

# INSPECTION REPORT

**Crudwell Cof E Primary School**  
Crudwell, Malmesbury

LEA area: Wiltshire

Unique Reference Number: 126319

Headteacher: Mrs Barbara Harvey

Reporting inspector: Mr Paul Baxter  
25217

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> October 1999

Under OFSTED contract number: 707896

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

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## INFORMATION ABOUT THE SCHOOL

Type of school	Junior and infant
Type of control	Voluntary controlled
Age range of pupils	4 – 11 years
Gender of pupils	Mixed
School address	Crudwell Malmesbury Wiltshire SN16 9ER
Telephone number:	01666-577357
Fax number:	None
Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Churchill
Date of the previous inspection:	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Susan Stock		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Efficiency
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## MAIN FINDINGS

### What the school does well

- The pupils achieve standards which overall are well above average, especially in English and science.
- The pupils' relationships with each other and with adults are very good.
- There is a very good ethos which helps to promote good progress.
- Links with the community are very good.
- The financial management and administration are very good.
- The leadership and management are good and the headteacher gives very good educational direction to the school.
- The teaching is at least good in over three fifths of lessons; it is very good in nearly a fifth and it is satisfactory or better in all lessons.
- Most pupils make good progress as they move through the school.
- Pupils have good attitudes to their work and their behaviour is good.

### Where the school has weaknesses

- I. In Key Stage 2, the attainment and progress of pupils in information technology are below national expectations and the curriculum for information technology does not meet the requirements of the National Curriculum.
- II. End of year reports in Key Stage 1 do not provide sufficient information about the pupils' achievements and progress, and the use of assessments of the pupils' work in non-core subjects is under-developed.
- III. Co-ordinators of non-core subjects have insufficient opportunity to monitor the quality of teaching and learning in their subjects.
- IV. The school's behaviour policy gives insufficient guidance to individual teachers and does not include an anti-bullying policy.

**The school's weaknesses are considerably outweighed by its many strengths, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has shown good improvement since the previous inspection and has maintained its development well despite a period of uncertainty caused by staff illness. The overall quality of the teaching has been improved and is now good. The relationships between pupils have improved and are now very good. Standards have risen and are now well above expectation overall. The pupils' attainment has improved or been maintained in most subjects, excepting in information technology where standards have fallen to below those expected of eleven year olds at the end of Key Stage 2. Other areas of provision have improved significantly overall, including the effectiveness of the governors, the planned curriculum and the improved provision for children under five. The school now gives good value for money and the inspection team finds that the school has a good capacity for continuing improvement.

## Standards in subjects

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

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

Given the small and differing number of pupils in each year group, care must be taken not to place too much emphasis on one year's performance. Nevertheless, the results achieved by 11 year old pupils in 1999 continued an improving trend in English, mathematics and science and compare well with those achieved in similar schools. Taking the end of Key Stage 2 National Curriculum tests and teachers' assessments together for the three years 1996 to 1998, there are indications that the pupils' attainments were well above average in English and science and above average in mathematics. Inspection evidence shows that the pupils' attainments at the end of Key Stage 2 are well above the expectation in English and science, above expectation in mathematics and below expectation in information technology. Religious education is evaluated separately within the Diocese Section 23 inspection.

Children under five make good progress overall. Most pupils make satisfactory progress over time through Key Stage 1 and good progress through Key Stage 2. Most pupils exceed the national expectations in English, mathematics and science and meet the expectations in information technology by the end of Key Stage 1. Pupils generally make good progress overall in art and music, but progress in information technology is unsatisfactory in Key Stage 2. Pupils make satisfactory progress overall in all other subjects.

### • Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Good
Science		Insufficient evidence	Good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Reported in	Section 23 inspection
Other subjects	Good	Satisfactory	Good

The quality of teaching is good overall; teaching is good for children under five and in Key Stage 2. The teaching is satisfactory in Key Stage 1. Teaching was satisfactory or better in all the lessons observed. In 18 per cent it was very good, it was good in 46 per cent and it was good or better in 64 per cent of all the lessons observed. There were too few opportunities, however, to judge the quality of teaching in information technology and geography across the school and in design and technology in Key Stage 2 and in science in Key Stage 1. The teaching was good in most subjects in Key Stage 2, including swimming, and was satisfactory in most subjects in Key Stage 1.

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

### Other aspects of the school

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good behaviour and attitudes and very good relationships.
Attendance	Good; above the national average.
Ethos*	Very good overall; underpinned by close links to the Anglican church, pupils show good attitudes and relationships are very good. The school has an effective commitment to high standards.
Leadership and management	Good overall; very good leadership by the headteacher, improved and effective contribution from governors and staff.
Curriculum	Satisfactory overall, good for children under five and in Key Stage 1, weaknesses in information technology in Key Stage 2, good extra-curricular provision. Satisfactory procedures and use of assessments overall, especially in core subjects.
Pupils with special educational needs	Satisfactory provision.
Spiritual, moral, social & cultural development	Good in all aspects, supported by strong links with the church, parents and the community.
Staffing, resources and accommodation	Good overall, satisfactory staffing and much improved accommodation and resources for children under five.
Value for money	Good

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

• **The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<p>V. Parents feel it is easy to approach the school with questions or problems to do with their children.</p> <p>VI. The parents feel that the school enables their child(ren) to achieve a good standard of work.</p> <p>VII. The school achieves high standards of good behaviour.</p> <p>VIII. The school's values and attitudes have a positive effect on their children.</p> <p>IX. Their children like school.</p>	<p>X. The school doesn't give them a clear</p> <p>XI. The work that their children are expected to do at</p> <p>XII. The way the school handles complaints.</p>

Inspectors' judgements support all the parents' positive views. With regard to other comments, the inspectors find that the school is now supplying more information about what is taught, particularly earlier in the year. The school is diligent in its efforts to deal appropriately with queries from parents and promotes a successful partnership with them. Homework has a positive effect on the pupils' learning but there is some inconsistency in the homework set across the school.



## · **KEY ISSUES FOR ACTION**

In order to continue the successful development of the school and to bring all aspects of pupils' achievement to a high standard, the governors, headteacher and staff should:

1. \*Raise the pupils' attainment in information technology, particularly at the end of Key Stage 2 and improve its contribution to the wider curriculum by;
  - providing more opportunities for pupils to learn by using computers across the breadth of subjects;
  - ensuring that pupils are taught their skills progressively in all strands of the subject, including control and modelling technology, as they move through the school in full accordance with the requirements of the National Curriculum.  
(paragraphs 12, 16, 18, 26, 36, 67, 119 - 123)
1. \*Continue the development of effective procedures for assessing and recording pupils' attainment and progress, mainly in subjects other than English, mathematics, science and information technology and ensure that they are used purposefully to inform future teaching and learning by;
  - ensuring that assessment information is identified in teachers' planning;
  - completing records of pupils' work and attainment on a regular basis;
  - including more specific information about the pupils' attainment and progress in the pupils' annual reports at the end of Key Stage 1.  
(paragraphs 33, 39, 40, 49, 57, 67)
1. \*Develop further the role of subjects co-ordinators so that they have sufficient opportunities to monitor the quality of teaching and learning in their subjects across the school.  
(paragraphs 62, 66, 68, 129, 146, 151, 158)

In the context of the school's many strengths, the following points for improvement should also be considered for inclusion in the action plan;

- Develop an agreed approach to the management of pupils' behaviour which includes a policy on anti-bullying;
- Ensure that the information provided in the governors' annual report to parents includes details of the success of the school's special educational needs provision and explains how pupils with disabilities are admitted and accommodated.  
(paragraphs 21, 28, 29, 43, 50, 57, 67)

\*Represents aspects already identified for development by the school.

## INTRODUCTION

### Characteristics of the school

- 1       Crudwell Church of England, Voluntary Controlled Primary School is a small village school serving a rural community within and around the village of Crudwell some four miles north of Malmesbury. In relation to the national picture the background of the pupils is generally above average in socio-economic terms, although an increasing proportion of pupils with special educational needs attend the school. Most children have playgroup or nursery experience before coming to school.
  
- 2       The school holds a respected place in the community and a programme of significant improvement to the provision for children under five has recently been completed. The school has experienced a gradually falling roll since the previous inspection and now accommodates 72 full-time pupils comprising 34 boys and 38 girls with three boys and 6 girls attending the reception class on a part time basis. There are 18 pupils on the school's register for special educational needs, significantly higher than the number of pupils on the register at the time of the previous inspection and of these, one has a statement of special educational need. This proportion of pupils is broadly similar to the average found nationally. The pupils have a wide range of special educational needs which includes; severe learning difficulties, emotional and behavioural difficulties, speech/communication difficulties and physical disabilities.
  
- 3       About 5.6 per cent of the pupils are eligible for free school meals and this is below the national average. No pupils, come from ethnic minority backgrounds or from homes where English is not the first language and this are very low in relation to the number found nationally. The attainment of the children on entering the school varies considerably, but, overall, it is slightly above that expected nationally for four year-old children.
  
- 4       The school has recently re-affirmed its aims and these are encapsulated in the statement, "Aiming to create a happy working atmosphere where the children may realise their full potential." A document entitled, "Determining School Aims" explains how the school aims to promote successful learning.
  
- 5       Within the school development plan the headteacher has identified key areas for development during 1999-2000 and these include:
  - Target setting
  - Developing independent learning
  - Improving the school grounds
  - Developing individual educational planning for pupils with special educational needs;
  - Updating the curriculum topic cycle;
  - Promoting the Literacy hour;
  - Introducing the Numeracy strategy;
  - Developing information and communications technology;
  - Developing the early years department of the school;
  - Planning training for governors;
  - Establishing a policy review programme;
  - Establishing a governors' curriculum review committee.
  
- 6       In liaison with the local education authority the school has specific targets for the year 2000;
  - That 86 per cent of pupils will achieve level 4 or above in English by the end of Key Stage 2.
  - That 80 per cent of pupils will achieve level 4 or above in mathematics by the end of Key Stage 2.
  - That 80 per cent of pupils will achieve level 4 or above in science by the end of Key Stage 2.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage	Year	Boys	Girls	Total
for the latest reporting year:	99 (98)	8 (7)	3 (7)	11 (14)

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	* (7)	7 (7)	7 (6)
	Girls	* (7)	3 (7)	3 (6)
	Total	* (14)	10 (14)	10 (12)
Percentage at NC Level 2 or above	School	* (100)	91 (100)	91 (85)
	National	(80) (77)	(84) (81)	(84) (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	7 (7)	7 (6)	8 (7)
	Girls	3 (7)	3 (6)	3 (7)
	Total	10 (14)	10 (12)	11 (14)
Percentage at NC Level 2 or above	School	91 (100)	91 (86)	100 (100)
	National	(80) (81)	(84) (85)	(85) (86)

\*As very few pupils took the reading test in 1999, the requirement to publish the results is lifted.

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
for the latest reporting year:	99(98)	9 (5)	8 (3)	17(8)

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9 (4)	8 (5)	9 (5)
	Girls	7 (3)	7 (1)	8 (2)
	Total	16 (7)	15 (6)	17 (7)
Percentage at NC Level 4 or above	School	94 (87)	88 (75)	100 (87)
	National	(65) (63)	(59) (62)	(69) (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	8 (4)	8 (5)	9 (5)
	Girls	7 (2)	6 (2)	8 (2)
	Total	15 (6)	14 (7)	17 (7)
Percentage at NC Level 4 or above	School	88 (75)	82 (87)	100 (87)
	National	65 (79)	76 (65)	88 (71)

## Attendance

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
absence	National comparative data	0.5	

### Exclusions

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

### Quality of teaching

Percentage of teaching observed which is:			%
	Very good or better		18
	Satisfactory or better		100
	Less than satisfactory		0

## **PART A: ASPECTS OF THE SCHOOL**

### **· EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

- 7 The reliability of all pupil attainment indicators, (whether based on tests or teacher assessments), as measures of school performance, depends on the number of pupils in a year group. Given the small numbers of pupils in each year group at this school, care must be taken not to place too much emphasis on one year's results.
- 8 This year's national tests and teachers' assessments at the end of Key Stage 1 showed that the pupils' attainments generally continued the trend of differing attainments between year groups but also indicated rising attainment over the past two years. The one exception being in reading where, although the scores were below those of the previous year, too few pupils took the test to make a valid judgement. In the other tests and assessments, the pupils' attainments were very high in science, and average in writing and mathematics. Comparisons with similar schools showed that the pupils' attainments were very high in science, below average in mathematics and well below average in writing. In the period 1996 to 1998 results in the tests showed significant fluctuation in attainment, but overall there was little improvement over time. There were significant variations between the attainment of boys compared to the girls; some can be attributed to differences between year groups but a pattern of boys outperforming girls in reading and mathematics and girls outperforming the boys in writing is apparent. In 1998 the teachers' assessments generally matched the test results in terms of the proportions of pupils who achieved the expected levels or above, but significantly underestimated the proportion of pupils who achieved the higher levels in these subjects. Again, this year the teacher's assessments did not match the proportions of pupils who achieved the higher levels, putting into question the accuracy of the teachers' assessments.
- 9 This year's National Curriculum tests at the end of Key Stage 2 showed that the pupils' attainments were very high in mathematics and well above the national average in English and science. These represent a significant rise in standards compared to the previous year, but again these may be due to differences in year groups. In English they show that a falling trend has been reversed. Comparisons with similar schools showed that the pupils' attainments were very high in mathematics, well above average in science and above average in English, with an improved proportion of pupils achieving the higher levels compared to the previous year. The results over the period 1996 to 1998 indicated the same levels of attainment at the end of this key stage in mathematics and science overall and represented little change in standards over this period. In English, however, there was a continued steady fall in attainment through this period which was the opposite of the national trend, but attainment in English remained well above average. The boys tended to outperform the girls in mathematics, and significantly in science, over this period but the girls outperformed the boys in English. In 1998 the teachers underestimated the proportion of pupils who achieved the higher level in mathematics. In 1999, the teachers' assessments generally matched the test scores at the end of Key Stage 2.
- 10 The inspection evidence, which includes an examination of the school's assessments of the children's attainment when they enter the school, shows that the children join the reception, Year 1 and Year 2 class with differing levels of attainment, which are slightly above those found nationally for children under five. Their attainments on commencement of full-time education are above those expected nationally. Most children under five, make good progress in response to the improved provision and teaching. By the age of five, most children exceed the desirable outcomes, as specified in national guidance, in most of the recommended areas of learning, including in language and literacy, in mathematics, particularly their numeracy skills, and in their personal and social development. Most children enjoy books, can retell favourite stories and can describe well-loved story-characters such as "Elmer the Elephant." Many children attempt to write and can recognise letters and familiar words. Most children have a good mathematical vocabulary and name and describe shapes when working with construction equipment, to locate 'make believe villages' under bridges, for example. Many children can count and recognise numbers. Most children are confident and enthusiastic and behave well. The children's development meets national expectations in their physical and creative development.

- 11 Inspection shows that the pupils' attainments are well above the national expectations overall. This is a significant achievement considering the substantial changes in staff and the upheaval, caused by staff illness, that the school has faced over the past two years. At the end of Key Stage 1, the pupils' attainments are above the national expectations in English, mathematics and science and in line with the national expectations in information technology. Given the strong emphasis now placed on these aspects, the pupils are on course to achieve standards which are above expectations in reading, writing and in speaking and listening by the end of the key stage. The pupils' attainments reach the standards expected of pupils of this age in all other subjects. Standards have improved significantly in English and have improved in mathematics and science since the previous inspection in 1996 and they have generally been maintained well in all other subjects. Consistent, effective teaching and implementation of literacy and numeracy strategies, improved planning and well-organised resources are promoting these higher standards. There are a few boys who generally lack concentration and do not apply themselves well in writing thus limiting their attainment, therefore a few girls achieve higher standards. All boys show a keen interest in reading, however, and consequently achieve well compared to the girls in this skill. Other differences in the attainment of boys compared to the girls were not evident in this key stage. Most pupils attain the standards which are expected of pupils of this age, in all other subjects.
- 12 The inspection evidence shows that the pupils' attainments at the end of Key Stage 2 are well above the expectations in English and science. They are above expectation in mathematics but are below the expectations in information technology. These findings represent a substantial improvement in the standards in most subjects since the previous inspection when they were found to be in line with the expectations. Improvements in the quality of teaching, particularly its consistently good quality, in the planned curriculum and in the good use of questioning to challenge the pupils, have had a positive impact on their attainment. Literacy and numeracy strategies are being implemented carefully and are also having a beneficial effect on standards. Information technology is, however, not being used to full effect in promoting, for example, the pupils' skills in measurement and in recording data in subjects such as mathematics and science. Information technology, in the form of word processing, is used effectively in some English lessons but the under-use of such aids to learning in mathematics and science is limiting the attainment of a few pupils. Information technology is not used sufficiently to support problem solving or data handling, for example. In art, music and swimming most pupils achieve standards which are above those expected of pupils of this age. Standards are in line with expectations in design and technology, geography, history and physical education.
- 13 The school has set well-considered targets in English and mathematics for pupils to attain by the end of Key Stage 2 in the Year 2000. The increased emphasis on numeracy through mental strategies and on literacy, including a strong focus on guided reading where adults support the pupils' reading in groups, is having a beneficial effect on the pupils' attainments through the school. The inspection evidence shows that the school is raising standards in English, mathematics and science at the end of Key Stage 2. The significant improvements to the provision in the reception, Year 1 and Year 2 class, particularly to the resources, accommodation and the curricular planning, are enabling the teachers to offer more challenge to these pupils and this is raising attainments in this part of the school.
- 14 Most pupils make good progress over time, as they move through the school. Pupils with special educational needs make good progress towards the literacy and numeracy targets set for them in their individual educational plans. The children aged under five, boys and girls equally, also make good progress in the well-planned learning environment created for them and are assimilated into the Year 1 and 2 class happily.
- 15 In Key Stage 1, the pupils make satisfactory progress over time, largely as a result of carefully planned teaching and a clear and effective emphasis on numeracy and literacy and on developing appropriate routines to support learning. Most pupils make good progress in English, particularly in reading and satisfactory progress in all other subjects including, mathematics, science and information technology. There are weaknesses in the progress made by a small number of pupils in writing, as a consequence of their unsatisfactory attitudes and the insufficient emphasis previously placed on teaching writing through the key stage as a whole. These aspects are now being given close attention and progress is improving.

Rates of progress are broadly similar to those found at the time of the previous inspection. Inspection shows, however, that improved planning, the introduction of literacy and numeracy strategies and higher expectation by the teachers are beginning to stimulate improving progress, particularly for potentially higher-attaining pupils.

- 16 Progress over time is good in Key Stage 2. The significant improvement in teaching, in the planned curriculum and in the consistent use of focused questioning has raised the overall rate of pupils' progress through this key stage compared to that found at the time of the previous inspection. Observations of lessons show that most pupils are making good progress in English, mathematics, science, art and music and unsatisfactory progress in information technology. Progress is satisfactory in all other subjects through this key stage. These rates of progress represent improvement in all subjects, except in history where progress remains satisfactory and in information technology where partly due to insufficient opportunities to use computers, progress has deteriorated. Literacy and numeracy strategies have raised teachers' expectations and the level of challenge presented to the pupils. These are having a positive effect on pupils' progress and are promoting improving standards in these subjects through this key stage.
- 17 The pupils' developing skills in numeracy are utilised well and developed further in other subjects. For example, when studying aerial photographs and maps of the local Crudwell area, pupils in the Year 3 and Year 4 class used co-ordinates effectively to pin-point local landmarks. The use of measurement was not seen in the scrutiny of the pupils' work in science and geography, and indicates that opportunities are missed. The pupils' literacy skills are promoted effectively across the school. Written work, completed by the pupils in Year 6, describes the paintings of Klee and Matisse and enriches and extends the pupils' vocabulary effectively. Increasingly, art and craft work, based on story characters such as "The Three Little Pigs" in the reception class, establishes the importance of literacy skills in promoting learning in other subjects and encourages the pupils to write more freely across the range of subjects. Throughout the school teachers encourage the pupils to use and develop appropriate technical language in subjects such as English, mathematics, science and design and technology and this is having a positive impact on pupils' attainment.
- 18 Data-handling skills are not supported adequately by the use of information technology, nor is information technology used sufficiently to enrich the pupils' learning across the breadth of the curriculum. Overall, however, there is a strong ethos of achievement in the school and this is helping the pupils to maintain good progress.

#### **Attitudes, behaviour and personal development**

- 19 The pupils demonstrate good attitudes, behaviour and personal development overall. These have generally been maintained since the previous inspection. Pupils have a good attitude to work in most classes and this has a positive effect on attainment and progress. They show interest in their work consistently, whether this is a discussion in English, where very positive involvement is evident, or art where intense concentration is clear in sketching lessons. Pupils are able to maintain appropriate concentration and approach written work with care. Pupils of all levels of attainment put forward ideas and points of view confidently in lessons, as in Years 1 and 2 when discussing the use of various artefacts in a history lesson. Most pupils happily discuss and share their completed work with their teachers. Most pupils with special educational needs have positive attitudes to learning. There have been no exclusions during the past year.
- 20 The children under five settle quickly into established routines. They respond well to the high expectations and caring ethos found in the reception, Year 1 and Year 2 class. The children show good attitudes to learning, confidently attempt new work and behave well. Their personal and social development is good.
- 21 Behaviour is generally good but has declined slightly since the last inspection. During lessons the majority of pupils are polite and treat each other, and adults, with respect. In a small number of lessons in both key stages, behaviour is unsatisfactory. Where this happens, it is due to the demanding approach of a very small number of pupils, or ineffective management skills on the part of the teacher. Pupils enter and leave assemblies quietly and movement around the school is calm and controlled. They behave well in the playground. Pupils show an awareness of those around them even when active and no over-boisterous

behaviour is evident. Pupils show friendship towards each other and pupils do not stand on their own in the playground for long before they are noticed and drawn into an activity. A happy atmosphere is evident. When off-site pupils do not let themselves or the school down, on the contrary, behaviour is exemplary, as for example when attending a local pool for swimming lessons. Pupils use the school facilities with care and there is no litter or vandalism. There have been no exclusions over the last three years.

- 22 Relationships with peers and other adults are very good and these are strengths of the school and have improved since the previous inspection. All staff provide positive role models and pupils reflect the respect they are shown. They work well together in groups, whether these are of mixed ability, mixed age or whole school and all contributions are welcomed at whatever level. This is particularly evident in the school hymn practice and in physical education lessons. Pupils share resources amicably as in a Year 3 and 4 history lesson when looking at photographs of Crudwell.
- 23 The personal development of pupils is good. Pupils are involved to good effect in a number of ways helping with the day-to-day management of the school. This is established effectively in reception where pupils are responsible for keeping the "post office" tidy. Older pupils take registers to the office after registration, help to lay tables at lunchtime and prepare the music equipment for assembly for example. On the instigation of the governing body pupils chose the colour for their toilet walls and these are very well cared for in consequence. The older pupils anticipate needs and provide help, for example putting off the light when a teacher prepares to use an overhead projector. Pupils in general show well-developed social skills and this is particularly evident during guided reading sessions. Pupils show a good awareness of the achievements of others, as in Key Stage 1 where one pupil drew the attention of the teacher to the track built by another pupil for the floor robot to traverse. Older pupils are given opportunities to meet new and challenging experiences in the residential course they attend in Year 5 and Year 6 and respond to these eagerly and responsibly.

#### **Attendance**

- 24 The pupils' attendance is good. There are no unauthorised absences. Pupils arrive at school on time and lessons begin punctually. Registration sessions are quick and efficient and ensure a prompt start to the school day. The school has improved the pupils' overall attendance and it is now above the national average. Good organisation ensures that lessons begin on time and this is an improvement since the previous inspection. This good attendance and time keeping has a beneficial impact on pupils' attitudes and progress.

#### **QUALITY OF EDUCATION PROVIDED**

##### **• Teaching**

- 25 The quality of teaching in the school is good overall; teaching is good in Key Stage 2 and for children under five and it is satisfactory in Key Stage 1. Teaching was satisfactory or better in all the lessons observed; 46 per cent of lessons were good and 18 per cent were very good. The quality of teaching has improved significantly since the previous inspection in 1995, when the teaching was judged to be satisfactory overall.
- 26 Teaching is good in the majority of subjects overall. There were insufficient opportunities to judge the quality of teaching in information technology and geography across the school and design and technology in Key Stage 2 and science in Key Stage 1, largely as a result of the school's cycle of planning. Weaknesses were apparent, however, in the teachers' knowledge and confidence in the control and modelling aspects of information technology. The teaching is good in English; reading is taught well in all classes and writing and speaking and listening are also promoted well in literacy lessons. Science and mathematics are generally taught well in Key Stage 2. The teaching of mathematics and design and technology are satisfactory in Key Stage 1. Art, history and music are taught well in Key Stage 2 and these subjects are taught satisfactorily in Key Stage 1. The quality of teaching in physical education is satisfactory and swimming is taught well. An important feature of the teaching is its consistent quality with all teaching



being at least satisfactory and mostly better. This effective teaching, particularly in literacy and numeracy, is clearly underpinned by careful planning, teachers who have a good knowledge of the subjects and the good use of resources. These strengths have a positive effect on the attainment and progress of the pupils.

- 27 Pupils with special educational needs are taught well; the teachers clearly understand the needs of these pupils, involve them effectively in activities and use learning support assistants purposefully. The teaching is planned appropriately and sets realistic expectations. The teaching of children under five is good overall. The teachers of these young children make particularly good use of class assistants and of voluntary helpers for example, to support practical group activities, such as mapping a “Bear Hunt” or helping with reading. The teachers have a good knowledge of the needs of children under five, plan well and use questioning effectively to build on the children’s previous knowledge. Resources are organised most successfully to provide a stimulating range of activities, covering all the recommended areas of learning. They include for example, a role play post office, a “small world” of technical toys, an art and craft area and a book and writing corner. These are used to promote the children’s development well.
- 28 The teaching in Key Stage 1 is satisfactory. The teachers in Key Stage 1 plan effectively and use questions carefully to challenge pupils in their learning. For example, in English lessons the pupils are regularly encouraged to build upon each other’s ideas and suggestions. Most pupils respond happily in whole class discussions but a few boys need extra support to remain attentive and current management strategies are not always effective in achieving this. Occasionally the distraction caused disrupts the progress of other pupils particularly those with special educational needs. An increasing and positive emphasis is placed on investigative learning in mathematics and science and this also motivates the pupils well. The pupils are encouraged to use an appropriate range of resources in their work and the teachers promote a good pace to lessons to create additional challenge. The teachers also use artefacts skilfully to interest the pupils and to stimulate discussion. For example, in a Year 1 and Year 2 history lesson, artefacts such as an old washboard, flat iron and stone hot water bottle encouraged the pupils to offer their suggestions about how they were used. Generally adults use praise and congratulation successfully to develop the pupils’ skills. Teaching was less successful, on occasions, in other lessons when older pupils were insufficiently challenged, in physical education for example, when the pace of the lesson was more suited to the very young children in the class.
- 29 In Key Stage 2, the quality of the teaching is good overall. Most of the strengths identified in Key Stage 1 continue into this key stage. The successful emphasis placed on investigation and experimenting in mathematics and science is clearly seen in lessons in Key Stage 2. Most pupils respond positively and enjoy these activities, but there are a few times when a small minority of pupils become restless and distract others. The lack of a well structured whole school approach to dealing with disruptive behaviour and weaknesses in the teachers’ management of pupils’ behaviour were evident at these times and the pupils’ progress was restricted.
- 30 Potentially higher-attaining pupils are challenged well, particularly in English lessons, where literacy strategies are implemented successfully. Pupils are encouraged to follow their own lines of enquiry, by visiting the library to research topics, and to pose their own questions in groups. The teachers in Key Stage 2 generally demonstrate good subject knowledge, for example, when describing a circuit including electric light bulbs arranged in series in a Year 5 and Year 6 science lesson, or when discussing the use of “personification” in a Year 5 and Year 6 English lesson. The teachers plan well in the medium-term but lesson objectives lack clarity in a few short-term plans, as in art for example, and this restricts the teacher’s ability to share the objectives thoroughly with the pupils. The teachers share learning objectives with the pupils consistently in literacy lessons and this is a strong and successful feature which has a positive impact on the pupils’ learning. For example, in a Year 3 and Year 4 English lesson, the pupils’ improved understanding of how to plan their stories, stemmed directly from the earlier opportunity to discuss the intention of the lesson with the teacher.
- 31 Across the school, questioning is used purposefully and successfully, to improve the pupils’ speaking and listening skills. Pupils are encouraged to use appropriate technical language such as “synonyms” in English or “Bird’s Eye View” in topic work. These high expectations have a positive effect on standards across the curriculum. Mental strategies are promoted well to support the pupils’ numeracy skills, although

measurement was not an integral part of science lessons and this is a weakness. The teachers are developing the National Numeracy Strategy effectively and standards in mathematics are rising.

- 32 The teachers make good use of classroom assistants and invite and deploy parents, voluntary helpers and visiting specialists successfully in widening the experiences of the pupils. Art, design and technology and religious education are examples, of where the pupils' learning is considerably enhanced by the specialist knowledge of visitors, such as a member of the Muslim community to talk about Islam and a local craftsman to show the pupils how stained glass windows are made.. Teachers work closely with the co-ordinator for pupils with special educational needs and with the specialist support staff, and match work effectively to the specific needs of these pupils.
- 33 Teachers use day-to-day assessment effectively and review previous learning appropriately at the beginning of lessons. Increasingly the teachers are successfully encouraging pupils to evaluate their work and to discuss their thoughts with others. These provide useful assessments of the pupils' knowledge, but not all teachers record these sufficiently, consequently they are not used to full advantage in developing new learning. For example, in physical education lessons, pupils are appropriately asked to evaluate the quality of each other's efforts or to offer ideas for improvement but these are not recorded and this restricts their learning. The teachers use marking well in most subjects. They offer praise and clear ways forward to pupils both as written comments in books and by sharing oral comments with the pupils. This has a beneficial impact on the pupils' attitudes and promotes good progress. Homework is provided on a regular basis and extends the pupils' learning effectively. It is very useful in developing the pupils' reading and the parents support this well. The development of work in numeracy and writing through homework was less evident and there was some inconsistency between classes. Overall, the good quality of the teaching is a strength which is underpinning the rising standards across the school.

### **The curriculum and assessment**

- 34 The curriculum for the under fives has been significantly improved and now takes good account of the nationally recommended desirable learning outcomes for children on commencement of full-time education. The children are introduced smoothly and effectively to the National Curriculum in Key Stage 1. The curriculum in Key Stage 1 is good, and it is satisfactory at Key Stage 2. Overall it is satisfactory and is broadly based and relevant. There are now subject policies and schemes of work in all subjects and this is an improvement since the last inspection. Curriculum plans for design and technology, history, geography and information technology have been developed and implemented since the last inspection. The taught curriculum as a whole lacks balance, however. In order to rectify this, the school is continuing to develop the scheme of work for information technology in order to integrate all the required aspects more effectively into the topic cycle. This will ensure that the provision, particularly at Key Stage 2 is strengthened. At present, however, the provision of information technology is unsatisfactory at Key Stage 2 as insufficient emphasis is placed on the control and modelling components of the programmes of study. Provision in English, mathematics and science is good.
- 35 The school places appropriate emphasis on developing literacy and numeracy skills. The effective use of a four-year topic programme in each key stage ensures that foundation subjects are generally covered satisfactorily and in a manner that is motivating to the pupils. The provision for music is good. There is no scheme of work for personal and social and health education but this is satisfactorily addressed through other subject areas. The recent introduction of 'circle-time' where the teachers and pupils discuss social and personal issues, and, over the last three years, regular visits by the 'Life Education Van' enhance provision in this area. The results are evident in the good behaviour and quality of relationships in the school.
- 36 The governing body has an appropriate policy for sex education and this is covered satisfactorily with pupils in Year 5 and Year 6. Drugs education is taught adequately. Visits to places of interest like Chepstow, Bristol and the Isle of Wight, and visitors who come into school to share interest and expertise enrich the curriculum very well. Regular visits by the vicar and a visit by a member of the Islamic community are good examples of this. Special events, like the "History Day," also extend the provision well. A good range of extra curricular activities, for example chess, football, netball and sewing, supplements curriculum provision well. These are well supported by the pupils. The curriculum provides good opportunities for

pupils to develop independence, make choices and take responsibility. It promotes personal, spiritual, moral and cultural development effectively and makes a significant contribution to pupils' positive attitudes to learning. The curriculum meets statutory requirements, except in information technology at Key Stage 2, and covers all subjects of the National Curriculum and religious education. Provision has improved since the last inspection.

- 37 The school satisfactorily provides equality of access and opportunity for all pupils in most areas of the curriculum. This is good for the under fives and Key Stage 1, and satisfactory at Key Stage 2. Work is generally well matched to the pupils' prior attainment in English and mathematics and often in science, but opportunities for the potentially higher-attaining pupils are occasionally limited in other subjects, particularly opportunities to use computers. The particular needs of pupils with special educational needs are met effectively and the requirements of the Code of Practice are met in full. The individual educational plans for these pupils are of a satisfactory quality, occasionally, targets lack precision. All children are assessed on entry into the school, and these baseline assessments are used effectively to identify the pupils' needs and provide the necessary support. Pupils who are withdrawn from class to attend musical instrument lessons are expected to complete missed work for homework. This strategy has been agreed with parents and it is effective.
- 38 Planning for progression and continuity is good overall and has improved since the last inspection. All teachers meet regularly and purposefully to discuss planning with respect to the pupils' progress and the aspects to be studied within topics. The teachers plan more rigorously for English, mathematics and science. Continuity between the key stages is also adequately addressed. The headteacher monitors planning documents well but the opportunity for subject co-ordinators to support colleagues and monitor teaching regularly is not yet in place and this limits their effectiveness in developing their subject areas across the school.
- 39 Systems for assessing pupils' attainment and the use made of the information produced are satisfactory overall. All pupils undertake the standard assessment tasks in at the end of Key Stage 1 and 2 and non-statutory tests between these. The results are analysed to identify areas of weakness in the curriculum and appropriate actions are taken. Assessment procedures are good in English, satisfactory in mathematics, science and information technology but more limited in the other subjects. Long-term staff absences have delayed the introduction of some assessment procedures. Each pupil has an assessment book which contains samples of work completed during an assessment week. Individual assessment sheets for each pupil have recently been introduced in information technology and this is a useful feature. The teachers complete regular on-going assessments in reading, for example, and these are used effectively to match activities to the needs of the pupils. All teachers maintain individual records and these support planning satisfactorily.
- 40 Reports to parents are unsatisfactory at Key Stage 1. They provide inadequate details of attainment across the curriculum and no appropriate targets for improvement. Reports at Key Stage 2 are generally good, and provide information about the pupils' attainment and progress and some targets for improvement. Assessments in all subjects are recorded and passed on to the appropriate secondary school. Opportunities for assessment are not always formally documented in planning and this limits their effective use. The quality of marking is generally good and the teachers offer praise and useful ways forward to the pupils. Assessment procedures have improved since the last inspection.

### **Pupils' spiritual, moral, social and cultural development**

- 41 The school's provision for the spiritual, moral, social and cultural development of the pupils is good and this makes a strong contribution to the caring ethos, to the quality of the learning and to the standards achieved. The school's aims, which have recently been re-affirmed, are shared and are clearly reflected in day- to-day practice. Collective acts of worship comply with legal requirements, are broadly Christian in nature and promote the community aspect of school life effectively. The vicar leads the pupils in their worship in the nearby parish church once each week and this reinforces the Christian ethos of the school successfully.

- 42 The provision for pupils' spiritual development is good and this represents an improvement since the previous inspection. The teachers consider spiritual aspects are more regularly when planning and resourcing work and provide beneficial cross-curricular links for pupils to reflect upon the natural and man-made world in, for example, art and science. The very good relationships between teachers and pupils reflect the value placed on pupils' views and this further promotes the spirituality across the school. For example, in art the pupils reflect upon the work of artists such as Matisse and Seurat and demonstrate good sensitivity and understanding of beauty in their writing and painting. Appropriate opportunities to develop spiritual values are provided in religious education lessons and in collective worship. An annual leavers' service in Bristol Cathedral is a significant and positive spiritual experience for all pupils before they move to secondary school. The close links with the local church and the regular contributions from the vicar provide good experiences, which combine the spiritual and community aspects effectively and promote the pupils' development well. Visitors from other faith communities and work in religious education lessons extend the pupils' awareness of the impact of wider religious experience, of Islam, for example and this enriches the pupils' spiritual development.
- 43 The provision for the pupils' moral development is good overall. The teachers encourage the pupils to work well collaboratively, in a range of groups and settings. For example, guided or group reading, within "quiet reading" lessons, is given a strong and effective emphasis, not only to develop the pupils' reading but also to promote awareness and appreciation of each other's contributions. Most pupils are aware of the school's high expectations for behaviour and the vast majority responds positively to it. The school uses a variety of strategies to promote good behaviour; for example, the teachers use praise well, and respond positively with supportive written comments when marking the pupils' work. There is an increasingly successful emphasis on encouraging the pupils to evaluate each other's efforts in English lessons, for example, and the celebration of pupils' work is a strong feature in the most successful lessons. Whole school sanctions and approaches to dealing with the very few incidences of inconsiderate behaviour are less clear. On occasion, the lack of an agreed and effective approach, which incorporates anti-bullying procedures for example, allows one or two pupils to distract others in lessons.
- 44 All adults working in the school, however, set good role models and in discussions, the pupils are taught to treat each other with respect. Adults and older pupils act supportively to ensure that pupils' behaviour in lessons and around the school is good.
- 45 The pupils' social development is promoted well. From a very early age, the pupils are encouraged to work effectively in a range of groupings and situations, for example by collaborating during investigations in science or by playing co-operatively in the under fives' "Crudwell Post Office." Very good relationships are promoted between adults and the pupils, and the pupils themselves are taught by example and are expected to show warmth and appreciation of each other's ideas and contributions in discussions. A successful feature of this provision operates at lunch times where older pupils are encouraged to support the younger pupils and an effective community atmosphere is created. Lunch times are an enjoyable and beneficial occasion, as a consequence. The pupils are encouraged to become responsible for their learning, especially when working co-operatively. In lessons such as dance and swimming, for example, the pupils evaluate each other's efforts, and this improves their performance.
- 46 The pupils' cultural development is good overall. A strong and effective community ethos is promoted by regular involvement with the local community and church. The "Friends of Crudwell School" hold several local events and raise funds to benefit the school. The community is well represented on the governing body and secures these traditional links with practical support. For their part the staff and pupils of the school take part in regular community events such as, "Bob's Concert" and the "Crudwell Gang Show." The pupils are provided with a wide range of opportunities to develop a good knowledge and understanding of their own culture through many areas of the curriculum, for example, by studying aerial photographs and by visiting the local environment to support their topic work. This was also identified by the previous inspection. Opportunities are provided in various curriculum areas to learn about other cultures, for example, in religious education the pupils study Islamic customs and in art, history and geography, the pupils discuss European and wider cultures. The school maintains and utilises well a good range of artefacts and books depicting a wealth of cultural backgrounds and the pupils' awareness of these issues is promoted effectively.

### **Support, guidance and pupils' welfare**

- 47 Generally the school's provision for the pupils' support, guidance and welfare is satisfactory. There have been improvements to the issues raised by the previous inspection. Pupils are now dismissed from class in an orderly manner at the end of the day. The youngest pupils are delivered directly into the care of their parents or guardians under the watchful eye of the class teacher. Also, the school's provision for the pupils' personal, social and health education has been improved. Although there is no overall scheme of work, the school makes good use of outside agencies to support the relevant topic work and sex education. For example, the Local Education Authority's "Health Education Bus," the local Policeman, school nurse and the "Citizenship Scheme" for Year 6, all provide pupils with satisfactory guidance. The teachers promote discussions about social issues in all classes and these contribute positively to the pupils' personal development but the school recognises the need to develop this aspect of its work to ensure consistently good practice throughout the school.
- 48 There are very good relationships in the school between the pupils and with the adults. This is a very caring school which places great emphasis on mutual respect and support. The use of guided reading sessions, mixed age groupings at lunchtime and paired and group work in lessons are some examples of how the school encourages the pupils' personal development successfully.
- 49 The pupils' academic and personal progress is recorded satisfactorily across the school. There are satisfactory procedures for assessing pupils' abilities in the core subjects of English, mathematics and science, although these are not used so effectively in other areas of the curriculum. Good monitoring, which identifies clear targets for improvement offers good support. Pupils are well known to all the adults in the school and this creates a friendly and secure environment in which the pupils do well.
- 1 Procedures for monitoring and promoting discipline and good behaviour are satisfactory. The school does not have any written school rules although each class is responsible for devising its own. Pupils are encouraged to behave well and work hard through a variety of reward schemes which they know and appreciate. Rewards are for individual effort and whole class behaviour and attitudes and these focus on chosen targets. The school does not have an anti-bullying policy or written procedures to give guidance to teachers and pupils. This lack of guidance has a negative effect upon behaviour.
- 51 Procedures for monitoring and promoting good attendance are satisfactory. Parents are aware of the need for their children's regular attendance and support the school in this. Class registers are kept in accordance with statutory requirements, but the school lacks a strategy for checking overall attendance on a daily basis.
- 52 Procedures for child protection and promoting pupils' well being and health and safety are good. The head teacher is the child protection liaison officer and ensures compliance with the necessary requirements. The pupils are well cared for during the school day and the school's procedures are good, apart from the lack of formal recording of pupils leaving the school during the school day. Health and safety procedures are good. They are underpinned by a good policy and by regular health and safety checks. There is a good awareness of health and safety issues by all the adults and the pupils in the school and this ensures their well being.

### **Partnership with parents and the community**

- 53 The school's partnership with parents is good. The school establishes good links with its parents through home visits and opportunities for parents and their children to visit the school. Parents are encouraged to become actively involved in their children's learning and receive useful information on how to support reading at home. This has a beneficial effect on the children's attainment. Several parents help in the classrooms with a variety of tasks including mathematics games, reading and artwork. Parents are always available to help with visits and swimming lessons.
- 54 The school acknowledges the importance of keeping parents well informed about its work and sends them copies of its updated policies. The school has recently introduced a topic newsletter which provides satisfactory information about what the pupils are studying each term.. The school operates an 'Open Door'

policy, whereby parents are welcome to come into the school to meet the teachers, and this creates a friendly, family atmosphere and is very welcoming.

- 55 Those parents who responded in the parents' questionnaire voiced full support for the school in:
- the ease with which they could approach the school over any concerns;
  - the good standard of work achieved by their children;
  - the values and attitudes which the school promotes.
- They were less satisfied with the information they receive on the curriculum.
- 56 Parents support the school through the very active 'Friends of Crudwell School' group and raise large sums of money for the benefit of the pupils. Through their efforts the school has received, for example, a computer in each classroom, playground games and resources for the introduction of the National Numeracy Strategy as well as many other useful items.
- 57 Parents receive good information through the informative school prospectus, however the governors' annual report to parents does not meet statutory requirements because of a lack of specific information on the success of its policy for special educational needs and the school's arrangements for the admission of disabled pupils. Parents have formal meetings with their children's teachers twice a year but also have the opportunity to talk with the staff at any time. The pupils' annual reports are not satisfactory overall. The reports for pupils in Key Stage 2 are good but in Key Stage 1 they are unsatisfactory as they do not give a clear picture of the pupil's attainment and areas in which they need to improve.
- 58 The school's links with the community are very good. The school successfully achieves its aim of being fully involved in the life of the village. The school uses Crudwell village well in the history and geography curriculum. Close links with the local All Saints Church enhance the pupils' understanding of the Christian faith and provides them with the opportunity to share their music making with friends and families. The pupils take part in many village events, including the annual 24-hour bicycle ride, which raises money for charity, the village fete and the 'Gang Show'. One event of particular note was when the pupils took part in a whole village theatrical production which depicted the village in the lead up to the First World War. All of these many activities make a positive contribution to the pupils' learning and personal development. The school has maintained its good partnership with its parents and its many good links with the community since the previous inspection and these remain significant strengths of the school.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

- 59 The quality of leadership and management in the school is good overall and contributes significantly to the quality of education provided by the school. Following the previous inspection in 1996, the school drew up a detailed and well-focused action plan and this has been carefully and successfully implemented. A key aspect of this plan referred to the raising of standards and this has been accomplished well in most areas, information technology in Key Stage 2 being the only exception. In conjunction with the action plan, the headteacher, staff and governors have systematically and effectively planned the improvement and development of the school. This has included a review and improvement of the role of governors, which has strengthened the leadership and management since the previous inspection. This has enabled the governors, headteacher, staff, parents and pupils to establish a very good ethos, which values pupils and their achievements and which has led to significantly improved standards over the past three years.
- 60 The leadership of the school provides very good educational direction. The previous two years have been difficult for the school. Long-term sickness and the tragic loss of a respected teacher created a time of instability for the school. Throughout this period the leadership of the headteacher has been the corner stone upon which the continued and effective functioning and development of the school relied. She received good support from colleagues, parents and governors, and particularly from a strong chair of governors. This focused teamwork, clearly based on a very good educational direction, has continued to drive the successful development of the school. The learning environment has been developed well,

particularly the provision for children under five. Very good relationships have been established and equality of opportunity supports the education of all pupils. Temporary and part-time teaching staff have been inducted into the school successfully and the whole staff work co-operatively in pursuit of these aims.

- 61 The headteacher is most effective in her promotion of the very good ethos and educational direction; this is demonstrated in:
- her commitment to raising standards of teaching and learning;
  - purposeful and successful targeting of key issues for development identified by the previous inspection;
  - the promotion of good literacy and numeracy strategies across the school;
  - her strong encouragement of the school as part of the church and the community.
- 62 The aims, values and policies of the school are implemented well. The school aims have been re-affirmed by the whole school community and are clearly evident and promoted in the daily life and work of the school. The school is very effective in promoting the values of care and consideration for others. The headteacher and other managers operate as a close, committed unit and this enables them to implement the school's aims and policies in a strongly coherent way. They agree priorities and targets to support developments productively, for example, in reading. Governors are well informed and play an active part in supporting and developing effective school policies. School development is well considered through a comprehensive school development plan. The headteacher and other managers have had to react to significant issues such as, obtaining temporary staff through an uncertain period and although it has managed this well, too many priorities are identified in the school development plan. Consequently information technology, for example, has received insufficient priority and attention and this has restricted the pupils' skills in this field. Despite significant changes to staff, subject co-ordination has been improved since the previous inspection, particularly in literacy and numeracy. However, most co-ordinators are still not as effective as they might be in monitoring the quality of teaching and standards in their subjects, as result several pupils are not achieving as well as they could in subjects such as design and technology and physical education. More effective procedures are being introduced and newly appointed staff are planning to good effect.
- 63 The headteacher and senior teacher constitute an effective management partnership which has led to improving standards. They monitor planning and standards productively and support colleagues in the classrooms. Co-ordination is particularly effective in implementing the literacy strategy, and numeracy is well promoted across the school. The co-ordinator for early years has a clear direction for her role and has a significant impact in establishing the good provision.
- 64 School development planning is good overall and is based on agreed priorities. The budget is closely matched to planned development for that year. Aspects such as literacy and numeracy, the curriculum and the provision for children under five show significant improvement as a result of the focus placed upon them in the school development plan. The implementation of each priority is carefully monitored and its effect upon pupils' attainment is increasingly considered. For example, the development of guided reading is being monitored and evaluated and is having a significant impact on standards across the school. Although the budget is planned efficiently over a longer three-year period, the priorities of the school development plan are not projected over this length of time to meet unforeseen contingencies, such as the falling numbers of pupils on roll for example, and this is a weakness. Nevertheless through prudent management the school has used its funds effectively during a difficult period.
- 65 The school meets the needs of pupils with special educational needs appropriately. The headteacher as co-ordinator, ably assisted by staff and the governor with responsibility for special educational needs, ensures that the pupils' needs are met in full accordance with the nationally agreed code of practice for pupils with special educational needs. Pupils who have a statement of special educational need receive very good support. Potentially higher-attaining pupils generally receive a good level of challenge, particularly in the core subjects of English, mathematics and science as they move through the school, but information technology is not used to best effect in Key Stage 2.
- 66 Teaching and curriculum development are supported satisfactorily. Staff development and appraisal have been utilised to the full. Regular monitoring and support of teaching by the local adviser and informally by the headteacher has supported the teaching, but formal structures of classroom observation by school staff are under-developed and this is a weakness, given the number of newly appointed staff in the school. All



teachers plan together well, and with the support of the headteacher and senior teacher have significantly improved the quality of the planned curriculum since the previous inspection. Curriculum planning has been improved significantly since the previous inspection and all subjects are supported by detailed schemes of work. This has a positive impact on standards, in literacy, for example specific learning objectives such as the development of “personification” focuses the Year 5 and 6 pupils’ imaginative writing powerfully.

67 The school has worked hard to improve the quality of information, but the pupils’ annual reports at the end of Key Stage 1 lack detail about what the pupils know. In addition the governors do not fully describe the effectiveness of the school’ provision for pupils with special educational needs, nor do they detail the admission arrangements for pupils with disabilities, in their annual report to parents. The curriculum for information technology does not comply with the requirements of the National Curriculum. Daily acts of collective worship are held appropriately and these underpin the very good relationships. Statutory requirements are met in all other areas and the school is well placed to continue its good improvement.

### **Staffing, accommodation and learning resources**

68 Staffing, accommodation and learning resources are good overall. The school is adequately staffed with appropriately qualified teachers to meet the needs of the primary curriculum. Most teachers have considerable experience, with recent appointments providing a balance of younger less experienced staff with more experienced colleagues. In this small school responsibility for subject management does not completely match subject specialisms but where there is a mismatch, the experience and individual interest of teachers ensures that all areas are covered at least satisfactorily. The individual strengths of teachers are deployed well and the use of the music specialist to teach two groups to play the recorder is a good example of this. Good liaison exists between the teachers who ‘job share’. There are detailed job descriptions for all members of staff. The number of support staff is above the national average. Their qualifications and experience, including those who support pupils with special educational needs, matches the needs of the school curriculum well. All staff work very well together, effectively enhancing educational provision. The school administrator is very effective in her support of the school. The caretaker and lunchtime supervisor contribute well to school life, ensuring that the school is a clean and pleasant place in which to work and contributing to calm and orderly lunchtimes.

69 The school’s induction process is satisfactory and supportive for new staff, enabling them to be quickly assimilated into the life of the school, as is evident by the good contributions already made by recent appointments. Arrangements for the professional development of staff are good. These are well linked to the needs of the school and also individual needs of staff. The dissemination of information gained on in-service training is dealt with satisfactorily. The appraisal system has been completed for all appropriate staff.

70 The accommodation for a school of this size is generally good. The school occupies a very pleasant site, which includes playgrounds and a playing field. The playgrounds are well marked out for pupils to play and the site is clean and tidy and is conducive to effective learning. The classrooms in the main and the temporary building provide a pleasant working atmosphere. They are of good size and have water and sink facilities. Accommodation for the under fives is now good and has been improved since the last inspection. There is now a spacious area for indoor activities and an enclosed outdoor area. The library is small and open to the corridor but noise is kept to a minimum because of the very good behaviour of pupils when passing by. The hall is satisfactory for assemblies but too small for the effective teaching of physical education, particularly for older pupils at the end of Key Stage 2. The headteacher shares a small office with the school administration assistant and this is a weakness, especially when the headteacher needs to speak to visitors privately. The school has made good progress in developing the quality of the accommodation since the last inspection and makes effective use of corridors as display areas for pupils’ work. The condition of the accommodation is very well monitored by the governors who also involve pupils in decisions where possible, the choice of colours in the pupils’ toilets for example. The school is a stimulating learning environment for the pupils and the caretaker has been successful in maintaining a high level of cleanliness.

71 The provision of books, materials and equipment in classrooms is good and has improved since the last

inspection. Resources for the under fives are good. Resources to support learning in English, mathematics, science and physical education are good and in the remaining subjects, adequate to support the curriculum. Local studies in history and geography are well supported by the addition to resources of good quality aerial photographs of Crudwell. The county lending service is used well to supplement resources. A local leisure centre is used for swimming lessons. There is a good stock of fiction and non-fiction books in the library and this is an improvement since the last inspection. Computer hardware and software for use in information technology are adequate for the teaching of the curriculum but are not used sufficiently to support teaching and learning. The quality of the hardware is good and resources in this area have also improved since the last inspection.

### **The efficiency of the school**

- 72 The governors complete their statutory financial responsibilities well. Led by the chairman of the finance committee, they are beginning to make forecasts for future spending to good effect. The budget, which is under pressure due to the falling roll, is very well managed and directly relates to the school development plan and the school's educational priorities. The governing body is prudently beginning to assess the cost effectiveness of spending decisions and their effect on improving educational standards. Governors have received training on judging value for money. The school development plan is an effective tool and it has helped to guide the school through what has been a difficult and turbulent time and it is well matched to the short-term budget. It focuses on clearly identified targets. All the staff in the school are involved in drawing up those priorities. However, the school development plan lacks a longer-term view based on available financial predictions and this restricts the effective use of the budget available. Additional funds are appropriately allocated from the school's budget for special educational needs and are used efficiently.
- 73 The school has very good procedures for controlling finances. Day-to-day administration is of a high standard and is carried out effectively by the administrative officer who provides regular information for the head teacher and governors. The few minor recommendations of the last audit report have been put in place and procedures for ordering, invoicing and handling cash payments are secure. Private school funds are audited and used very well to enhance the provision for all pupils.
- 74 Resources are used effectively to achieve good educational standards. Staff, both teaching and non-teaching are well deployed and organised. The accommodation is efficiently used. The spacious and well-resourced base for the children under five and for pupils in Key Stage 1 is already having a positive impact on their attainment and progress.
- 75 Overall the school has improved its efficiency since the previous inspection. The attainment of the children on entry is slightly above the standard found nationally. The pupils make good progress and by the end of Key Stage 2 they achieve levels of attainment which are well above the national expectation. Overall management of the school is good, providing a very positive ethos for learning. As a consequence, even though the money spent per pupil is above the national average, the school provides good value for money. This represents a significant improvement over the satisfactory value for money identified at the time of the previous inspection.

· **PART B: CURRICULUM AREAS AND SUBJECTS**

· **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

76 Children enter school at the beginning of the year in which they have their fifth birthday. Those children whose birthday occurs before the end of March have the opportunity to commence full-time in September and those who reach the age of five later can attend part-time in the autumn term and have the opportunity to commence full-time in January. The children are accommodated in a reception, Year 1 and Year 2 class of 24 children and are taught by a teacher supported by a part-time learning support assistant. At the time of the inspection there were ten children aged under five years and two of these attend school full-time. The children follow carefully planned and effective induction procedures and a flexible approach enables each child's needs to be carefully accommodated and incorporates parental choice concerning full or part time admission. The children's attainment on entry into school at four varies significantly from year to year and is slightly above that found nationally.

**Personal and social development**

77 Children come to school happily, respond positively to the provision in the reception class and make good progress. Most are confident and enthusiastic and behave appropriately. A small minority needs careful support in developing an appropriate awareness of the needs of others and in following the routines to support their learning, for example by returning equipment carefully after use. The teaching in this area of learning is good. Generally the children respond well to the teacher's questions and prompting and use resources effectively, within the well-ordered and secure environment. As a result they quickly learn to work co-operatively and treat each other kindly. For example, the children share their ideas happily in the "Crudwell Post Office" role play area and take turns appropriately when using the toy telephone. The under-fives learn to mix well with older pupils in the class, particularly during physical education lessons. Most share the large outdoor pedal toys well in the playground. Provision for the children's personal and social development has improved significantly since the previous inspection, and more recently within the newly developed early years provision. Consequently most children are on course to exceed the nationally defined desirable outcomes in this area of learning by the age of five.

**Language and literacy**

78 Most children make good progress in language and literacy and exceed the desirable outcomes described in national guidance, for children's learning, particularly in reading, by the age of five, in response to the good teaching. Most of the children speak clearly and many are learning to listen attentively. There is a strong emphasis on reading and this is developed well through "quiet reading" sessions. The teacher and support assistants share a good range of books including "Big Books" effectively in groups and with the whole class. The children show a clear enjoyment when sharing books and handle books well, and enthusiastically talk about the pictures, particularly when enjoying favourite stories such as; "The Bear Hunt" or "Rosie's Walk." An example of good language development was seen when the children were discussing where to put model houses to create communities under their model rail track. Questioned by a voluntary helper they shared their suggestions productively, extended their vocabulary well and a few attempted to write about their work at the "writing table." The children show interest and attempt the planned writing opportunities appropriately; most know that print carries meaning and several can recognise and attempt to write their own names.

**Mathematics**

79 Most children make good progress and exceed the expectations described in national guidance, especially in their understanding of number, by the age of five. They count and form numbers well to record their counting activities. They have a good knowledge of shapes and match repeating patterns. In the well-planned activities they use specific mathematical vocabulary such as the correct names of shapes. The children develop a good awareness of direction and space by using information technology equipment such as a floor robot. They program the robot by entering instructions on its key pad and with support they also use it to map their role play ideas when on a "Bear Hunt." Children enjoy these activities and play number games, count and develop an appropriate facility in number. Most children under five develop a good awareness of money through play, particularly when operating the "Crudwell Post Office." The teaching is

good in this area of learning and is effectively underpinned by activities which are matched well to the children's prior attainment.

### **Knowledge and understanding of the world**

1 The children make good progress in this area of learning. They explore and identify the features of a variety of different objects. They show good awareness of the natural world and, during the inspection, several children arrived at school and without prompting commented about the beautiful autumn leaves and how they "rustled under their feet as they came up the school path." The children show a good knowledge of the local area and use this to create their imaginary communities using the "small world" models provided for them. They use these and other construction toys productively and extend their understanding of how things fit together. Activities which promote sticking, cutting and joining skills are carefully supported by adults and the children create realistic models, such as imitation meals made of clay. The good teaching in this area of learning is based on effective questioning to promote the children's thinking and this enables most children to exceed the desirable learning outcomes described in national guidance. During the inspection a few children were observed developing appropriate basic computer skills by using the mouse as a control mechanism and others were seen programming a floor robot.

### **Physical development**

81 The children achieve the physical skills, stated in national guidance, by the age of five. They handle small objects appropriately in small construction and in art and craft activities. They also use pencils, crayons, and paintbrushes and develop the fine motor skills normally expected of children of this age. The children have very good opportunities to move through the well-planned activity areas in the classroom independently. Opportunities to show independence in outdoor play are limited at times due to the grass surface in the secure play area being unavailable during wet weather. However, the school compensates purposefully by enabling the children to play with large outdoor pedal toys in the playground under supervision. All children under five join older pupils in the class for physical education lessons and this has a positive effect on their progress. Generally the satisfactory teaching and the good provision have improved substantially since the previous inspection; consequently the children now make satisfactory progress in this area of learning.

### **Creative development**

82 The children make satisfactory progress in their creative development and by the age of five most achieve the desirable outcomes described in national guidance in this area of learning by the age of five. The children generally have appropriate imaginative and observation skills and develop these productively through role-play and when creating models using technical equipment. They use wet sand, clay and paint to good effect and a few show a good understanding of colour for children of this age. Their work in art, including collage, painting and drawing, particularly of well-loved story characters such as "Elmer the Elephant" and the "Three Little Pigs," show the level of skill normally expected of children of this age. Teaching is satisfactory in this area of learning. The consistent use of easels for painting is having a positive effect on the children's skills and the displayed work in colour mixing is a good example of improving standards. The children sing songs and rhymes and develop a satisfactory awareness of music. The two children who attend full-time, however, derive additional benefit from the whole class listening, appraising and composing music lessons which usually take place in the afternoons.

83 Children under five receive a well-balanced learning programme. As a consequence, the children have a good start to their education. They work in a caring environment with adults who interact positively to provide a curriculum which enables them to achieve all of the desirable outcomes for children's learning specified in national guidance. The quality of teaching for children under five is good overall and the support assistants and voluntary helpers are used well. In language and literacy, follow-up activities are well planned and are effectively supported by the adults who focus well on small groups to meet individual children's specific needs. The children's numeracy skills are taught well through carefully planned, practical opportunities, supported by focused questioning and regular routines. The two part-time teachers who teach the children who are under five work in close liaison. They plan carefully together and involve support assistants effectively at the planning stage. Clear guidance is displayed in the classrooms for the many voluntary helpers and this sharpens the focus of the teaching and support effectively and ensures good progression in learning for the children.

- 1 The leadership of early years is successful and has improved the provision well since the previous inspection. The new co-ordinator, supported energetically by colleagues, is developing an early year's policy to support the assessment of the children's work and to promote the increasing independence of the children in their learning. The assessment of pupils' achievements is satisfactory. Children's abilities are assessed on entry to school and appropriate records are kept of their achievements. By the age of five all children are well prepared to start the National Curriculum.
- 85 Children with special educational needs receive effective support and are fully integrated into group activities and also make good progress. The reception, Year 1 and Year 2 classroom and the adjoining practical area constitute attractive, very well equipped facilities which have a beneficial effect on the children's attainment and progress. The good partnership between home and school also helps the children to settle quickly and to continue their learning successfully.

## **ENGLISH, MATHEMATICS, SCIENCE AND INFORMATION TECHNOLOGY**

### **English**

- 1 Given the small and differing number of pupils in each year group at this school, too much emphasis should not be placed on any one year's National Curriculum test results. Over the past four years, National Curriculum tests showed variations in the standards attained by the pupils at the end of both key stages. By the end of Key Stage 1, recent trends in National Curriculum tests showed that the pupils attained standards which were broadly average in writing and slightly below average in reading. Comparisons with similar schools were less favourable due to a decrease in the proportion of the pupils achieving the higher level 3 standard in these aspects of the subject. The boys generally out-performed the girls in reading but the girls out-performed the boys in writing over this period. They also showed that the teachers' assessments significantly under-estimated the proportion of pupils who would achieve the higher levels in both reading and writing.
1. Trends in the pupils' attainment at the end of Key Stage 2 showed continuing improvement, particularly in the proportion of pupils who achieved the higher level 5 (the higher than average level). Generally, they showed that pupils reached standards which were well above average. They also showed that the girls outperformed the boys, by a margin that was greater than that found nationally.
- 88 When pupils start Key Stage 1, at the age of five, their attainments are above those expected for pupils of this age. Inspection evidence indicates that by the end of Key Stage 1, their attainments are still above the national expectation. The effective teaching of reading in literacy lessons, combined with a consistent promotion of reading through the home-school partnership, has helped to strengthen the pupils' attainment in reading. Observations of lessons in Key Stage 1 show that boys are particularly stimulated in reading sessions; even the small minority who have difficulty concentrating in other lessons apply themselves well in reading. This particular enthusiasm enables boys to outperform the girls in reading. These findings represent a significant improvement in standards over the national test results and reflect the improved provision and teaching in Key Stage 1.
- 89 Inspection evidence indicates that by the end of Key Stage 2, pupils are on course to achieve levels of attainment which are well above national expectations. The successful implementation of literacy strategy has reduced the difference in the attainment between the boys and girls but, occasionally, a few boys lack concentration and do not achieve as well as the girls. Since the previous inspection, standards in speaking and listening and in writing have been maintained, but standards have risen in reading at the end of Key Stage 1. Standards at the end of Key Stage 2 have risen from being in line with national expectations in 1996 to now being well above national expectations.
- 90 The pupils' attainments in speaking and listening are above national expectations by the end of Key Stage 1 and are well above national expectations at the end of Key Stage 2. In Key Stage 1, pupils' skills are developing appropriately. They listen with improving attentiveness to teachers and to each other's ideas.

Pupils participate with confidence in whole class discussions and in review sessions at the end of the Literacy Hour. On occasions a few pupils need additional support with their behaviour. By the end of Key Stage 2, most pupils talk and listen confidently and attentively, take account of each other's views in discussions and develop ideas appropriately. For example, older pupils discuss their writing at a mature level and share their ideas about what human qualities could be attributed to the months of the year. This writing and discussion extends their vocabulary significantly and enriches their literacy skills.

- 91 Inspection evidence indicates the pupils' attainment in reading is above national expectations at the end of Key Stage 1 and well above national expectations at the end of Key Stage 2. Pupils in Key Stage 1 enjoy sharing books and read regularly at home with their parents. Most pupils express preferences for a style of book and some name their favourite authors. Phonic skills are well established early in school life and are strong by the end of Key Stage 1, where most pupils read suitable stories accurately and talk about the characters and plot in simple terms. By the end of Key Stage 2, almost all pupils are independent, fluent readers who read for a variety of purposes and in a variety of forms. They have well-established preferences for styles of literature and for favourite authors. Research skills are well established and are used well in other areas of the curriculum, such as history and art.
- 92 Inspection shows that the pupils' attainments in writing are on course to exceed national expectations by the end of Key Stage 1 and to reach standards which are well above national expectations by the end of Key Stage 2. In lessons, many pupils in Year 2 can already recognise full stops and capital letters and most are beginning to apply simple punctuation as for example, when writing about story characters such as "Preston Pig." Most pupils form their letters correctly and are on course to write legibly, using identifiable sentences, by the time they leave the key stage. Spelling is generally accurate and acceptable attempts are made to spell polysyllabic words phonetically. Writing is being encouraged in other areas of the curriculum, such as religious education and history but, overall, it is not used sufficiently. Opportunities for extended writing are also limited. At the end of Key Stage 2, attainment is well above national expectations. Pupils are challenged and respond well to their writing tasks. For example, in Years 5 and 6, they write perceptively about the style of different painters and offer expressive ideas such as, "September is a confused child," when studying "personification." They reflect purposefully on punctuation and the power of words before completing their work.
- 93 Most pupils make good progress through the school. In Key Stage 1, pupils progress well in speaking and listening through the various opportunities provided for them to discuss and listen in the Literacy Hour. Most pupils make satisfactory progress in developing writing skills, including pupils with special educational needs who benefit from the close support provided for them. Pupils make satisfactory progress in handwriting and spelling throughout Key Stage 1. Progress in reading is generally good for all pupils, including those with special educational needs and those with particular behavioural needs. Consistent routines, careful teaching of reading skills and effective support from parents consolidates the pupils' skills well and extends their strategies for attempting new words.
- 94 Pupils in Key Stage 2 make good progress. The scrutiny of work reveals that the teachers' effective marking presents a good level of challenge, particularly in writing, is sufficient for all pupils and meets the needs of higher-attaining pupils well. The pupils make good progress in writing for a variety of purposes, including poetry. Teachers use questioning effectively and encourage fruitful discussions which support the pupils' good progress in their speaking and listening. This occurred in a lesson in Years 3 and 4 where the teacher also used the notion of a "secret key" to stimulate the pupils' ideas imaginatively. Information technology is used purposefully to record pupils' ideas and laptop word-processors make an effective contribution to the pupils' progress in writing, especially in the Years 5 and 6 class. Most pupils make good progress in reading and a good range of fiction and reference books in the classrooms and library supports this. Pupils with special educational needs are well supported and make good progress towards the targets set for them in their individual educational plans.
- 95 Overall, the pupils' attitudes to their lessons are very good. Most are very well behaved and maintain concentration in their work. They share ideas enthusiastically and when required, for example in quiet reading sessions, they maintain their concentration well. The pupils show evident interest and enjoy their work. This has a positive effect on their attainment and progress.

- 96 The quality of teaching is good overall and ranges from good to very good. Teaching is good in both key stages and has improved significantly since the last inspection. Teachers have a good knowledge of the subject and lessons are structured well in accordance with the recommendations of the National Literacy Strategy. The strength of the teaching lies in the consistent good use of questioning to clarify thinking, to emphasis learning objectives and to share the pupils' ideas and all teachers accomplish this well. For example, in the class for reception, Year 1 and Year 2 pupils the teacher shared lesson objectives purposefully with the pupils and motivated them successfully by using favourite story characters, such as, "Fluffy Baby" and this had a positive impact on the pupils' progress. The planning of lessons, day-to-day assessment and the marking of the pupils' work are all good. In a lesson for pupils in Year 3 and Year 4, for example, the teacher talked usefully about the pupils' homework and was able to develop the pupils thinking about "synonyms" effectively. On occasions, however in other literacy lessons there was insufficient use of homework to reinforce learning.
- 97 The curriculum is planned well in the short, medium and long-term and is securely based on the National Literacy Strategy. National Curriculum requirements are securely in place and the equal opportunity and special educational needs of pupils are considered appropriately. This represents a significant improvement since the previous inspection and has had a positive impact on standards. Assessment procedures are satisfactory and have improved since the last inspection. National Curriculum tests are evaluated well to target development but samples of pupils' work are not consistently matched to nationally expected levels and this is a weakness. Assessments of the pupils' work are used satisfactorily to establish links with previous work at the beginning of lessons, but these are not recorded sufficiently in lesson evaluations and this restricts their effective use to target future work. Discrepancies evident in the difference between teacher assessments and test result in reading at the end of Key Stage 1 in 1998 have been appropriately considered. Assessments are now generally accurate in both key stages and this supports their effective use.
- 98 The leadership of the subject is good; guided reading is being targeted effectively in the school development plan, literacy strategies are being implemented well and standards are rising throughout the school. The newly appointed co-ordinator receives good support from the headteacher and is maintaining the good educational direction given to the subject. The co-ordination of the subject has been strengthened since the last inspection. The school has followed a well-structured action plan and teachers have been supported by appropriate in-service training, and by useful monitoring of their teaching by an adviser from the local authority. The subject is resourced well; a good supply of reference books in a well-ordered library is supplemented effectively by a good range of fiction and loaned reference books in the classrooms. An appropriate range of additional resources has been acquired to support literacy and additional texts have been acquired to interest the older boys. By valuing the pupils' responses and by incorporating discussions about the views and ideas of others, artists such as Henri Matisse, for example, the teachers ensure that the work in English contributes well to the pupils' spiritual, moral, social and cultural development.

## **Mathematics**

- 99 The National Curriculum Test results in 1999 continued the pattern of fluctuating levels of attainment from year to year. They indicated that at the end of Key Stage 1, the percentage of pupils reaching level 2 or above was close to the national average and the percentage of pupils reaching the higher level 3 standard or above was well above the national average. In comparison with similar schools, the results were below average, which is the reverse of the standard achieved in 1998, again indicating the variations in attainment between the small year groups. Over the period 1996 to 1999, the boys generally outperformed the girls. Teachers' assessments at the end of this Key Stage 1 under-estimated the proportion of pupils who would achieve the higher levels.
- 100 At the end of Key Stage 2, the 1999 National Curriculum test results indicated that the performance of the pupils was very high in relation to the national average and in relation to the standards found in similar schools. This was particularly the case in terms of the proportion of pupils who achieved the higher level 5 standard. These results continued the trend of above average attainment and represented a substantial improvement over the previous year's results. They also continue the pattern of significant variations in performance between small year groups. Over the period 1996 to 1999, the boys continued to outperform

the girls. The teachers' assessments matched the test scores over this period.

- 101 Inspection shows that the attainment of pupils at the end of Key Stage 1 is above the national expectations. By the end of the key stage, most pupils have a good knowledge of the appropriate language of mathematics, are able to add together two digit numbers, subtract numbers up to twenty with accuracy and identify numbers between ten and a hundred, understanding the relative sizes of these. They understand simple fractions and name the common two-dimensional shapes and three-dimensional solids. At the beginning of Year 2, most pupils understand that items can be measured and compared as in the lesson where they compared the relative sizes of their hand spans after measuring them using metric units.
- 102 At the end of Key Stage 2, inspection findings show that the pupils' attainment exceeds national expectations. It is not as high as the tests would indicate due to the insufficient use of information technology to use and further develop measurement and problem solving. By the end of the key stage, most pupils can add and subtract numbers, multiply whole numbers by ten and understand simple fraction equivalents, decimal notation and simple percentages. Higher attaining pupils can round off large numbers to the nearest thousand or ten thousand, multiply and divide by ten, hundred and a thousand and use percentages in simple calculations. Pupils across the range of abilities show a good understanding of the relevant aspects of data handling as in the Year 6 lesson, where pupils examine a variety of bar charts, interpret and discuss the information, and calculate the ranges of the numerical data in each case. Numeracy skills support learning across the curriculum well and have been enhanced by the schools' emphasis on improving mental strategies.
- 103 Progress across the breadth of mathematics is generally good; pupils consolidate their skills well and extend their ability to use and apply them in practical situations. In Key Stage 1 progress in lessons is satisfactory and has been maintained since the last inspection. In reception, pupils learn to count, recognise numbers and begin to record these. They build on this, gain experience of larger numbers in Year 1 and Year 2, and develop the concept of greater than and smaller than when comparing their hand spans using non-standard units. Lower attaining pupils are well supported in mathematical activities in this key stage. Progress in Key Stage 2 is good and has improved since the last inspection. Most pupils develop and deepen their mathematical understanding effectively. Pupils in Year 3 multiply one and two digit numbers together and add and subtract accurately. They develop the ability to perceive patterns, as in the lesson where pupils use number squares of different sizes and record the various patterns noticed. Investigative work is well established and pupils in Year 4 find all the possible nets of a cube for example. Higher attaining pupils in Year 5 understand that the number line extends to include negative numbers and that these can be fractional. Pupils with special educational needs make sound progress in Key Stage 1 and good progress in Key Stage 2. The effective teaching observed during the week of the inspection is having a beneficial impact on the pupils' progress. Information technology is not used satisfactorily to support the pupils' progress throughout the school.
- 104 The pupils generally show good attitudes and behaviour overall. In Key Stage 1, however, a few pupils demonstrate unsatisfactory behaviour during whole group question and answer sessions. As a result other pupils are slow to settle and have difficulty concentrating. A very small core of pupils provides an inappropriate role model for the younger pupils. The pupils' response during individual and small group activities is generally satisfactory and most pupils engage in them with enjoyment. The pupils show good attitudes and behaviour overall in Key Stage 2, and sometimes it is very good. Most pupils listen carefully to instructions and follow them appropriately. They are keen to answer questions in class discussions. Pupils settle down well to written work, take care with the completion of this and show pleasure in their results. Concentration is maintained well and equipment is used carefully. Relationships between pupils are very good, as are relationships between pupils and staff. Pupils collaborate well with each other during group work and behaviour is invariably good.
- 105 The quality of teaching at Key Stage 1 is satisfactory. In Key Stage 2 it is good overall and sometimes it is very good. Where teaching is most effective, planning is detailed and learning objectives are precise, teachers' expositions are clear and concise, questioning is wide ranging and perceptive and the tasks set are challenging and appropriate for the variety of ages and attainments represented in the particular class. In a lesson in Years 3 and 4, for example, the teacher led a very effective discussion about what patterns to look



out for in number sequences and this motivated the pupils successfully. In these lessons the teachers manage the pupils' behaviour well. Less effective teaching is generally due to limited techniques to enable teachers to cope successfully with more demanding pupils. The teachers' organisation is particularly important with mixed age classes and is invariably sound but most often, good or better. The teachers work hard and support the range of ages and attainment in their classes effectively. This was the case in a lesson for pupils in Year 5 and Year 6 where the teacher responded very effectively to the hesitation of those pupils who had difficulty, and by careful questioning was able to move their learning forward. Resources are used well and are of good quality. Lessons proceed at a good pace and generally contain an appropriate mix of practical activity and discussion, although in a small number of lessons the review sessions were less effective in consolidating learning. Praise is well used by all teachers and homework is used satisfactorily to support learning.

- 106 The curriculum complies with the requirements of the National Curriculum and all attainment targets are addressed satisfactorily. The National Numeracy Strategy is being implemented well. Planned tasks are well matched to the pupils' differing stages of development. Pupils are regularly and satisfactorily assessed and the results are used appropriately in forward planning. The subject is generally co-ordinated well and teachers' planning is regularly monitored by the subject co-ordinator. The monitoring of teaching, although covered, has not been formalised. Staffing is appropriate and the role of support staff is well developed. The accommodation is good and supports the learning fully. Resources have recently been updated and meet the curriculum requirements well, but information technology is not used to full effect in developing the pupils' skills.

## Science

- 107 In the 1999 teachers' assessments, the proportion of pupils achieving level 2 or higher at the end of Key Stage 1 was very high in relation to the national average and in relation to the average of similar schools. The proportion of pupils achieving level 3 rose significantly compared to 1998 and was very high both when compared with all schools and when compared with similar schools, strengthening the very high attainment at the end of the key stage. Taking the three years together from 1996 to 1998, figures show that the pupils' performance is above the national average overall. However, the trend in attainment shows variations each year, reflecting the differing attainments of the pupils in the small year groups and also the differing attainments between the boys and girls in each year group. Although comparisons are not conclusive, a picture of the boys out-performing the girls is apparent. Bearing in mind the pattern of difference between the small year groups, the results of the end of the Key Stage 1 teachers' assessments completed this year showed that with a greater proportion of the pupils achieve the higher level 3 and that the girls improved their performance.
- 1 From the evidence of the inspection, an above average proportion of pupils are on course to achieve the higher level 3 standard and the pupils' attainments at age seven are above national expectations at the end of Key Stage 1. The pupils are challenged effectively by a good range of observational tasks, supported by careful questioning by the teachers and support staff. On occasions, however, a few boys with behavioural needs under-achieve.
- 109 The pupils' show good knowledge and understanding when questioned and have well-developed skills in investigation. The scrutiny of work showed, for example, that pupils in a Year 2 class understand the different effects of light and darkness. They understood the effects of cold on leaves and show a good understanding of the natural world and physical processes. They develop effective links with other subjects such as art and show a good understanding when mixing colours. Classroom assistants and parents give additional support to the pupils in their work, and literacy skills are promoted well through discussion and questions related to the frequent practical tasks and experiments.
- 110 The end of Key Stage 2 National Curriculum tests and teachers' assessments in 1999 indicated that the pupils' attainments were well above the national average. In comparison with similar schools, the results at the end of Key Stage 2 were well above average. Taking the three years together from 1996 to 1998, the figures show that the pupils' performance was well above the national average overall. However, the trend in attainment again shows variations each year, reflecting the differing attainments of the pupils in the

small year groups and also the differing attainments between the boys and girls in each year group. Although comparisons are difficult, a picture of the boys out-performing the girls in science is apparent. The results of the end of the Key Stage 2 tests completed this year showed an improved performance by the girls. Again these figures need to be considered with care due to the small numbers of pupils being tested and the differences between the attainment of different year groups. Nevertheless there is a clear trend of rising standards.

- 111 Evidence at the time of inspection indicates that the pupils' attainments at the end of Key Stage 2 are on course to be well above national expectations overall. Standards are not as high, across all strands of the subject, as the tests would indicate, due to the insufficient use of information technology to support data handling, measurement and problem solving. The continued, effective emphasis on practical investigation and rigorous questioning continues to have a beneficial effect on the pupils' attainments. No significant differences between the attainment of the boys compared to the girls were apparent in the lessons or the work seen.
- 112 By the end of Year 6, scientific vocabulary is well developed and pupils have a good understanding of such things as fair testing and prediction. This was illustrated in a Year 5 and Year 6 lesson when pupils were testing different electrical circuits. They predicted outcomes intelligently and tested them effectively by completing circuits with bulbs arranged in series. The pupils formed hypotheses from their work and ideas of how batteries become quickly exhausted when more than one bulb is connected, were usefully exchanged. This sharing of ideas through discussion promotes the pupils' literacy skills significantly. Mathematical and information technology skills are insufficiently used to make charts and graphs to plot results and work in science is not contributing fully to the pupils' developing numeracy skills. The scrutiny of pupils' work across the key stage showed that they have a very good understanding of plants and animals, of materials, of physical processes and many are reaching high standards in correct experimental procedures, such as "fair testing."
- 113 Most pupils, including pupils with special educational needs, make satisfactory progress through Key Stage 1. Much emphasis is placed on discussion and observation and the pupils make effective progress in expressing their views and sharing ideas, about nature, colour and physical processes such as light. Progress in both the acquisition of knowledge and development of skills is satisfactory, as it was at the time of the previous inspection. Until recently, opportunities for the pupils to record their ideas have been limited, this has restricted their progress and as a result, the pupils are less able to write and draw their observations compared to their confidence in discussions.
- 114 Most pupils make good progress in all strands of the subject through Key Stage 2 and this represents an improvement over the satisfactory progress identified during the last inspection. Progress in both the acquisition of knowledge and development of skills is good. Pupils have very good opportunities to conduct practical experiments and investigations, for example by testing floating and sinking and observing shadows in Years 3 and 4 and by testing "displacement" more fully in Year 5 and 6. These also show that pupils are given well-planned opportunities to revise and consolidate what they know, before moving on and building successfully on their knowledge and understanding. On occasions, a few pupils lose concentration during practical work and this disrupts their learning and that of other pupils. The development of investigative skills has been a successful focus of school development. Pupils with special educational needs are supported well during lessons and make good progress.
- 115 Pupils generally show enthusiasm for science and respond appropriately in lessons. Behaviour is satisfactory overall and most pupils concentrate well when carrying out experiments and investigations. On occasions, however, a few pupils in each key stage tend to disrupt others by silly behaviour during practical work or discussions and this restricts progress. Most pupils co-operate well and share ideas productively. Older pupils are confident in choosing their own resources and planning and carrying out their work. Increasingly younger pupils are responding to the challenge presented and are raising their levels of concentration.
- 116 There were too few opportunities to observe teaching in science in Key Stage 1; consequently there is insufficient evidence to make a judgement. However, planning is strong, resources are well organised and

displays show an effective progression in learning. The quality of teaching is good overall in Key Stage 2. Strengths in the teaching and planning have been shared across the school effectively since the last inspection, and any weaknesses have been overcome. Teachers' knowledge and understanding have been strengthened by good in-service training and by reviewing learning objectives, particularly for potentially higher-attaining pupils. Teachers' marking is a consistently good and helpful feature in Key Stage 2, and teachers are always praising good effort, seeking accuracy and identifying ways forward. A strong and effective emphasis is placed on pupils predicting outcomes, when testing small parachutes for example, and this supports the pupils' progress well. The consistent promotion of practical investigation and the good use of resources are particular strengths in the teaching.

- 117 A good curriculum is provided and the balanced coverage of all attainment targets meets the statutory requirements of the National Curriculum. The scheme of work supports teachers effectively. Procedures for the assessment of pupils' knowledge and skills are satisfactory, particularly in Key Stage 2. In Key Stage 1, however, the pupils' annual reports lack specific information about progress and about what the pupils know. Samples of work are collected but assessments are not consistently used across the school to inform future teaching and learning.
- 118 The newly appointed co-ordinator shares planning with colleagues and monitors and updates resources effectively. A specific action plan has been implemented well following the previous inspection, leadership is having a good impact and standards are rising. Generally the subject is well resourced but information technology is under-used. The spacious school grounds are used well for practical work, and visits extend the range of resources available. This good provision has a positive effect on the pupils' attainment and progress and science is a strength in the school.

#### **108 Information technology**

- 119 The pupils' attainment overall is below national expectations and has not improved since the last inspection. No lessons were observed during the inspection so all evidence was obtained from scrutiny of work, documents and interviews with staff and pupils. The pupils' attainments at the end of Key Stage 1 are in line with the national expectations and have improved since the last inspection. By the end of the key stage pupils understand that instructions can be given to the computer via the mouse and keyboard. They can draw simple pictures like a house and a boat and print these. Pupils in Year 2 realise the implications of control technology and programme a floor robot to move along a prescribed path. Occasionally information technology is used to support learning in other areas of the curriculum as, for example, by a pupil with special educational needs to support letter recognition and in mathematics where higher-attaining pupils used computers to support work on measurement. Generally, however the pupils' numeracy skills are insufficiently supported by the use of information technology.
- 120 The pupils' attainments at the end of Key Stage 2 are below the national expectations and have not improved since the last inspection. The pupils' word processing skills are developed appropriately by the end of the key stage, and they use the keyboard more confidently, as for example in the lesson where pupils in Year 5 and Year 6 write poems on "personification" of one of the seasons. This work contributes satisfactorily to the pupils' literacy skills. Skills in word processing are well supported for many pupils by using computers at home. Pupils use a variety of different fonts, for example, when preparing a piece of writing for a school magazine, and reproduce pictures to scale as in the 'heaviest rabbit competition'. Some limited use of information technology to support the enhancement of literacy for pupils with special educational needs is evident. The pupils' attainments in controlling mechanisms are below national expectations, and so is the use of information technology to support learning across the curriculum.
- 121 Progress over time is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. The progress of pupils with special educational needs is in line with that of other pupils. The pupils in Key Stage 1 have sufficient opportunities to experience all the required aspects of the subject and receive close support in pairs or in groups when using floor robots, for example. This enables most pupils to build progressively on previous skill and to make satisfactory progress. In Key Stage 2, many pupils make satisfactory progress using computers to word process their writing, in poetry, for example. However, the pupils have insufficient opportunities to use computers to control mechanisms, to solve problems or to enrich their studies in other

subjects, consequently their progress is unsatisfactory overall and through this key stage.

- 122 The pupils interviewed have positive attitudes towards the subject. They clearly enjoy learning and are careful with equipment.
- 123 The school uses a published scheme of work for information technology and this is broad and balanced but it is not implemented consistently across the school. The requirements of the National Curriculum are not met. Insufficient emphasis is placed on the control and modelling elements of the National Curriculum programmes of study in Key Stage 2. The subject co-ordinator is new and has already begun to tackle the inadequacies in the implementation of the scheme. A three-year plan has been produced in which it is recognised that staff development is necessary if the pupils' attainments are to be raised. Assessment procedures are in place but are not in full use in all aspects of the subject. Resources are adequate for the teaching of the curriculum. The quality of the hardware is good. Opportunities are missed to celebrate the pupils' success and little work in information technology is displayed around the school.

### **Other subjects**

#### **108 Art**

- 124 Pupils generally make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. This represents an improvement over the satisfactory progress found at the time of the previous inspection. From a very early age the pupils use art to enrich and represent their ideas across a range of subjects, for example illustrating favourite stories such as "Rosie's Walk" and work associated with autumn. They develop appropriate skills in mixing colour and show good awareness when painting well-loved story characters such as "Elmer the Elephant." The pupils learn to express ideas in three dimensions using clay and develop the skills expected of pupils of this age when making houses and lighthouses, for example. Overall they develop appropriate artistic skills in drawing, painting, printing and collage in this key stage
- 125 In Key Stage 2, the pupils acquire more precise skills when using a variety of materials, including pencils, paints, pastels, collage and textiles. Their observational drawing using pencils is detailed and pupils appreciate the use of tone and space to create different but meaningful effects. The pupils' pencil drawings of plants and still life compositions, completed using viewfinders, illustrate a level of skill which is above that expected of pupils of this age. They develop their awareness of form, line and colour well and understand the use of colour, shades, tones and tints in reflective work. The pupils' interpretations of different coastal settings and landscapes, using pointillism techniques in the style of George Seurat for example, show beautiful brush control and a high level of skill. They also develop sensitive feelings about the work of other artists. The discussions in art lessons contribute significantly to their literacy skills, for example the pupils evaluate their own and each other's efforts productively and compare these with the ideas of other famous artists. Pupils in Year 6 write about the style of artists such as Paul Klee and Henri Matisse and expand their vocabulary and ability to express their ideas. Opportunities to contribute to the pupils' numeracy skills during work in art lack development.
- 126 The pupils in Key Stage 1 make satisfactory progress overall in acquiring the skills of observation and pencil and brush control. They progress steadily from painting and drawing characters such as the "Three Little Pigs" to mixing colours systematically in Year 2. Pupils with special educational needs receive sensitive support and also make satisfactory progress in pencil drawing. The pupils, including those with special educational needs, make good progress in Key Stage 2. Their developing ability to create tone using one colour demonstrates a good rate of progress. The pupils in Year 3 and Year 4, for example, drew imaginative abstract pictures in the style of Henry Moore and their observational drawing also showed their clearly improving skills. Pupils develop skills with different media and also show a deepening appreciation of works of art.
- 127 Pupils in both key stages have positive and productive attitudes to art. They tackle the tasks set with enthusiasm and enjoyment and most have a regard for sensible working practices. They share resources and equipment well and the vast majority of pupils demonstrate appropriate routines in the care for them. The pupils' good attitudes make an important contribution to the quality of their work.

128 In Key Stage 1 teaching is satisfactory. Support assistants are used well to supervise activities in small groups. Resources are well organised and are used effectively. Pupils with special educational needs are particularly well supported, although on occasion, a few pupils with behavioural needs are able to disrupt others and this restricts the quality of work. The teaching in Key Stage 2 is good overall. Teachers generally have a good understanding of the subject, use resources well, particularly artefacts to stimulate ideas, and set high expectations of the pupils' finished pieces. This is evident in the carefully mounted and prominent displays in the corridor and hall areas. The pupils' work is valued and this has a positive effect on the quality of their compositions. Occasionally planning in the short-term lacks precise learning objectives and collage, for example, lacks the quality of painting, drawing or pastel studies. The teachers encourage the pupils to use sketchbooks to express their ideas and to refine skills such as pencil shading. This is generally productive, but at times the quality of the work in the sketchbooks falls short of the teachers' expectations and skills such as pencil control are not always developed fully. During the inspection very good teaching was observed in the Year 3/4 class where the use of particular pencils was carefully explained and where high expectations stimulated the pupils' concentration. As a consequence, the pupils improved their skills and copied pieces of modern sculpture accurately. Most teachers use questioning successfully to promote ideas and interest.

129 The newly appointed co-ordinator is enthusiastic, well informed and has a clear overview of this subject. She is monitoring the scheme of work closely to ensure that skills are taught appropriately within the curriculum. A careful action plan has been implemented, curriculum planning has been developed and staff expertise has been supported effectively. Although the impact of leadership is good overall, strategies to monitor standards and the quality of the teaching in the subject and to maintain the momentum of improvement are not securely in place.

130 Throughout the school, art is linked usefully to themes and other subjects and beautiful displays of art enrich the learning environment. Discussing and appreciating the work of others is at the heart of most art lessons and these promote the aims and ethos of the school well. The frequent use of artefacts and pictures from a range of cultures and periods of history contributes significantly to the development of pupils' spiritual and cultural development and to the quality of their finished work.

#### 108 **Design technology**

131 The previous inspection of 1996 stated that "standards meet the national expectation at the end of Key Stage 1 but the pupils' skills are under-developed at the end of Key Stage 2." This inspection shows that there has been improvement in Key Stage 2, and pupils now make satisfactory progress overall as they move through the school.

132 As in the previous inspection, there were few opportunities to observe design and technology being taught during the inspection. Judgements, therefore, are based on a scrutiny of displayed and photographed work, discussions with teachers and pupils and an examination of curriculum planning. These show that most pupils, including pupils with special educational needs, acquire appropriate knowledge, understanding and skills, particularly of the design process, and make satisfactory progress.

133 The pupils in Key Stage 1 develop the ability to express their ideas in clay and collage, by making buildings such as lighthouses. They acquire satisfactory skills in cutting, joining and modelling, for example when creating outlines of favourite storybook characters such as Elmer the elephant. The pupils in Key Stage 2 design and make their own "buggy" and boats. They demonstrate appropriate skills in evaluating products and refining their designs. The pupils develop a sound awareness of the design process of planning, designing and making and demonstrate this effectively when sharing ideas, explaining their plans and when choosing appropriate materials. They respond to challenges, such as "By using straws, design a tower to hold an object," effectively. However, there were few examples of measuring activities contributing to the pupils' numeracy skills and very little use of information technology to develop designs or to present ideas was evident.

134 Most pupils demonstrate positive attitudes to learning and enjoy the subject. They behave well in lessons

and appreciate each other's ideas. The pupils respond well to the good range of artefacts on display in classrooms and around the school and use these respectfully and effectively in their search for ideas. In Year 3 and Year 4 for example, the pupils used jointed toys such as "Daffy Duck" successfully as a source of inspiration for their 'Iron Man' creations.

- 135 The quality of teaching in Key Stage 1 is satisfactory overall. Strengths of the teaching lie in the effective use of questioning and the very good relationships with the pupils. The teacher and educational support assistants demonstrate good use of resources, for example when working with clay or construction equipment. They use questioning effectively to promote the pupils' ideas, where to locate houses, for example when designing towns using toys. The school follows a four-year planning cycle, consequently little design technology was taught during the week of the inspection in Key Stage 2. It was not possible, therefore, to judge the quality of the teaching in this key stage. Evidence shows, however, that the teachers' planning has been improved since the previous inspection and this has helped to raise the pupils' progress. Overall, however, the opportunities available are limited and much activity is either linked to other subjects or art and the designing skills of a significant number of the pupils are not fully developed as they move through the school.
- 136 The curriculum has been improved since the previous inspection and is satisfactory overall. The thorough scheme of work gives clear and useful guidance to teachers. The pupils' skills are targeted effectively and projects, such as designing 'buggies', link with topics in other subjects such as 'fair testing' in science. This aids the pupils' understanding in these areas. Little formal assessment takes place, but the teachers are usefully collecting photographs of pupils' work, for example 'tie and dye' tee shirts and are using these as exemplars of good practice.
- 137 Since the previous inspection an effective action plan has guided the satisfactory development of the subject. Staff training has targeted effectively skills, record keeping and the implementation of the scheme of work as areas for development. The headteacher co-ordinates the provision satisfactorily and uses her visits to classrooms to monitor the pupils' work. Resources are good and include up to date collections of tools and construction kits and a good supply of materials and reference books. Few examples of the pupils' designs were displayed and work in the subject is not used to best effect in supporting the pupils' developing skills in literacy and numeracy.

## 108 Geography

- 138 The pupils' progress in geography is satisfactory overall. At the beginning of Key Stage 1 pupils develop an appropriate understanding of the use of symbols to represent objects on a plan and interpret plans satisfactorily, as for example when they consider what they pass on a journey around a farm. Pupils in Year 1 consider their journeys to school productively and draw simple plans of these. The younger children develop their observational skills effectively by visiting the school grounds.
- 139 In Key Stage 2 pupils continue their local studies and develop their knowledge to an appropriate depth. The school makes good use of its neighbouring locality when pupils study rivers for example. Pupils in Year 3 and Year 4 investigate the economic activities locally and compare these with Bristol, developing appropriate geographical language and observational skills. Pupils in Year 5 and Year 6 visit the Isle of Wight for a residential experience and they contrast this area usefully with the locality of Crudwell. As a consequence the pupils acquire expected skills and awareness of different localities. They also gain good knowledge of erosion from these coastal visits and the "fossil hunt" experienced there is well remembered by pupils on their return. Pupils with special educational needs make satisfactory progress in both key stages.
- 140 Across the school most pupils attain the skills and knowledge expected of pupils of this age. Much emphasis is placed on discussion and recording ideas and these extends the pupils' literacy skills effectively. Recorded examples of pupils developing their numeracy skills usefully in geography were seen in mapwork where the pupils used co-ordinates to locate landmarks on a map. Generally however, their numeracy skills are under-developed in the subject and little use is made of information technology. These are weaknesses.

141 No lessons were observed during the inspection but interviews with pupils and scrutiny of work indicate that pupils enjoy the work done and approach written work with care. As a result no judgement can be made on the quality of teaching overall, however the teachers plan satisfactorily and mark the pupils' work effectively.

142 The school places sufficient emphasis on geography and the curriculum content contains satisfactory breadth and balance. Pupils' portfolios contain pieces of work and geography is reported satisfactorily in the school's report to parents. Resources have been supplemented and have been improved since the last inspection. They are generally satisfactory and in some areas good, as for example, the class sets of good quality aerial photographs. These show how Crudwell has developed over the past years and there is also a pack from the multicultural centre, which compares the life of an African child with an English child. The use of information technology to support learning, especially in Key Stage 2 is unsatisfactory.

### 108 **History**

143 Most pupils make satisfactory progress across both key stages. In Key Stage 1, the pupils develop an appropriate understanding of the range and timing of the major events studied. They acquire an appreciation of changes over time as in Years 1 and 2 where pupils examine artefacts such as shoe hooks, flat irons and washboards and compare them with present day equivalents. Their depth of knowledge is sound and progress is enhanced by the visits pupils make to places like Sevington, where they experience aspects of England in the past; by going to school for the day as Victorians and taking their lunches wrapped up in handkerchiefs. The pupils extend their appreciation of local history in Key Stage 2. Pupils in Years 3 and 4 examine the variety of housing in Crudwell and rank their pictures of the different buildings accurately along a time line. Local older people are interviewed and changes in the village are noted through the effective use of aerial photographs. These activities contribute satisfactorily to the pupils' literacy and numeracy skills. The pupils' own observations, research and experiences using a range of sources in their investigations and the school log-book, for example, are used productively in this respect. Further aspects of our cultural heritage are developed well by visits to Osborne House on the Isle of Wight by pupils in Years 5 and 6. Assemblies based on historical themes are often planned and prepared by the pupils, and parents are invited to attend, and these reinforce learning effectively. Pupils with special educational needs also make satisfactory progress overall.

144 The pupils display a good attitude to learning. They work well together, sometimes in mixed age groups where all pupils have a part to play and are valued. They listen carefully to instructions, answer questions clearly and settle down to written work quickly. Topic books are generally neat and contain well-organised work. Historical research is completed with interest and concentration and pupils are keen to report back findings, as in the Years 3 and 4 lesson where pairs of pupils examine photographs of Crudwell. Behaviour is generally good.

145 The quality of teaching is satisfactory in Key Stage 1 and it is good in Key Stage 2. Teachers have good subject knowledge and lessons and have sound, sometimes good expectations, of their pupils. Lessons are well planned and contain a suitable variety of activities to enable the pupils to maintain concentration and interest. Teachers' questions are succinct and probing and designed to assess learning and to make pupils think further. The management of pupils is satisfactory overall but often it is better, particularly when the pupils' interest is stimulated. The teachers make good use of visitors and visits to places of interest and often use assemblies well to motivate the pupils. An assembly based on a Victorian music hall provides a good example of how the pupils made effective progress as a result of this type of activity. In Key Stage 2, the good teaching observed during the inspection is beginning to improve the pupils' progress.

146 The curriculum contains sufficient breadth and balance and follows a well-planned, four-year topic cycle. The subject policy and scheme of work have been reviewed since the last inspection and are now satisfactory. During "assessment week" when the pupils complete pieces of work, a piece of pupil's work in history is included in their collection of work and this is used satisfactorily to track their progress. The subject is well co-ordinated by the headteacher who, with the support of new staff, have ensured that the satisfactory standards reported at the previous inspection have been maintained. The monitoring of some

teaching has taken place but this is not fully developed. The resources are good, being well supplemented at various times through the county lending service, by visitors from the local community and by visits to the locality. Good quality displays around the school, for example, the artefacts displayed in the library raise the pupils' awareness of history effectively.

## Music

108 147 Pupils make good progress in music overall and this has been maintained since the last inspection. Pupils' progress in Key Stage 1 is satisfactory. By the end of the key stage, pupils sing in tune and have a sound understanding of pitch, rhythm and tempo. These studies also have a positive effect on their numeracy skills, particularly their awareness of sequences, for example. They perform together satisfactorily, accompanying themselves with simple percussion instruments. The pupils develop their knowledge and use of musical terms effectively and, by the end of the key stage, pupils know the names of a variety of simple instruments. Pupils develop an appropriate understanding of simple methods of recording music on paper, as in the lesson where pupils in Years 1 and 2 relate high and low notes on the xylophone to circles on two parallel lines.

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108 148 Progress in Key Stage 2 is good. Pupils learn how to sing more difficult songs and show real enjoyment when doing so, as in the whole school hymn practice, where the last song sung in each hymn practice is clearly a school favourite. By Year 6 pupils have developed a good range and understanding of the language related to written music and can compose simple phrases which many then perform on their own recorders. They build up a sound appreciation of music from a variety of periods and cultures, and the good range of music played during assemblies reinforces this well. Pupils with special educational needs make sound progress in Key Stage 1 and good progress in Key Stage 2 relative to their individual abilities.

149 Pupils' attitudes to music throughout the school are good. They listen carefully to their teachers and engage in activities eagerly. They co-operate well and exhibit pride in their final performances. Enjoyment of singing and recorder playing is evident and this often extends beyond the lessons into assemblies. Pupils handle instruments carefully. Relationships between pupils and teachers are very good and pupils generally behave well in lessons.

150 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In the most effective lessons, the teachers' subject knowledge is secure, planning is sound and teachers are well prepared for the lessons. Teachers' questioning of the pupils is good and they demonstrate clearly to the pupils what they want them to do, as in the Year 5 and 6 lesson on crotchets, minims and quavers where the teacher demonstrated these accurately for the pupils on the recorder. There is a good balance of teacher exposition and questioning with practical work for the pupils. These discussions contribute well to the pupils' literacy skills by extending their vocabulary of musical terms. The teachers' management of the pupils' behaviour is generally effective and day-to-day assessment of the pupils' work is satisfactory.

151 The curriculum is broad and balanced, and includes recorder teaching to all pupils in Key Stage 2 and this as a strength. The teachers use a good range of music from different periods and cultures to develop the pupils' listening and appraising skills. Teachers' planning is monitored, but the co-ordinator has insufficient opportunity to share his expertise by providing in-class support for the development of colleagues. There is no whole school assessment procedure for music, but music is satisfactorily included in the school's report to parents. Resources are satisfactory, however the use of information technology to support learning is under-developed. A peripatetic teacher visits the school one afternoon each week and provides good individual tuition with wind instruments. Pupils who are withdrawn from lessons to receive tuition are, with the prior agreement of parents, expected to complete the work missed for homework and do so effectively. The pupils take part in a range of musical performances, for example, in the school carol service and these have a positive effect on the ethos of the school.



## Physical education

- 152 Throughout the school pupils are developing positive attitudes to physical activity and make satisfactory progress overall. They learn the importance of physical exercise to health, completing appropriate “warm-up” routines before exercise and using equipment with due care.
- 153 Games, movement, dance and swimming lessons were observed during the week of the inspection. Evidence is also based on observations of pupils at play, curriculum plans and discussions with pupils and staff. These show that most pupils make satisfactory progress overall as they move through the school. Pupils travel by coach to a pool in Cirencester on a regular basis and all pupils are able to swim the expected 25 metres by the time they leave the school aged 11 years. A significant number exceed these expectations and achieve long distance, Bronze and Silver life saving awards.
- 154 From an early age, pupils in Key Stage 1 show good awareness of space and co-operate and share equipment happily and productively. They show appropriate skills when running and balancing in movement lessons. Too often lessons involve the older Year 2 pupils exercising the routines of movement which very young children also follow and this restricts progress for potentially higher attaining Year 2 pupils.
- 155 Pupils in Key Stage 2 are increasingly responding to a greater emphasis on developing skills, particularly in dance and swimming lessons. Most pupils, including boys and girls make satisfactory progress when passing and receiving the ball in netball and football clubs. Progress is increasingly more effective as the pupils are encouraged to evaluate their own and each other’s efforts, in dance and swimming lessons, for example, and this discussion and exchange of ideas also helps to develop the pupils’ literacy skills. Pupils with special educational needs also make satisfactory progress as they move through the school. In swimming, however, a significant number of pupils are challenged more consistently, and make good progress in developing their strokes and achieve higher standards by the time they leave the school.
- 156 All pupils respond most positively to physical education. They are well behaved, enjoy physical activity and work well collaboratively or co-operatively. Pupils listen attentively to the teachers and instructors, watch each other’s demonstrations closely and compete fairly during competitive activities.
- 157 The quality of teaching ranges from satisfactory to good and is satisfactory overall. The most successful teaching is clearly underpinned by good knowledge of the subject, high expectations and by effective management of pupils’ behaviour. When the teaching of skill is combined with appropriate challenge, as in swimming lessons in Key Stage 2, then learning is more effective. Involving pupils in evaluating each other’s movement was also a successful feature in a dance lesson in the Year 5/6 class. On a few occasions, however, in Key Stage 1, lessons fail to challenge the older Year 2 pupils. Overall there is an increasing emphasis on the specific teaching of skills but, except in swimming, expectations of what pupils should achieve are occasionally too low and this is restricting pupils’ attainment and progress.
- 158 The curriculum is supported effectively by a detailed scheme of work and appropriate plans. A programme which focuses specifically on skills is also being followed and it is increasingly helping to raise standards across the school. Outdoor pursuits and adventure activities are appropriately provided during a biennial residential trip to the Isle of Wight, for older pupils in Key Stage 2. Teachers use assessments of pupils’ skills satisfactorily in their lessons and planning but the pupils’ own evaluations are not fully utilised to identify future developmental targets. The newly appointed co-ordinator has interest and expertise and with support from colleagues is increasing the emphasis on skills and dance to good effect. Leadership is satisfactory as a result of the implementation of a purposeful action plan but the co-ordinator has insufficient time to monitor the quality of teaching and learning across the school in order to raise standards. A good range of extra-curricular sporting activities, visits and inter-school fixtures enrich the curriculum available. These are supported by most of the staff, and about a third of the pupils derive significant benefit from these after-school clubs. The subject is generally well resourced and there are spacious playgrounds and fields adjoining the school. The hall is small, however, and the need to store equipment there restricts the space available indoors, especially for the older pupils and this in turn limits

their progress in movement and gymnastics. The regular swimming, however, is a significantly beneficial activity which promotes the older pupils' progress well.

## **PART C: INSPECTION DATA**

### **108 SUMMARY OF INSPECTION EVIDENCE**

- 159 A team of three inspectors spent a combined total of approximately 40 hours gathering first-hand evidence. Approximately 28 hours were spent observing classes, in discussions with pupils and in evaluating their work. A further 12 hours were spent interviewing staff, governors and parents. Parents' questionnaires, displays, documents and resources were also examined.
- 160 The inspectors visited registration sessions and assemblies and observed the pupils' behaviour at break and lunch times. All full-time teachers and most part-time teachers were observed teaching. Discussions were held with members of the teaching and support staff, representatives of the governing body and others, both during the inspection and on the initial inspection visit. All the available work of a representative sample of three pupils from each class and the work and records of a sample of pupils with special educational needs was scrutinised. A sample of pupils in Year 2 and Year 6 were heard to read either individually or during group reading in literacy lessons. A large amount of documentation provided by the school was analysed both before and during the inspection. The registered inspector held a meeting attended by 21 parents before the inspection and considered the parents' responses to a questionnaire.

**Data and indicators****PUPIL DATA**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
<b>YR – Y6</b>	<b>72</b>	<b>1</b>	<b>18</b>	<b>4</b>

**TEACHERS AND CLASSES****Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent)	3.60
Number of pupils per qualified teacher	21.11

**Education support staff (YR – Y6)**

Total number of education support staff	4
Total aggregate hours worked each week	70

Average class size:	25.3
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**FINANCIAL DATA**

Financial year:	1998/1999
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	£
Total income	175695
Total expenditure	178962
Expenditure per pupil	1988.47
Balance brought forward from previous year	12666
Balance carried forward to next year	9399

## PARENTAL SURVEY

Number of questionnaires sent out:

54

Number of questionnaires returned:

25

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	28	60	8	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60	40	0	0	0
The school handles complaints from parents well	13	54	25	8	0
The school gives me a clear understanding of what is taught	8	60	8	24	0
The school keeps me well informed about my child(ren)'s progress	25	63	0	12	0
The school enables my child(ren) to achieve a good standard of work	25	71	4	0	0
The school encourages children to get involved in more than just their daily lessons	30	57	9	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	8	59	17	12	4
The school's values and attitudes have a positive effect on my child(ren)	25	67	8	0	0
The school achieves high standards of good behaviour	42	50	4	4	0
My child(ren) like(s) school	44	48	4	4	0