment and wheeled vehicles appropriate to the needs of young children. Most children are likely to achieve the desirable learning outcomes in this area of learning.
56. The quality of teaching in the **creative area** is good. Children make good progress in their creative development. Their drawings and paintings are colourful and show discernible form, making an important contribution to the attractively displayed learning environment. In singing and circle games they listen attentively, recognise words and actions. They gain the confidence to join in singing hymns in school assembly with enjoyment and confidence. The good resources and good teaching encourage children to express their ideas and communicate their feelings through art, music, dance, stories and imaginative play. Most pupils will achieve the expected outcomes in this area of learning by the age of five.
57. The quality of teaching for under fives is usually good and sometimes very good. The class teacher has very good knowledge of the needs of young children and knows her children and their families well. The caring and affectionate relationships and the good induction procedures enable children to settle down happily very quickly. The teacher and classroom assistant work well as a team and the assistant makes an effective contribution to children's learning. They are both very good role models. Lessons are well planned and based on the desirable learning outcomes. Children benefit from the good use of parents and voluntary helpers in the classroom. They enjoy coming to school and their positive attitudes help them to learn. Teaching methods are appropriately balanced between teacher-directed and child-initiated activities. Children are well prepared for work on the National Curriculum by the time they leave the reception class.
58. The previous report in 1996 cited several points for development and all of these have been addressed fully. Children are now engaged in active learning. In language and literacy there are planned times for sharing rhymes and jingles. In mathematics there are good opportunities for the use of number in play activities such as shopping and structured sand and water play. Skills are used in design activities and used purposefully to resolve realistic problems. Scientific activities are well focused and technological work is critically evaluated. Computer use is now good. In physical education there is now a dedicated outdoor play area and appropriate play equipment is planned imminently. The reception class now provides continuously available planned activities for children to practise and develop skills independently. In the area of creative learning there are now sufficient opportunities for pupils to sing, dance and play dressing up roles. The education of children under five has improved significantly. Improvements have been made to the accommodation in the reception class and it is now satisfactory. Resources are also satisfactory and are usefully extended by those borrowed from the Wiltshire Learning Resources Centre.

ENGLISH

59. Observations indicate that the current Year 6 pupils, including those with special educational needs, make satisfactory progress and that attainment will be similar to the national average by the end of the key stage. At Year 2 pupils, including those with special educational need, make

satisfactory progress. However, attainment will be below average by the end of the key stage. On entry to school, the attainment of the present small Year 2 cohort was below average overall. Although they make satisfactory progress some of the pupils have not caught up sufficiently to achieve Level 2 and this will keep overall results below average.

60. At Key Stage 1 pupils listening skills are good. They are very attentive and follow what the teacher is saying well. Pupils understand how to take turns. They listen to each other carefully. Speaking skills are satisfactory. At the beginning of the key stage pupils respond to teachers' questions confidently and with enthusiasm. They are able to recall and retell the main points of a story in correct sequence. At the end of the key stage, some of the small number of Year 2 pupils lack confidence in speaking. They listen well but need prompting from the teacher to respond.
61. At the beginning of the key stage the majority of pupils make good progress in reading. They have a secure knowledge of letter sound relationships and can sound out three letter words correctly. They develop a good range of word recognition strategies to help their reading. A few pupils read very well for their age, with good understanding and expression. Pupils enjoy reading and are familiar with book conventions. They know the alphabet well and can locate words in a dictionary using first and second letters. By the end of the key stage, progress is slower for some pupils. Most of the pupils use picture clues for meaning and can read frequently occurring words but some have difficulty sounding out unfamiliar words which impedes fluency and understanding. They enjoy reading poetry aloud and can identify words with opposite meanings but have difficulty in thinking of pairs of opposites.
62. At the beginning of the key stage pupils make good progress in developing writing skills and attain good standards. Letter formation is clear and pupils are able to convey meaning in simple sentences using capital letters and full stops. Spelling of common words is satisfactory. Pupils write simple stories, which have a beginning, a middle and an end. At the end of the key stage sentence structure and spelling of high frequency words is less secure for some pupils. Pupils' independent writing is not satisfactorily developed.
63. At Key Stage 2 pupils speaking and listening skills are good. Pupils listen well in lessons and respond promptly and enthusiastically to questions. They speak confidently and clearly in class and in assemblies. Older pupils have good opportunities through drama to develop speaking skills and perform well in front of large audiences. Pupils of all ages engage visitors to school in conversation with ease. More formal public speaking skills of presenting and defending an argument are less well developed.
64. At Key Stage 2 most pupils make satisfactory progress in reading and writing. Pupils' attitudes to books are good this has a positive impact on their learning. They read regularly in class and for pleasure and good records are kept. Pupils scan books for specific information and to judge the usefulness of the books. Many pupils in Year 6 understand and deduce meaning beyond the literal but some pupils still find this difficult. Pupils distinguish between fact and fiction effectively, and analyse a text critically. Pupils use dictionaries and thesauruses competently to enhance their work.
65. At Key Stage 2 pupils write satisfactorily for different purposes and for an appropriate variety of audiences. Some attain good standards, particularly in extended creative writing where examples of story and play writing, which developed a theme well, and contained lively dialogue. Sentence structure, spelling and punctuation is sound in the majority of cases and pupils use a good range of vocabulary. They understand the common rules of grammar and this is reflected in their writing. Pupils make notes, and expand from these into full sentences. Use of different tenses and paragraphs are less well established. Handwriting is good at the top end of the school but pupils do not use joined writing consistently in their work.
66. The quality of teaching at both key stages is satisfactory overall. Some is good or very good and a little is unsatisfactory. This is an improvement since the previous inspection. Where teaching is satisfactory, planning for the literacy hour builds on past learning and sets out clear learning

objectives. Most lessons are delivered at a satisfactory pace and pupils are actively engaged in learning for the full time. Work set for the pupils usually takes into account their stage of development and the teacher effectively provides feedback and any required support or guidance. Where teaching is good or very good, the teacher communicates an enthusiasm to the pupils so that they are very responsive and contribute well to the lesson which moves at a good pace. When teachers set appropriate short term targets for pupils and monitor progress towards them learning is effective. Questioning prompts and probes for extended answers and effective strategies are employed to consolidate learning. For example in a Year 1 lesson, each difficult new word in a storybook was uncovered letter by letter so that when the whole word was shown, all the pupils could read it. In a Year 5 lesson, the sharing of the teacher's careful analysis of examples of previous writing enabled pupils to immediately improve their own standards of writing. Where teaching is unsatisfactory, the teacher does not always fully engage the pupils in their learning and learning objectives are not specific enough. At the end of the good lessons, pupils are proud of their achievements and this has a positive impact on their learning.

67. Generally, teachers use their time effectively in lessons to facilitate learning. The support assistants make good contributions to pupils' learning. The regular support which some pupils identified with special educational needs receive is well focused and helpful. These pupils make, at least, satisfactory and sometimes good progress. Teachers work hard to support all pupils, this is most effectively when extra help is available especially for some pupils who benefit from extra support but are not on the special needs register. Information technology is used effectively across the school to foster writing and spelling skills. Most pupils are confident users of basic word processing programmes and older pupils produce a good standard school "Update" with reports of events written by the pupils.
68. The subject is led very well by the co-ordinator who employs her considerable experience and expertise to the benefit of the school. Standards are carefully monitored through regular school assessments in addition to national assessments. Samples of work from each year group are annotated and moderated by the co-ordinator to ensure consistency in marking and teacher expectations. The National Literacy Strategy has been implemented satisfactorily and some effective monitoring of teaching has occurred.
69. Additional time has been allocated to guided group reading which is having a positive effect on standards. Target setting for the school and for individual pupils contributes to improvements in the standards of writing. The school is well resourced with sets of readers and a wide range of fiction and non-fiction in class libraries and school library. Some of these books contribute to the cultural development of the pupils. The school library was being used as an additional classroom at the time of the inspection and this limited older pupil's research and study skills.

MATHEMATICS

70. Observations indicate that the current Year 6 pupils, including those with special educational needs, make satisfactory progress and that attainment will be similar to the national average by the end of the key stage. At Year 2 pupils, including those with special educational need, make satisfactory progress. However, attainment will be below average by the end of the key stage. On entry to school, the attainment of the present small Year 2 cohort was below average overall. Although they make satisfactory progress some of the pupils have not caught up sufficiently to achieve Level 2 and this will keep overall results below average.
71. At Key Stage 1 younger pupils count confidently to 100. In the mental warm up they sing number rhymes and count on in 2's enthusiastically. They use their individual white boards to good effect and record odd and even numbers which are more than 5 then more than 10 accurately. Pupils count 1p, 2p, 5p and 10p coins carefully. They enjoy doubling numbers and a teacher was quick to seize the opportunity to develop pupils thinking by asking a pupil to explain how he doubled 16. This built the pupils' confidence and had a positive impact on learning for others. Pupils develop good estimating skills guessing whether there are fewer or more objects on a tray than a given

number, for example “quickly estimate are there more than 9 or less than 9 objects on the tray”. Pupils then consolidate this learning undertaking a variety of related activities. Learning is effective because lessons are well planned and move at a good pace. Pupils understand what is required of them, and are keen to participate and are praised for effort and achievement. In Year 2 pupils use coins to £1, to investigate and solve money problem they participate well in the mental warm up but are sometimes unclear about what is expected of them in the activity session, therefore learning is less effective.

72. Pupils at Key Stage 2 continue to develop an understanding of problem solving using money. They use addition and subtraction to 100 and convert pounds to pence effectively. They devise methods of subtracting different amounts of money, for example, $100\text{p}-73\text{p}$, $100\text{p}-70\text{p}=30\text{p}$, $30\text{p}-3\text{p}=27\text{p}$. In Year 4 pupils’ understanding of place value to 1000 is secure. They arrange 4 digit numbers to form highest and lowest numbers. Pupils helpfully check each other’s work. Pupils are adept at using their own processes for the four number operations and explain clearly how they use them. Pupils use the correct mathematical terms to describe their workings. In Year 6 pupils work effectively with number patterns and begin to write cross mappings in algebraic notation. Pupils effectively recap previous learning before starting their work. They work out patterns in “house”, triangle and 3D shapes. They explain in words what they have done, and then begin to formulate algebraic notation accurately.
73. Pupils respond well to mathematics. Pupils enjoy their work and are enthusiastic, particularly when they are working on their white boards. Pupils listen well to their teachers and are attentive and keen to learn. However when they are unsure of what to do they lose concentration. Behaviour is generally good in lessons. Pupils work well together, in pairs co-operating effectively on group tasks. These good attitudes have a positive impact on pupils’ learning.
74. The teaching of mathematics is satisfactory overall. This is an improvement since the previous inspection when some significant shortcomings were observed. Teachers plan activities which are interesting and lively. The school has implemented the National Numeracy Strategy satisfactorily. Good use is being made of individual white boards at the beginning of lessons. In the best lessons relationships and behaviour are very good. The teacher uses discussion to clarify thinking and reinforce learning. Learning objectives are clear and pupils are given opportunities to express their mathematical thinking. Different tasks using the same problems but with different numbers extend the higher attaining pupils and learning is effective. Teaching is most effective when teachers set short term targets for pupils and monitor their progress in achieving them. When pupils are unsure of what is expected of them learning is less effective.
75. The curriculum is broad and balanced and meets statutory requirements. The National Numeracy Strategy is used as a basis for a scheme of work and this ensures continuity through the school. This is an improvement since the previous inspection when there was a lack of documentation to support teachers planning and practice. There are good links with art, for example, the pattern work of Escher and science were data handling is used effectively. Information technology supports learning satisfactorily.
76. The subject is satisfactorily co-ordinated by an experienced teacher who monitors standards by reference to teachers’ planning and some lesson observations. An annotated portfolio of pupil’s work gives the co-ordinator a good overview of the work in school. There are adequate resources available to teachers, however the co-ordinator is collecting ideas for staff to use in the mental maths activities. There has been an overall improvement in the teaching, documentation, co-ordination and planning for mathematics, however these improvements have not yet fully impacted on standards in all year groups.

SCIENCE

77. Observations indicate that pupils at both key stages, including those with special educational

needs, make satisfactory progress and that attainment will be similar to the national average by the end of Key Stage 1 and 2. In the area of study about "Life Processes and Living Things" standards are above average and pupils in both key stages demonstrate good learning.

78. At the beginning of Key Stage 1 pupils are introduced appropriately to investigative and experimental science. They investigate materials and their properties, learning about natural and man-made materials effectively. They experiment appropriately with changing ice into water and melting chocolate. They learn the difference between things that are living and things that have never been alive. They classify animals according to fur, feather, scales or skin, and study different habitats of air, land and water effectively. Later in the key stage pupils learn about humans as organisms and begin to name parts of the body well. They show a keen interest in the growth of plants. They experiment well to find out what conditions are needed for germination. They make predictions accurately. Pupils learn about physical processes of forces and motion, light and sound well.
79. At Key Stage 2 pupils make predictions and understand the principles of fair testing. They use appropriate language and are aware of the need to measure carefully in order to reach conclusions. Pupils in Years 5 and 6, investigating water cooling, they understood the scientific process, recorded experimental results in a table and answered their hypothesis well. They could explain their interpretation of the data collected effectively. Pupils in Years 3 and 4 used skills of systematic enquiry to carefully considered questions to construct a branching key.
80. The quality of teaching is satisfactory. Some of the teaching is good. Lessons are well planned with clear learning objectives. Tasks are satisfactorily matched to pupils' different ages and prior attainment. Good quality science in-service training has improved teachers' subject knowledge and raised the quality of teaching. This has had a beneficial impact on pupil's progress in science work. Teachers give clear instructions, explain concepts appropriately and have high expectations of pupils. Assessment is satisfactorily developed and used to inform future teaching. Samples of work are assessed according to National Curriculum levels, annotated clearly to describe the context of the work and the pupil's response. These form a useful record of science work which is well presented and ensures consistency of assessment among the teachers. Pupils are encouraged to measure their own learning and set targets for themselves with the teacher. Good narrative records are kept by teachers which inform high quality reports to parents.
81. Standards in science have improved satisfactorily since the previous inspection. All the issues have been addressed with determination. Schemes of work now ensure coverage of the National Curriculum in science. Planning procedures are now good. Work is prepared and presented with sufficient challenge for all pupils. Teachers' expectations have been raised and implementation of the assessment policy ensures that teachers know what pupils can do and understand. Appropriate targets are set for the next steps in learning. Pupils are now encouraged to use their mathematical skills to collect, present and interpret data effectively. Pupils display good attitudes towards their science work and this helps them to learn efficiently.
82. The subject is satisfactorily co-ordinated by an experienced teacher who monitors standards by reference to teachers' planning and oversight of work on display. There are adequate resources available to teachers and the co-ordinator organises them efficiently. She is aware of the need to extend resources including books when funds are available. Resources are extended usefully by the school grounds and the large, well kept pond. Both of these resources widen the scope for the study of botany and biology. Staff show a clear determination to succeed.

ART

83. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress at both key stages. Pupils have a worthwhile experience while at the school. This is similar to that found during the previous inspection.

84. At Key Stage 1 pupils develop their imagination through working with different stimuli and sharing ideas. They experiment with colour, shape and texture. Pupils develop skills in painting and observational drawing, they use clay and other materials. Pupils painted and made imaginative trees for a jungle scene effectively. They used dough to create shapes and talked confidently about different textures. Some pupils worked independently on the computer, using a painting program to produce attractive pictures. They develop appropriate terminology to express ideas extending their literacy skills, for example, when they described the different trees that they had painted or made.
85. At Key Stage 2 no lessons were observed. However, from scrutiny of pupils' work and work in the school portfolio it is evident that pupils experiment with a range of media and are given a sound foundation in the development of the creative, imaginative and practical skills needed to express ideas and to record their observations. Pupils have sound opportunities to use and select from a range of materials for pattern making, printing and drawing. There are good links with other subjects, for example rotational pattern work with mathematics and cultural links with African art in mask making. Pupils response is good they enjoy their art work and are keen to talk about what they have achieved. Pupils take a pride in their work and it is displayed carefully by teachers. There are good examples of pupils' work celebrating significant events such as the Silver Jubilee and The Millennium, these are attractively displayed.
86. The quality of teaching is satisfactory. This is an improvement since the previous inspection when some unsatisfactory teaching was observed. Teachers organise lessons so that pupils experience a range of techniques and media. The co-ordinator manages the subject satisfactorily. She has assembled an attractive portfolio of annotated work from each year group which usefully guides teachers towards consistency of standards. She is developing her role in school and is aware of the next steps of monitoring, evaluating and improving performance of teaching and learning.

DESIGN AND TECHNOLOGY

87. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress at both key stages. Pupils have a worthwhile experience in design and technology while at the school.
88. At Key Stage 1 pupils learn the early skills of drawing, labelling, cutting and sticking appropriately. Year 1 pupils are adept at assembling models using construction kits and have an understanding of the basic mechanism of movement. Pupils create their own designs before making items such as an animal clock with movable hands and a concertina book with "pop-up" features. Other projects have included designing, making and evaluating model robots, masks and a board game. These have been evaluated efficiently with assistance and opinions from parents. Older pupils have effectively designed and made clay animals, African masks and a fabric backing for the school piano.
89. At Key Stage 2 pupils refine their skills appropriately to include the use of tools. They progress from simple evaluation to testing their construction and identifying what they might have done differently to improve the final product. Pupils designed and made an attractive tile to use as a stencil to create tessellating patterns. They are undertaking a task to design and make a package for flower seeds. They have studied commercial packaging and drawn conclusions about marketing techniques. Older pupils integrated design and technology with a history topic, making effective weapons and testing them out. The oldest pupils worked through the design and technology process when making sand timers, evaluating and improving them as they progressed. Good links with science were made when making model skeletons from paper and gardening wire. Pupils aimed for physiological accuracy and movement. Good use of literacy and links with information technology were made by pupils using the computer to write instructions. Pupils have made model vehicles which moved forwards, backwards, up and down. They described the function of wheels and axles effectively.
90. The quality of teaching is satisfactory. This is an improvement since the previous inspection when

some poor teaching was observed. Satisfactory improvement has been made since the last inspection and all issues have been addressed in the subject. Schemes of work have been adopted which cover all aspects of the National Curriculum Programmes of Study. Pupils have satisfactory access to an appropriate range of materials and equipment. Pupils now evaluate their work and improvements in teachers' planning have increased challenge appropriately. Assessment procedures have been developed and are now sound. These have a positive impact on pupils' learning.

91. The newly appointed co-ordinator manages the subject satisfactorily. She has assembled an attractive portfolio of annotated work from each year group which usefully guides teachers towards consistency of standards. She is developing her role in school and is aware of the next steps of monitoring, evaluating and improving performance of teaching and learning. Resources are adequate, although the co-ordinator is aware of the need to extend the number of reference books and to update the school's collection of tools

GEOGRAPHY

92. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress at both key stages. Pupils have a worthwhile experience in geography while at the school. This is an improvement to that found during the previous inspection. No judgement was made then because of insufficient evidence and the subjects "tenuous place in the school's curriculum".
93. At Key Stage 1 pupils' mapping skills are developing satisfactorily. Pupils understand the concept of "plan view" and are able to identify features of the school on a simplified map. They trace a route around the school and draw their own pictorial maps accurately. Pupils can give simple directions appropriately. By the end of the key stage, pupils understand a range of geographic terms satisfactorily. They identify features of a landscape and make simple deductions about their influences on lifestyles. Pupils use atlases confidently. They can locate a given place using the index and grid references.
94. By the end of Key Stage 2 pupils understand and can name the features of the course of a river accurately. They know what causes rain and have measured rainfall in different parts of Great Britain. They appreciate the importance of water in their own lives and in places, which have low rainfall for parts of the year such as Kenya.
95. Teaching is satisfactory at both key stages. At Key Stage 1, the teacher's enthusiasm for the subject is conveyed to the pupils who are keen to learn. This has a positive impact on pupils' learning. Questioning at both key stages prompts pupils to extend their answers and promotes satisfactory learning. Lesson planning includes clear objectives but sometimes the work set for pupils at Key Stage 2 lacks sufficient challenge. in respect of analysing evidence, drawing conclusions and communicating findings.
96. The subject co-ordinator has recently assumed responsibility for this subject and is in the early stages of ensuring the implementation of the new scheme of work. Continuity and progression of learning across the key stages is being developed.

HISTORY

97. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress at both key stages. Pupils have a worthwhile experience in history while at the school. This is an improvement to that found during the previous inspection when no judgement was made because of lack of evidence.
98. At Key Stage 1 pupils are aware that change occurs over time. They know that artefacts help

people to know about the past. They learn that the toys children played with in Victorian times were different from their own toys. Pupils listen to stories about events and people from the past. They are developing a sense of chronology starting from themselves and their families and can use common terms to describe the passage of time.

99. At Key Stage 2 pupils understand the difference between primary and secondary sources of evidence and have related this to their studies of the Romans, the Tudors and life in Victorian times appropriately. Artefacts from the Victorian period have enhanced their learning. They identify changes within and across different periods effectively. They describe some of the main events, people and changes that have taken place. They are able to place events in time using a time line and have a satisfactory understanding of chronology. However some pupils have not learned to identify the different ways in which the past can be represented, for example written accounts, plays and songs.
100. Teaching is satisfactory at both key stages. Pupils are provided with opportunities to learn about the main features of a period effectively, however historical enquiry skills are less well developed. The subject co-ordinator has recently assumed responsibility for this subject and is in the early stages of ensuring that the new scheme of work is implemented. Continuity and progression of learning across the key stages is being developed. Whilst there has been improvement since the last inspection there is still scope for more.

INFORMATION TECHNOLOGY

101. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards which are similar to national expectations.
102. At Key Stage 1 pupils learn to use a variety of information technology equipment to confidently communicate ideas and handle information. Pupils use a "Roamer" appropriately. They use programs to solve mathematical problems and to record their work effectively. Pupils in Year 1 use the computer appropriately to manipulate shapes and patterns on the screen. They experiment with colours and tools including "pencil, brush, spray", and they use shapes and stamps to good effect. Pupils have good mouse control. Pupils in Year 2 load disks and retrieve their work or find programs appropriately. They are able to save and print their work. Most pupils understand the way in which the different icons work.
103. At Key Stage 2 pupils use information technology to combine different forms of information and show awareness of their audience. For example, the "St Andrew's Update", an interesting and informative newsletter that the older pupils write for parents and friends. Pupils write, collect and produce the newsletter themselves. They cut and paste the articles and produce an effectively edited newsletter. Pupils use a scanner and digital camera effectively. The school has its own web site and pupils use the Internet appropriately. Pupils record house points and keep a running total using the computer. Pupils in Years 3 and 4 are able to change fonts and colours confidently. Older pupils use Pixie to model and control events effectively.
104. Pupils respond well to information technology. They enjoy their work and are enthusiastic, and keen to talk about what they can do. Pupils listen well to their teachers and are attentive and keen to learn. Pupils work well together, in groups, co-operating effectively on shared tasks. Pupils' good attitudes have a positive impact on their learning.
105. The teaching of information technology is satisfactory overall. Teachers plan activities which are interesting and lively. They make the tasks relevant to their pupils. Good links are made with literacy, numeracy and art. All classes have sufficient resources although the class in the library does not have direct access to a printer. The school has improved its provision since the previous inspection and offers a broad and balanced curriculum. The after-school club further enhances the schools provision, it is popular with pupils and develops their skills, knowledge and understanding

well.

106. The subject is satisfactorily co-ordinated by an experienced teacher who monitors standards by reference to teachers' planning. An annotated portfolio of pupil's work gives the co-ordinator a good overview of the work in school. Resources are satisfactory.

MUSIC

107. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and very good progress at Key Stage 2. Pupils have a very worthwhile experience in music while at the school.
108. At Key Stage 1, pupils sing a range of hymns and songs from memory with satisfactory control of pitch, dynamics and breathing. They enjoy being able to vary the tempo and do this well. Pupils are able to perform short musical patterns by ear, clapping and using untuned percussion instruments which they can name accurately. They are provided with good opportunities to rehearse their music making and to perform for large audiences in the school concerts.
109. At Key Stage 2, standards are very good. Pupils are enthusiastic music makers. They sing in unison with good awareness of the different musical elements and with sensitivity for their audience. Pupils who attend the after-school choir are able to sing two part songs well. Recorder classes are provided at lunchtime and pupils achieve good standards. Pupils use a range of tuned and untuned instruments effectively to rehearse and improve their own compositions which they write using informal notation. They are introduced to the music of other cultures and sing simple songs for example in Swahili, with confidence. Older pupils are familiar with the language of formal musical notation and are able to recognise, name and perform a sequence of notes from a simple score.
110. Teaching is satisfactory in Key Stage 1 and very good in Key Stage 2 where the teacher has expert subject knowledge and enjoys teaching music. There are very good relationships and very good class management, the pupils respond immediately to directions. Pupils work well together and all objectives are achieved. This makes a very positive impact on pupils' learning. The music policy is in place but the scheme of work has not yet been fully collated. This makes it more difficult for non-specialist teachers to ensure the progress of all pupils. Peripatetic music teachers are subsidised by the school to enable pupils to learn to play a range of brass and wind instruments.
111. The subject is led with enthusiasm and expertise. Whole school concerts are performed twice a year, which provide with good opportunities for pupils to rehearse their music making and to perform for a large audience. These concerts also contribute well to pupils' cultural and social development. Music was identified as a strength of the school in the last report and this has been maintained.

PHYSICAL EDUCATION

112. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress at both key stages. Pupils have a worthwhile experience in physical education while at the school. Standards have been maintained since the previous inspection.
113. At Key Stage 1 pupils in a dance lesson explored moods and feelings to develop a response to music. They used rhythmic movements to develop co-ordination, balance and poise very effectively in response to sounds that simulated, rain, sun and growing flowers opening. Groups of pupils confidently demonstrated their work to the class, who commented sensibly and made positive contributions to the

quality of the movement. Percussion instruments were used well to create atmosphere and pupils responded enthusiastically.

114. At Key Stage 2 pupils sustain energetic activity over appropriate time in swimming, netball, hockey and football. Pupils swim each week and most have achieved their 25 metre badge. Pupils play a selection of games each week, they develop skills and learn the principles of attack, defence, invasion, striking, fielding and target placing. They play small sided games effectively. Pupils practice, improve and refine their performances and repeat series of movements with good control and accuracy.
115. Pupils behave well. They are enthusiastic and try hard. The quality of teaching is satisfactory overall. Sometimes it is good. Teachers are well organised, energetic and enthusiastic. They have secure subject knowledge. Support staff are effectively involved in working with groups. Lessons are well structured with appropriate warm up, development of individual and collaborative skills and a warm down. The hall is a good resource, however at present access to gymnastic equipment is limited because of extra furniture storage, this will be resolved when the new building is completed. Co-ordination of the subject is effective and the curriculum is enhanced by the organisation of extra curricular activities, including football and netball clubs. The school plays matches against other local schools on a regular basis.