

INSPECTION REPORT

LARKHILL PRIMARY SCHOOL

Larkhill near Salisbury

LEA area: Wiltshire

Unique reference number: 126202

Headteacher: Mrs. Jennifer O Larsson

Reporting inspector: Alan W Perks
18889

Dates of inspection: 26th – 29th June 2000

Inspection number: 189303

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Wilson Road Larkhill Salisbury Wiltshire
Postcode:	SP4 8QB
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Appropriate authority:	Governing body
Name of chair of governors:	Colonel D G Lyon
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan W Perks	Registered inspector	Information technology Design and technology	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Brian Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Julia Coop	Team inspector	English Music	Pupils' attitudes, values and personal development
Kay Cornish	Team inspector	Art History Under fives Special educational needs	
Paul Knight	Team inspector	Mathematics Geography Physical education Equal opportunities	
David Speakman	Team inspector	Science Religious education	How good are curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Larkhill is a community primary school for boys and girls aged 4 to 11. It lies in private grounds that are surrounded by Royal School of Artillery Garrison and associated military units. It serves children from these families and a few from non-military families. Statistical information shows that most pupils come from homes that are neither significantly advantaged nor disadvantaged. However, more sensitive information shows that there is a higher level of disadvantage. The school has a larger than average current pupil population of 255. The school's baseline assessments show that children entering the school at four years of age have skill levels that, overall, are significantly below average. One pupil has a Statement of Special Educational Need (0.4 per cent), which is below the national average. There are 63 pupils on the school's special educational needs register (25 per cent), which is above the national average. They have a range of learning difficulties. No pupils have English as an additional language, and less than one per cent takes up free-meal entitlement, which is well below the national average.

HOW GOOD THE SCHOOL IS

This school has many good features and, by the end of Key Stage 2, most pupils achieve average standards in English, mathematics and science. This is a result of much effective teaching in these subjects, a good level of improvement since the previous inspection and the good quality of leadership and management. The school benefits from its close liaison with local military authorities, but the high turnover of pupils affects their own progress in learning and that of others. The school continues to give satisfactory value for money.

What the school does well

- Children have a good start to their learning in the reception year.
- Teaching of basic skills of literacy and numeracy is good in part of Year 4 and in Years 5 and 6.
- There is good provision for pupils' social and moral development.
- There is a good level of care for all pupils. There are good procedures for monitoring and improving attendance and eliminating oppressive behaviour, and the provision for pupils with special educational needs.
- The good management and leadership of the headteacher and other key staff are improving teaching and pupils' learning.

What could be improved

- Teaching of English at Key Stage 1, though improved, does not raise pupils' attainment to an average or better level.
- Teaching of information technology (IT) in both key stages does not provide pupils with sufficient levels of skill in all parts of the National Curriculum.
- Teaching of pupils in Year 3 and parts of Year 4 is inconsistent, as identified by parents and recognised by the school.
- Collection of assessment information and its use are not extensive enough to ensure that the needs of all pupils, especially higher attaining pupils, are met.
- The management of the time of support staff, who are mainly involved with the teaching of pupils with special educational needs, is not considered sufficiently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION:

The school was last inspected in September 1996 and has made good improvement since then, and most of the key issues have been satisfactorily dealt with. The rate of improvement has increased since the appointment of the headteacher and deputy headteacher. Considerable staffing difficulties, especially in Years 3 and part of Year 4, together with the high turbulence factor brought about by pupils arriving and leaving the school as a result of frequent parental postings have had a negative effect. Most notable improvements are listed below.

- There has been a substantial decline in the amount of unsatisfactory teaching.
- Teachers' knowledge, skill and understanding have developed as a result of effective in-service training, which has improved pupils' learning.

- A significant improvement in pupils' standards of attainment in English at the end of Key Stage 2, and an improvement in mathematics at the end of Key Stage 2.
- There have been improvements in teaching and learning in design and technology, geography, IT, music and physical education.
- Attendance levels are higher as a result of increased parental co-operation.
- There has been some expansion of resources that support the teaching of IT and music, and the re-organisation of the book libraries have increased the opportunities for pupils to learn more.
- Strengths in leadership and management by the governing body, headteacher and other key staff have been used more effectively to develop better and improving systems for teaching, subject co-ordination and monitoring of effects on pupils' learning.
- Teaching and pupils' slow rate of learning of information technology remain an issue, but the school is in a good position to improve this weakness.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	D	D
mathematics	E	E	E	E
science	D	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

- Some caution should be exercised in the interpretation of these gradings because of the high level of pupil movement caused by parents' postings.
- Attainment on entry into the reception class at age four is widely variable year on year and is currently significantly below average.
- Children who are under five years of age make good progress overall, and most achieve the Desired Learning Outcomes in areas of learning related to their mathematical and creative development, and their knowledge and understanding of the world by the age of five. However, most do not meet the recommended level in their language and literacy, physical or personal and social development, despite the good teaching.
- Realistic targets were agreed with the local education authority in English and mathematics, and levels were achieved in 1999.
- The 1999 results clearly illustrate the effects of pupil movement and the fact that many pupils have significantly lower than average levels of attainments on entry to all parts of the school. If pupils arrive at the end of Key Stage 2, then these levels are difficult to raise substantially in a short period, despite the improvements in the quality of teaching.
- Inspection evidence shows that standards in English are below average at the end of Key Stage 1 and close to the average at the end of Key Stage 2. In mathematics and science, they are close to national average at the end of both key stages.
- Differences in standards in these subjects as compared to the outcomes of national tests are generally due to high frequency of turnover of pupils who attend each class.
- Overall standards of attainment in information technology (IT) are unsatisfactory at the end of both key stages. Pupils' use of information and communications equipment (ICT) is inconsistent. Best use is made of these in the reception classes and in Years 5 and 6. There is insufficient use of control technology across the school.
- Standards are satisfactory at both key stages in art, design and technology, geography at the end of Key Stage 1, history, music and physical education. Standards in geography at the end of Key Stage 2 are good. Standards in religious education meet the requirements of the locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils arrive promptly in the mornings and sustain satisfactory levels of attention throughout the day. Where teachers have developed good relationships with their pupils, and teaching meets pupils' needs, there is a good level of co-operation and most sustain concentration for longer periods and their learning improves.
Behaviour, in and out of classrooms	Satisfactory. The procedures for promoting behaviour are good. The behaviour of the large majority of pupils is regularly at least satisfactory and helps them concentrate on their learning. There were no incidences of bullying observed or reported during the inspection, although there is some inappropriate behaviour, especially in Year 3 and parts of Year 4.
Personal development and relationships	Satisfactory. While pupils adopt responsible attitudes to their work, the school does not provide enough opportunities for them to show initiative and to take increasing responsibility for their own learning. Relationships are difficult to build because of the high level of pupil movement. Nevertheless, there is care and consideration shown by many to staff and new friends.
Attendance	Very good. Attendance levels are in the top ten per cent when compared to all primary schools and the level of authorised absence is very low. Although procedures for monitoring pupils' attendance are good, the level of unauthorised absence is unsatisfactory because a few parents fail to contact the school.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching across the school is satisfactory. In the teaching seen, 94 per cent was satisfactory or better, 40 per cent was good or better and 10 per cent was very good. There was six per cent of unsatisfactory teaching. From these lessons and analysis of pupils' work, teaching is frequently good and occasionally very good in the subjects of English, mathematics, science and music. Teaching of under-fives is good overall. In most classes, the skills of literacy and numeracy are taught effectively, with some teachers showing good competency. These teachers have a clear understanding of the needs of individual pupils and pay close attention to their learning of basic skills. In the better lessons, teachers successfully meet the needs of all pupils by sustaining pupils' interest, making effective use of assessment information and through their determination to raise standards. Weaknesses in teaching are identified when lesson time and information gained from assessments are not used effectively, when teachers' expectations are not high enough, and when the behaviour of a few pupils severely affects the learning of the many. The teaching of pupils who have special educational needs is satisfactory. When used effectively, support adults have a positive effect on the pupils' rate of learning and the standards they reach. As a result of a significant rise in the quality of teaching since the previous inspection, standards have been maintained in most subjects and have improved in English, science, design and technology and IT. However, teaching of higher attaining pupils does not always provide them with sufficient challenge, which reduces their rate of learning and possible levels of achievement. Also, teaching resources are not always used to best advantage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of learning opportunities continues to improve and currently meets all requirements except those for information technology. There is a broad, interesting and stimulating curriculum, which meets the interests and needs of almost all pupils. There is a satisfactory level of equality of opportunity for pupils except those with special educational needs. Provision for the under fives and for extra-curricular activities is good.
Provision for pupils with special educational needs	Satisfactory. The policy for special educational needs (SEN) is good and has clear aims and objectives, but these are not always met. Nevertheless, there is satisfactory overall provision for pupils on the schools' SEN register, enabling them to make appropriate progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Teachers and other staff promote a good moral code and are very good role models to pupils. Procedures for monitoring pupils' personal development are satisfactory. The provision for pupils' spiritual and cultural development is satisfactory, and that for their moral and social development is good.
How well the school cares for its pupils	Good. The school's procedures for ensuring pupils' welfare, health and safety are good. Overall, the school has satisfactory arrangements in place to assess pupils' attainment and progress. Assessment for children under five is good. There are very good practices in English and mathematics but weaknesses in other subjects.
How well the school works in partnership with parents	Satisfactory. Most parents feel welcome in the school and are very satisfied with what the school provides. They state that their relationship with the school is open and friendly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear educational direction for the school. She is conscientious, supportive and particularly caring of the whole school community. There is a harmonious working relationship with senior managers and together they show firm commitment to raising standards. However, the management of classroom support adults does not always make best use of their time and the high costs involved.
How well the governors fulfil their responsibilities	Satisfactory. The governing body are active and supportive, showing firm commitment to improvement. They have worked successfully to improve their own knowledge and understanding of the school's strengths and areas for development. Almost all statutory requirements are met. They have not yet completed the provision for information technology and there are some minor omissions in the prospectus and annual report to parents.
The school's evaluation of its performance	Good. There is appropriate evaluation of all school activity. The management team of governors and headteacher meet regularly to appraise the school's performance and how improvements might be made. Pupils' standards of attainment are usefully analysed and action agreed. There is effective monitoring of staff and their effects on pupils' learning.
The adequacy of staffing, accommodation and	There is an above average level of staffing. Accommodation is good in size but has areas that are in need of substantial redecoration and refurbishment,

learning resources.	especially some toilet areas. Learning resources are unsatisfactory overall, but vary in quantity, quality and range from very good to poor.
The strategic use of resources	Satisfactory. There is effective targeting of resources to bring about improvements across the school. The governors and headteacher are aware of, and use, the principles of best value satisfactorily. Financial resources, including additional funding for pupils with special educational needs, are used satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to this school. • Most of their children make good progress because of the good teaching. • They are encouraged to play an active part in the school. • They find it easy to approach the school with questions and problems to do with their children. • The staff work hard to support their children. • Most feel that the school is well led and managed. 	<ul style="list-style-type: none"> • A few are not satisfied with the teaching provision for their children. • Some are not satisfied with the work that their children are expected to do at home. • A few feel that school does not always work closely with parents. • A significant minority are concerned about some pupils' behaviour, the quality of information that they receive and the low level of out of school activities.

There was a mostly positive reaction from those parents who attended the meeting and from responses to questionnaires. The inspection team firmly supports the views of the majority of parents about the strengths of the school, and agrees with parents and the school that there are some flaws with the teaching of pupils in Year 3 and parts of Year 4. Although a few parents would like larger amounts of homework for their children, the inspection team concludes that the school provides a satisfactory range of homework assignments. The school is determined to improve the way in which homework is set and marked and is very willing to discuss any parental concerns. They agree with parents and the inspection team that some pupils' behaviour is unsatisfactory and are working hard to improve this through an appropriate reward and sanction system. There is insufficient inspection evidence to support the view that the school does not always work closely with parents. Partnership with parents is satisfactory and there are some beneficial links with parents and the local community. This has a very useful effect on the way in which most parents feel informed about the school, their children's progress and the ways in which the partnership might help them and their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the reception class, as under fives, their skill levels are widely varied, and the larger proportion is significantly below the levels expected for children of their age. Most arrive with poorly developed speaking, listening, physical, creative and social skills and have a weak knowledge and understanding of the world around them. Despite making mainly good progress with good teaching, most children only achieve the nationally recommended levels of the Desirable Learning Outcomes in the areas of mathematics, knowledge and understanding of the world and creative development before commencing the statutory years of education. Most do not achieve the expected levels in their language and literacy, physical or personal and social development.
2. At both key stages, and in each year group, there are a significant number of pupils who have either been in several schools beforehand or will only attend the school for a short period. This is because of their parents' frequent postings as part of military procedures. As a result, it is extremely difficult to make generalisations about pupils' overall attainment, and so caution should be exercised in the interpretation of statistics. At the end of Key Stage 1, the 1999 National Curriculum assessment tests showed that the proportion of pupils attaining national standards of Level 2 or better was below the national average in reading and writing. The proportion attaining the higher Level 3 was below the national average in reading and no pupil attained the national average in writing. In mathematics, the proportion attaining Level 2 or better was well above the national average, but the proportion attaining Level 3 was well below average. Teacher assessments in science showed that the proportion of pupils attaining Level 2 or better was broadly in line with the national average, but below average for those attaining Level 3. When compared to similar schools, the performance of pupils was below average in reading, writing and mathematics. The performance of boys was broadly similar to that of girls.
3. Similarly, the group of pupils taking the end of Key Stage 2 National Curriculum assessment tests in 1999 had again been subject to significant turbulence in their school careers, and many of those taking the tests joined this school when they were in the upper part of the key stage. This factor affects this school's opportunity to influence their learning before taking the tests. Results showed that the proportion of pupils attaining the expected Level 4 or better was well below the national average in English, mathematics and science. The proportion attaining the higher Level 5 was also well below the national average in English, mathematics and science. When compared to similar schools, results were below average in English, and well below average in mathematics and science. Over a four-year period, the attainment of girls has been very similar to that of boys. In the light of these results, realistic targets have been agreed with the local education authority that take account of the significantly high level of pupil movement.
4. Each year's group of pupils is constantly changing and differences in individual prior attainment are evident. Realistic targets are set with the local education authority and these were met in 1999. In almost all year groups, there is a wide spread of standards of attainment in English, mathematics and science, with a weighting towards average. Inspection evidence indicates that, by the end of Key Stage 1, most pupils have made generally satisfactory progress in the essential areas of speaking, listening, reading, writing and numeracy. Although the larger proportion of pupils attains standards that are close to the national average in mathematics and science, their attainment in English is below average. This represents maintenance of the standards reported by the previous inspection in mathematics and science, but a slight fall in English. At the end of Key Stage 2, pupils' attainment in English, mathematics and science is close to the national averages, which represents a significant improvement in English, a slight improvement in mathematics and maintenance of standards in science. As in the previous inspection, pupils' standards of attainment in religious education at the end of both key stages meet the requirements of the locally Agreed Syllabus.

5. At both key stages, there are few pupils who attain at a higher level in any of these subjects. Differences between the standards found during the inspection and those achieved in the previous year's National Curriculum assessment tests can be attributed partly to the differences between each year's pupil group, improved teaching, higher teacher expectations of what pupils can achieve, and also the high level of frequency of pupil movement from one school to another. For example, good teaching and increasing resources within the National Literacy and Numeracy Strategies enable the large majority of pupils to make good progress and achieve average levels within these lessons in part of Year 4 and in Years 5 and 6. The good progress that they make in their learning is directly related to teachers' clear planning of content, effective use of assessment information and the quality of teachers' knowledge and understanding of the subject material.
6. Pupils' standards of attainment in information technology (IT) are unsatisfactory at the end of both key stages, and there has been too little improvement since the previous inspection when this was a weakness. The rate of development has increased from September 1999 because better co-ordination and sharing of expertise have raised pupils' standards in word-processing and Internet access, especially at the end of Key Stage 2.
7. Most pupils make satisfactory progress in art, design and technology, history, music and physical education and achieve satisfactory standards in both key stages. At the end of Key Stage 1, pupils' attainment in geography is satisfactory and, as a result of good teaching near the end of Key Stage 2, a majority attains a good standard, which is a significant improvement on the findings of the previous inspection. Other improvements are evident at the end of Key Stage 1 in design and technology, music and physical education.
8. At both key stages, the progress in learning of pupils with special educational needs is satisfactory, overall, and pupils make suitable progress in English and mathematics when supported by additional learning support assistants. The grouping of all pupils into sets for literacy and numeracy in Years 5 and 6 is helpful to these pupils' learning especially, because work is regularly at the correct level. Due to the various postings of the military families, which are in a majority, the movement in and out of the school is significant and has an adverse effect on the progress in learning these pupils are able to make. On the whole, these pupils make secure progress in their knowledge of the alphabet and in building up words using phonic strategies. However, their limited speaking and listening skills hamper their success in learning across all subjects. Other pupils, particularly those showing higher attainment potential, do not always make the progress of which they are capable. This is evident from the analysis of pupils' previously completed work and in some lessons, where the priority is frequently to complete the task set for the whole class, rather than moving on from the individual pupil's levels of skill and understanding. There is no significant difference between the progress of boys and girls. There are no pupils for whom English is an additional language.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to work, behaviour, relationships and personal development are satisfactory. This is similar to the findings of the previous inspection report. The majority of parents indicate that their children like attending this school and inspection evidence confirms this.
10. Most pupils are keen to come to school and sustain satisfactory levels of attention throughout the day. Pupils move around the school in a generally orderly manner and are polite to visitors. Where teachers have developed good relationships with their pupils, and have established clear expectations of behaviour, setting work that is interesting, focussed and sufficiently challenging, pupils co-operate, respond positively and sustain concentration. For example, when undertaking a spelling investigation, pupils in Years 5 and 6 worked purposefully together, with sustained concentration because the work set was interesting, challenging and clearly based on their earlier learning. However, when activities are overlong and not matched to pupils' needs, a significant proportion of pupils have difficulty in sustaining their concentration and become unsettled.

11. The attitudes of pupils with special educational needs are positive in lessons where tasks are very practical, for example in art and physical education, and when they have tasks which match their needs. When tasks are inappropriate, these pupils' concentration is poor, resulting in poor behaviour patterns.
12. During the inspection, pupils' behaviour overall was satisfactory. Behaviour in assemblies was appropriate, and pupils responded with silence and respect, when listening to a true story about a very sick child. Young children in the reception classes in particular listened carefully and came into and left the hall in a quiet, orderly fashion. The recently introduced class and individual behaviour targets are having a beneficial and positive effect on pupils' overall behaviour when moving around the school. There were no incidences of bullying or oppressive behaviour observed or reported during the inspection. One pupil has recently been excluded, though the school made every effort to support and deal with this in a sensitive and caring manner. Within the class situation, pupils behave appropriately when good relationships and appropriate work habits have been established. However, many pupils can become unsettled and behave in a less than satisfactory way when relationships with teachers are not yet firmly established, or when pupils are expected to listen for long periods of time without activity.
13. Pupils' involvement and interest in school life is good. Boys and girls involve themselves in a range of additional activities that include a school newspaper club, country dancing, judo and choir. In addition, they take pride in their sporting activities and successes in choir competitions.
14. Personal development and relationships are satisfactory overall, despite the constant turbulence in the school situation. This has been an area of improvement since the previous inspection. Older pupils willingly accept and enjoy the limited opportunities offered, and undertake requested tasks efficiently. For example, they carry the lunch box crates to and from the dining hall, take the registers to the office and proudly undertake other tasks, such as being library or class monitors. While pupils adopt responsible attitudes to the few tasks given, the school does not provide enough opportunities for them to take responsibility for their own learning. Where this happens, such as the two-weekly target setting for older pupils, there is a beneficial effect on promoting pupils' knowledge of their own learning and, on these occasions, pupils take pride in their achievements. In addition, 'circle' time has had a positive and beneficial effect on pupils' personal development, when they can explore their feelings, personal issues and difficulties within a secure, protective environment. Pupils were observed, during one such occasion, comforting a distressed pupil who was unsettled by starting yet another new school. Through personal experience, they understand the feelings expressed and, with sensitive personal support from the class teacher, they were able to reflect on their feelings and discuss positive ways to help. Occasions such as these offer helpful support to the high number of pupils who experience such difficulties, and are especially appropriate within this school.
15. Overall, pupils' attendance at school is very good and has improved since the previous inspection. It is now in the best ten per cent of all primary schools. The level of authorised absence is very low, but the level of unauthorised absence is unsatisfactory. This is because parents either do not explain to the school why their child has been absent, or allow their child to miss schooling for inappropriate reasons. The great majority of pupils arrive at school punctually so that they make a suitably prompt start to their daily learning.

HOW WELL ARE PUPILS TAUGHT?

16. Overall, the quality of teaching is satisfactory, but there are good features. In the teaching observed, 94 per cent was satisfactory or better, 40 per cent was good or better and 10 per cent was very good. There was a small amount of unsatisfactory teaching. A few teachers regularly show good or better teaching. Teaching of children under five was good overall. Teaching and other provision enables almost all pupils, including those with special educational needs, to maintain at least satisfactory and sometimes good progress as they move through the school. This is a significant improvement upon the findings of the previous report, when only 75 per cent of the

- teaching was found to be satisfactory or better. However, the teaching of pupils in Year 3 and parts of Year 4 has been unsatisfactory, because of long-term staff absence and inconsistencies in the quality of supply teachers. Noticeable improvement is shown in the teaching of English, design and technology, music and physical education.
17. At both key stages, teachers' knowledge and understanding of the curriculum is satisfactory overall, with some showing an in-depth knowledge of subjects such as geography and information technology. Least expertise is shown by most in the teaching of information technology, which was a weakness identified in the previous report. The teaching of basic skills associated with literacy and numeracy is satisfactory overall, and some teaching is good, which has a positive effect on the quality of presentation and the accuracy of pupils' recorded work at the end of Key Stage 2. However, some teachers do not have sufficiently high expectations, and higher attaining pupils' work can be lacking in appropriate levels of content and quality. This was identified as an area for improvement in the previous inspection.
 18. All members of staff have high expectations of pupils' behaviour and attitude to work. They are respectful to pupils, providing good role models. They successfully encourage most pupils to show appropriate behaviour, promote good interest and involvement in work, and help pupils maintain productive working relationships with each other and with adults in the school. This generates satisfactory attitudes to work by almost all pupils, despite many of them being unsettled by constant changes in friendships. The most effective teaching regularly produces high levels of interest, concentration and successful development of independence. Expectations are high and good relationships are built with the regular newcomers to the classes. For example, the use of carefully thought through questions, which are pitched at an individual level of challenge, persuades pupils to predict and speculate on probable answers without fear of being embarrassed or wrong.
 19. The management of pupils is satisfactory overall, and there is good management of children in the reception class, in parts of Year 4 and in Years 5 and 6. For example, lessons in English move at a brisk pace and work has sufficient challenge for the individual. This allows enough time for pupils to complete planned tasks and also for the higher attaining pupils to gain higher standards. All staff members have good interaction with pupils, encouraging them to remain on task, which most do. All teaching staff make effective use of learning support assistants and the few voluntary helpers. Support adults are satisfactorily briefed about their tasks and role with the pupils. They are sufficiently knowledgeable and enthusiastic to have a positive influence on the learning of pupils in their groups. Visiting tutors of music successfully encourage some pupils to play a wide range of musical instruments.
 20. The teaching of pupils with special educational needs is satisfactory overall, but varies from good to unsatisfactory during whole-class lessons. Most tasks are adapted effectively to suit pupils' particular needs, but in some lessons tasks are poorly matched, resulting in a loss of pupils' concentration and inappropriate behaviour. Support assistants work in close collaboration with the teachers and the co-ordinator for special educational needs, and individual education plans are very detailed and informative. In the main, teachers and learning support assistants implement these successfully, particularly in literacy lessons. However, lessons and practical sessions in other subjects do not always reflect the content of these plans and pupils' progress in learning is slowed down.
 21. Teachers make very effective use of guidance within the National Literacy and Numeracy Strategies to plan programmes of pupils' work. They regularly collect assessment information in these two subjects and use it appropriately, providing pupils with suitably challenging work. However, in some other subjects, such as science and design and technology, teachers do not make sufficient assessments of pupils' attainment and progress to enable them to build on from where pupils have reached in their learning. Initial work is regularly provided for whole groups to attempt, even though teachers appreciate that there is a wide range of prior attainment, and this can have detrimental effects on some pupils' behaviour and progress. Teachers plan their time to give suitable emphasis to literacy and numeracy. Sometimes, this planning does not work out in practice, and so does not show a realistic confirmation of the actual time that pupils spend on their

work. Where clear learning targets are set, as in English and mathematics, pupils understand what is expected of them in the time allowed. Sometimes, higher attaining pupils are given a starting task that allows them to work at a more leisurely pace and still complete the task before the lesson ends. The school has recognised this weakness and has begun to track pupils and provide effective teaching to meet individual need. This complements the currently good target setting for pupils with special educational needs evident in their individual education plans.

22. Teachers make satisfactory use of most teaching resources. The use that most teachers make of information technology and other communications equipment is unsatisfactory, however, and there are too many occasions when opportunities to use computers for pupils' skill development, recording information or for researching facts to support other subjects are missed. This was identified as a weakness in the previous inspection report. Teachers make some effective use of homework to reinforce and extend what pupils learn in school time, as with reading, but the school agrees with parents that practices are inconsistent and require improvement.

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

23. The school provides a good curriculum for children aged under five. It is planned appropriately on the six areas of learning recommended nationally and leads suitably to the early stages of the National Curriculum. There is a strong emphasis on the development of children's personal, social and communication skills. The early years' co-ordinator is skilled at making each child feel happy, secure, confident and valued. Careful consideration is given to the development of literacy and numeracy skills and planning follows the guidance in the National Literacy and Numeracy Strategies, to good effect. The curriculum provides a firm foundation for children to make good progress towards attaining the Desirable Learning Outcomes by age five.
24. At both key stages, the curriculum meets statutory requirements for the subjects of the National Curriculum, with the exception of information technology, and follows the guidelines for religious education in the locally Agreed Syllabus. There is a broad, interesting and stimulating curriculum, which meets the needs of most pupils. Literacy and numeracy receive the most emphasis, but a smaller proportion of time is allocated to these subjects and science than most primary schools. However, there are satisfactory strategies for the teaching of basic skills in literacy and numeracy. There is good provision for pupils' personal, social and health education. A good programme for sex and health education is included in the curriculum, and the school ensures that pupils are aware of the dangers of drugs and other harmful substances through its good provision for education about drug misuse.
25. The school has introduced a number of useful innovations to the curriculum in its efforts to maintain and raise standards. For instance, all pupils in upper Key Stage 2 are placed in sets based on their prior attainment levels for literacy and numeracy. This means that all pupils' needs are met because work is more accurately matched to their levels of prior attainment.
26. The previous inspection identified weaknesses in curriculum provision. Specific skills were not included with enough precision. The school has successfully addressed this weakness by putting in place replacement policies and schemes of work for all subjects. Whole school curriculum development teams work to try to ensure that English (including literacy), mathematics (including numeracy) and information technology are properly implemented. These teams have been generally effective, but there is insufficient overall development of information technology, which does not yet meet requirements, and pupils' standards of attainment and progress in learning are unsatisfactory.
27. The policy for supporting pupils with special educational needs is good. It has clear aims and objectives. All the requirements of the Code of Practice are met. Pupils with special educational needs receive a sufficiently broad, balanced curriculum on the whole, but occasionally individual

targets are not matched carefully to their needs. These pupils have insufficient experience of using information technology to help develop their skills in this subject.

28. Arrangements to ensure that all pupils have equal access to the whole curriculum are unsatisfactory. The school encourages an environment where all are valued and respected irrespective of race, gender or ability. There are no issues related to inequality between girls and boys results in national assessment tests, and both have opportunity to take part in sporting activities. However, a significant number of pupils with special educational needs are withdrawn from lessons for basic skills' support, such as writing practice. They are frequently taken out of lessons such as science, design and technology, physical education and religious education, and miss valuable learning experiences in these subjects. Pupils were also seen to be practising low-level word processing activities during good quality class discussions in science and religious education.
29. The school makes good provision for extra-curricular activities. Forty per cent of the parents who responded to the questionnaire expressed concern about the provision of activities outside of school. These parents' views are not supported by inspection evidence. The staff provides a good range of clubs, including netball, football, recorders, choir, poetry and country dancing, and directs the production of a school newspaper.
30. Provision for pupils' personal and social education is good. The school endeavours to raise pupils' self esteem, widen their social experience and develop a growing interest in learning through the curriculum, but progress in this area is slow.
31. Provision for pupils' spiritual development is satisfactory. Acts of collective worship provide appropriate opportunities for pupils to reflect on the theme and for praise and worship to take place. Assemblies meet requirements, but there are missed opportunities for the development of the spiritual dimension. There is often no physical focus, such a burning candle, for pupils' attention during times of reflection. There is satisfactory provision during lessons. Many activities successfully develop their spiritual reflections on life around them. For example, reception age children are growing sunflowers and tracing the growth from a small seed to a large plant with a flower head. There is a pond in the school grounds, which currently supports the growth of a large number of young frogs and these fascinate groups of pupils watching them. Religious education lessons provide significant opportunities for pupils' spiritual development. For example, looking into a burning candle in the middle of the circle, helped pupils to focus their thoughts on how Daniel must have felt when faced with ferocious lions, and what he must have thought whilst offering prayers to God. The current spotlight on prayer in religious education lessons helps pupils understand that prayer is a conversation with an unseen being, and why people pray.
32. Teachers and other staff promote a good moral code and act as very good role models. They provide clear guidelines for acceptable behaviour and for caring attitudes, and teachers display the rules of the class prominently in rooms. Pupils are taught the difference between right and wrong from the earliest age, and most teachers expect them to behave well and to respect the rights of others. The staff foster values such as honesty and fairness. For example, in the drug education programme, pupils have discussed the morality of stealing money in order to buy tobacco or other substances.
33. Provision for pupils' social development is good. With appropriate concern for the high level of mobility of pupils, the school has recognised the need to work hard to develop an understanding of community living and to establish a secure social climate within the school day. Teachers celebrate and encourage pupils' good work achievements in and out of school and their positive attitudes and behaviour. Pupils gain confidence on occasions when they are encouraged to tell others of their successes. Most pupils have agreeable relationships with their teachers, but a significant number stay at the school for a short time because parental postings take them away. This limits the opportunities for them to form constructive relationships, and many pupils express a fear of becoming too close to others because of the disappointment they inevitably feel when they have to move. The school does its best to support pupils in these circumstances and to

address their anxieties. However, there are insufficient opportunities for pupils to take on responsibility. This does not effectively foster the development of responsibility, particularly in older pupils.

34. Teachers provide satisfactory opportunities to promote pupils' cultural development. In religious education, pupils study other faiths and the cultural implications of the associated beliefs. History provides a satisfactory background to how aspects of pupils' own culture have developed over time. For example, many pupils have lived in or visit Germany through parental military postings, and the school takes appropriate account of this through discussion and, on a few occasions, introducing the German language to pupils in an informal way. The school successfully promotes cultural provision through artistic and musical activities. There is, however, insufficient provision for pupils to learn about living in a multi-cultural society. The range of library books reflects some cultural aspects, but the range is insufficiently extended.
35. The contribution of the community to pupils' learning is satisfactory. Being situated in the middle of a garrison community, the army naturally has a considerable influence on the school community. The army provides practical help, for example, redecoration of the premises, providing a military band at school functions and physical training instructors have helped with physical education. A notable contribution by a police officer from the Ministry of Defence constabulary has been the running of a DARE (Drugs Abuse Resistance Education) course for pupils in Year 6. The school is visited by the padre from a garrison church, and also by poets, artists and role playing historians, for example, who turned the hall into a Victorian classroom so that pupils might experience what school was like in Victorian times.
36. The school's links with other primary schools in the area and the secondary school at Upper Avon, to which most pupils transfer, are good. Arrangements for pupils to transfer to the next stage of education are thorough. The work of the cluster of primary schools with Upper Avon School on curriculum issues and schemes of work in particular subjects has helped the pupils to make faster progress when they move to the upper school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's procedures for ensuring pupils' welfare, health and safety are good, as they were at the time of the previous inspection. A detailed and comprehensive health and safety policy is in place and thorough risk assessments are carried out regularly. The procedures for dealing with first aid, medicines and accidents are clearly established. Child protection procedures are in place and staff are fully aware of their responsibilities in this area.
38. Procedures for promoting attendance and punctuality are good. Pupils' attendance at school is correctly marked in the registers. The rules for approving absence are applied strictly by the school. The school has not been able to gain the full co-operation of parents in notifying the school about pupils' absence or allowing pupils to be absent for unsuitable reasons. Consequently, the level of unauthorised absence is too high. The great majority of pupils arrive at school in good time and are settled ready for registration, which is taken promptly. The Education Welfare Officer from the local authority appropriately supports the school by investigating the very small number of pupils with poor attendance records.
39. Procedures for promoting good behaviour are effective. There is a clear and concise behaviour policy, which is implemented consistently by all adults. Pupils know the school rules as well as the rules in each class. They enjoy the rewards system and are aware of the sanctions that are used in the school. These clear expectations contribute to the overall satisfactory standards of behaviour. For pupils with special educational needs, their academic and personal development targets include specific ones related to behaviour. Although none were seen during the inspection, the headteacher and other staff have firm and fair procedures for dealing with incidents of bullying or oppressive behaviour.

40. The quality of support and guidance for pupils with special educational needs varies, and is satisfactory overall. Pupils with Statements of Special Educational Needs have good support for most of the school day. Staff are accessible and responsive to the needs of pupils with learning and behavioural difficulties, and this has a positive effect toward these pupils' personal development, attainment and progress in learning. In Key Stage 2, when pupils are withdrawn for additional support, sessions are too short and tasks are not always matched to their needs. There are appropriate links with a speech therapist and education psychologist that help to identify and support pupils' special needs. No pupil has received a Statement of Special Educational Need for several years, despite the school's request that there is a necessity for doing so. However, in recent weeks, the school's needs have been more fully recognised and a new representative from local support services is offering improved provision for all pupils with special educational needs.
41. Overall, the school has broadly satisfactory arrangements for assessing pupils' attainment and progress. This was a weakness at the time of the previous inspection. Considerable improvements have been made in English and mathematics, and practices are now very good, but there has been insufficient development in other subjects.
42. Assessment for children under five is good. Teachers monitor individual children's progress within the areas of learning and assess their strengths and weaknesses effectively. The school has developed very good systems to track pupils' attainment and progress in English and mathematics at Key Stage 1 and at upper Key Stage 2. Staffing difficulties have prevented the effective implementation of these systems at the lower part of Key Stage 2. As a result of the high level of mobility of pupils, the school appropriately decided to set short-term targets and to assess whether pupils achieve these. Targets are set each half-term at Key Stage 1 and every two weeks at Key Stage 2. They are set and assessed against the key objectives in the National Literacy and Numeracy Strategies. Each individual's success is recorded in detail, and records provide accurate information on each pupil's progress. However, this very good practice is not yet reflected in other subjects. Assessment in science is unsatisfactory and teachers' planning is based on coverage of topics, rather than pupils' previous attainment. This is also the case in most other subjects, though the school has plans to address this area of concern, particularly in science.
43. Throughout the school, pupils finding difficulty are identified early and their successes or otherwise are noted more regularly. All assessment information is carefully recorded in their individual education plans. Mainly due to the movement of families in and out of the area because of military postings, a large strain has been put on the special needs support network at the school. Some pupils in need of statementing, for example, have left before personnel from the local education authority have visited to make extra assessments. This lack in provision for special educational needs significantly increases the school's difficulties in providing suitable resources to support these pupils.
44. Overall, teachers use assessment data satisfactorily to support their planning, although use is variable between good and unsatisfactory. They use it most effectively when placing pupils into groups or sets for literacy and numeracy. Pupils in Year 6 complete practice statutory assessment papers about a term before national tests take place. Pupils' answers are fully analysed and teaching is suitably planned to address identified areas of weakness. Inspection evidence, together with teacher assessment for National Curriculum assessment tests in the year 2000, indicate that this practice is having a positive effect on standards.
45. Procedures for monitoring pupils' personal development are satisfactory. Although pupils may only spend a relatively short time in the school, teachers make positive efforts to know their pupils as individuals. The headteacher, for example, works hard in supporting pupils' personal development, particularly those who experience trauma and have difficulty in moderating their behaviour. However, there are no effective records that document pupils' growing confidence and independence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The great majority of parents are very satisfied with what the school provides for their children, in both their academic achievement and personal development. Their relationship with the school is open and friendly. Almost all parents feel welcome in the school and they believe that all the teachers are approachable and prepared to discuss any concerns that they may have at any time, as is the headteacher. There are, however, a few parents who do not enjoy such a happy relationship with the school, to the detriment of their own children's attitude to school.
47. The information provided for parents is satisfactory, and most believe that they are adequately informed about the school. Regular informative newsletters and other notes on specific topics keep them advised about school activities and any special functions and events. However, the governors' annual report to parents, in particular, and the school prospectus do not conform to statutory requirements. Consultation evenings are held twice a year and, more recently, half-termly 'drop-in' sessions have been arranged after school for parents to review their child's progress in school or to raise any concerns. The annual written reports on each pupil are good. For each subject, these reports explain how individual pupils have progressed during the year, and also what needs to be the focus of attention for the future. A section on the personal development of the pupil is suitably included, so that parents can understand how the child is growing up in the school environment and making relationships with other pupils and adults. There is an appropriate opportunity for the parents, and each pupil, to respond by returning the covering letter issued with the report. Comprehensive personal target sheets in English and mathematics are available for discussion at consultation times so that parents can better understand the progress being made in these subjects.
48. Parents' involvement in their children's learning is satisfactory. Many help their children at home with reading in their early years at school, and a majority supports the school's homework policy. During the past year, home/school contracts have been sent to all families, with over ninety per cent returned, demonstrating most parents' firm commitment to supporting the school. A small number of parents regularly help with a range of educational activities in some classes. They work alongside the classroom assistants. Their input is managed and appreciated by teachers, and is effective in supporting pupils' learning. There is a Parent / Teacher Association (PTA) with a small but enthusiastic committee, which runs the summer fair on the afternoon of sports' day each year, and popular monthly discos for the pupils. These functions raise a substantial sum of money, which is used to enhance the school's resources, such as books for the library. The headteacher and PTA representative believe that support for other events has been disappointing in the past.
49. Parents are fully involved with the individual reviews of their children who have special educational needs and they are suitably informed of individual education plans and targets. Parents are alerted early over any concerns that the school has about their children, and are asked to sign the individual education plans, which they do.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school is satisfactory overall, with some strengths, which creates a positive climate for learning in the school. Relationships amongst staff are very friendly and happy, which supports and gives confidence to staff in their endeavours to improve. The school has improved, and is continuing to improve in almost all areas identified as weaknesses in the previous inspection report. The governors, headteacher and other staff have a firm commitment to advance pupils' learning, particularly in the standards they attain, which reflects the schools' written aims. The leadership is dedicated to the improvement of standards and learning in general, particularly through raising the quality of teaching in the school, and is attempting to appoint suitably qualified, permanent staff to achieve this aim.
51. The leadership of the headteacher is conscientious, supportive and particularly caring, as recognised by parents, governors and staff. She is steadily developing an effective management team, whilst successfully expanding their responsibilities within the school. However, mainly

because of recent staffing problems, subject co-ordinators continue to have insufficient opportunities to monitor teaching and learning during lesson time.

52. The headteacher's support of her staff is very good, and she spends considerable time monitoring the quality of their teaching and the effect on pupils' learning. This information is shared openly with staff and is suitably used as a starter for annual, formal personal development discussions. Teachers and non-teaching staff have regular opportunities to discuss their performance, targets and personal development at a more informal level, the outcomes of which have a positive effect on teaching and pupils' learning.
53. Other key staff work effectively with the headteacher to try to ensure that all pupils are given the support they need. In this, they have been generally successful, but sometimes there has been insufficient backing for pupils in Year 3 and parts of Year 4, especially when some supply staff have not met these pupils' needs, as identified by parents. The school has been successful in enabling staff new to both teaching and the school to settle quickly into their roles, with most notable success in the reception class. Monitoring of this induction is detailed and supportive, which has improved teaching skills and children's learning in that age group.
54. Teaching and non-teaching staff are actively encouraged to attend appropriate in-service training, either sponsored by the school or through their own initiative. For example, as a result of focused training for the implementation of the National Literacy and Numeracy Strategies, standards of teachers' planning and pupils' learning for other areas of the curriculum have improved. School administrative systems are benefiting through up-dating of software and accompanying data handling training packages.
55. The school's comprehensive provision for pupils with identified special educational needs is efficiently managed on the whole. Responsibilities and lines of communication are clear. The co-ordinator has a very good grasp of the school's difficulties and gives an effective lead, but the amount of time she is allocated to monitor pupils' progress and their lesson targets is inadequate. A governor has close links with the school concerning the provision for special educational needs.
56. The governing body is effective in fulfilling its statutory responsibilities. The contribution of the governors has improved since the previous inspection. Strong and effective working relationships have been established with the headteacher and other members of staff. There is a good overall understanding of the strengths and weaknesses of the school. The governing body has active and knowledgeable literacy, numeracy and special educational needs link governors, who have undertaken training for their areas, and who offer effective support and constructive comment to staff. Although governors have fulfilled almost all statutory responsibilities, they have not yet met their duty to instigate a successful information technology curriculum, and there are some minor omissions in documentation that they send to parents.
57. Monitoring and evaluation of the school's performance are good. The governing body, through the headteacher, is taking effective action to improve all pupils' learning. For example, setting arrangements for literacy and numeracy at the end of Key Stage 2 help substantially to support higher attaining pupils and those with special educational needs. School development planning has continued to improve since the previous inspection. The finance committee has enhanced the longer term strategic planning for the school, in conjunction with the headteacher, and plans appropriately within the constraints of the high levels of turbulence brought about by long-term staff absence and the frequent movement of pupils in and out of the school. For example, the school is already planning to replace teaching staff, who have recently resigned, with other permanent teachers, as part of its drive to improve pupils' standards and opportunities for learning. The school shows good potential to succeed in its plans for improvement.
58. The governors and headteacher are aware of, and use, the principles of best value satisfactorily. School administration is very efficient, supportive to the headteacher and other staff. It is unobtrusive and enables staff to do their jobs without unnecessary distraction. Financial resources are used satisfactorily. Although spending in the school is high when compared to national

average, funds have been affected considerably by the long-term absence of two teaching staff, the employment of supply staff to cover these absences and the increase in pupils requiring special support. Funds received by the school for special educational needs are efficiently deployed, mainly to provide necessary support assistants. The school supplements special educational needs spending out of its own basic budget. In the past, it has received insufficient funding to cover pupils' needs in relation to the high level of military families moving in and out of the area, and the subsequent settling of pupils into the school's community.

59. The governing body has worked conscientiously to extend staffing and material resources. The school is staffed at an above average level of teachers and classroom support assistants, and pupils benefit from a little voluntary help, provided mostly by parents. Most non-teaching staff, who contribute much to school life, are managed constructively and helpfully, but those who support pupils with special educational needs are not always used to best advantage. All are appropriately qualified but none of the teaching staff specialises in mathematics or science and this is a training issue for the school management. The timetables of the learning support staff are in need of urgent review to ensure maximum efficiency of their time. In addition, team meetings with the headteacher are infrequent, so that staff are not sufficiently up-to-date with monitoring the progress of all pupils, and with new developments and resources for specific needs.
59. The adequacy of the accommodation for delivering the curriculum and providing an environment for pupils' learning is good, as was mentioned in the previous report. Classrooms are of good size, and at present there is a spare classroom, which is nevertheless used for some small teaching groups. There are other resource areas and small rooms that are used regularly for small group work, as well as two libraries, a separate music room and a large hall. The accommodation for special educational needs is good. There is a room set aside for withdrawal groups that is used when necessary. Wheelchairs can access Key Stage 1, and some classes at Key Stage 2, but the layout of the stairs in the rest of the building prevents access. The school is enhanced throughout by attractive, interesting and informative displays on the walls that include pupils' work. The grounds are spacious and provide good facilities for sports and play.
60. The buildings are looking decidedly shabby and in need of substantial redecoration if they are to continue to provide a stimulating environment for pupils to learn. Although approximately half the windows have been replaced with double-glazing, the rest remains unfinished. The most serious concern, however, is the standard of the pupils' toilets, especially those in the Key Stage 1 block. The school has frequently raised this point but no successful action has been taken. They continue to give off a strong urine odour, which is unhygienic, and distracts pupils from their learning.
61. In both key stages, there is satisfactory use of most teaching resources. However, the provision of learning resources is unsatisfactory overall. Due to the schools' priority in maintaining small class sizes and the related costs, there has been insufficient development of resources in a significant number of subjects since the previous inspection. There has been some investment into resources to implement literacy and numeracy, and resources are adequate for these two subjects. Resources for information technology have expanded and are generally adequate, but there is insufficient equipment to meet requirements in the control element of the curriculum. Resources are insufficient in science, art, design and technology, physical education and religious education. Although of a limited range, resources are satisfactory in geography and history. The resources that are available are conveniently stored in the resource area and are easily accessible. Learning resources for children under five and for those with special educational needs are also unsatisfactory in quantity and range and not always appropriate. Resources in music have been developed in response to the weakness identified in the previous inspection.
62. The library is now housed in a dedicated room, which offers a good quality facility. It has been developed in response to the recommendations of the previous inspection. However, there is only a small range of good quality reference material, which is insufficient to meet the needs of the number of pupils in the school. Reference material is appropriately supplemented by loan services and through effective use of the Internet by pupils in Key Stage 2.

63. The management and effectiveness of the school's development has shown good overall improvement since the previous inspection, and is continuing to evolve, with governors and staff wishing to contribute to raising standards through increasingly efficient systems of leadership and management. The combined effect, when all factors are considered, shows that the school continues to give satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1. Raise pupils' standards of attainment in English, especially at Key Stage 1 and in lower Key Stage 2 by:
 - providing more imaginative activities that develop spelling and listening skills in a wider range of contexts;
 - improving the quality of pupils' writing through more consistent development of skills;
 - ensuring that higher attaining pupils' needs are suitably met;
 - raising the awareness of higher attaining pupils so that they recognise their own potential.

This can be seen in paragraphs: 1 – 5. 8.

2. Raise pupils' attainment in information technology (IT) by:
 - ensuring that all statutory requirements are met;
 - improving teachers' confidence and expertise;
 - ensuring that all pupils have sufficient time to access computers and other technological equipment;
 - improving resources that give all pupils appropriate opportunities to develop their knowledge, skill and understanding in all aspects of the IT curriculum;
 - ensuring that the work builds on pupils' existing level of achievement.

This can be seen in paragraphs: 6. 17. 18. 24. 26.

3. Raise the quality of teaching, especially for pupils in Year 3 and parts of Year 4, by:
 - providing work that suitably challenges all groups of pupils and makes best use of lesson time;
 - making more effective use of classroom and learning support adults;
 - extending the good practices that reward appropriate pupil behaviour;
 - expanding material resources that aid pupils' learning, and making better use of some that are already available;

This can be seen in paragraphs: 12. 16. 17. 19 – 22. 53. 62.

4. Collecting and using a wider range of assessment information to ensure that activities are matched more closely to pupils' individual needs by:
 - extending the very good practices in English and mathematics to other subjects of the curriculum;
 - carrying out further initial assessments for new arrivals to groups other than those in the reception year;
 - extending the good practices of teaching throughout the whole school.

This can be seen in paragraphs: 10. 11.41 – 45.

5. Make more effective use of the time that support adults spend with pupils who have special educational needs:

This can be seen in paragraphs: 27. 28. 40. 55. 59.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

- Rectify the small errors evident in the annual report to parents by the governing body and the prospectus, so that all statutory requirements are met;
This can be seen in paragraphs: 47. 56.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	108

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	30	54	5	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		255
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		63

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	98
Pupils who left the school other than at the usual time of leaving	109

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	22	27	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	21
	Girls	22	22	27
	Total	38	38	48
Percentage of pupils at NC level 2 or above	School	78 (82)	78 (85)	98 (82)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	20	20
	Girls	22	25	24
	Total	37	45	44
Percentage of pupils at NC level 2 or above	School	76 (85)	92 (90)	90 (85)
	National	82 (79)	86 (84)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	25	16	41
National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	17
	Girls	10	8	8
	Total	23	19	25
Percentage of pupils at NC level 4 or above	School	56 (62)	46 (42)	61 (62)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	18
	Girls	10	10	10
	Total	21	22	28
Percentage of pupils	School	51 (54)	54 (42)	68 (62)

at NC level 4 or above	National	68 (64)	69 (64)	75 (70)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	214
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.2
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	95

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	[]
Number of pupils per qualified teacher	[]

Total number of education support staff	[]
Total aggregate hours worked per week	[]

Number of pupils per FTE adult	[]
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Financial information

Financial year	1999/2000
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	£
Total income	484 535
Total expenditure	478 688
Expenditure per pupil	1704
Balance brought forward from previous year	3 499
Balance carried forward to next year	9 346

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	255
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	52	13	0	2
My child is making good progress in school.	37	52	9	0	2
Behaviour in the school is good.	13	62	17	2	6
My child gets the right amount of work to do at home.	14	59	27	0	0
The teaching is good.	37	48	10	2	3
I am kept well informed about how my child is getting on.	21	44	30	5	0
I would feel comfortable about approaching the school with questions or a problem.	37	55	6	2	0
The school expects my child to work hard and achieve his or her best.	30	65	3	0	2
The school works closely with parents.	19	51	18	6	6
The school is well led and managed.	17	62	11	5	5
The school is helping my child become mature and responsible.	15	64	15	0	6
The school provides an interesting range of activities outside lessons.	19	39	32	8	2

Other issues raised by parents

- A few are not satisfied with the teaching provision for their children, especially in Years 3 and 4.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. The children who are under the age of five years are taught in a reception unit accommodating forty-seven children. All begin school in the autumn term, but younger children start part-time initially. Children have a good, enriching start to their schooling. This standard has been maintained since the previous inspection. The management of these children is very good because staff are enthusiastic and often excellent communicators. Children with special educational needs are identified early and given good support. These and children showing high attainment are challenged significantly by the tasks they are given, so that all children make good gains in their learning.
66. The quality of teaching for the children under five is good, overall, with very good features. Management strategies to encourage good behaviour and attitudes are very good. Learning support assistants are experienced and give good, reliable support. The high quality of teachers' planning matches tasks clearly to children's prior learning. The teachers' patient, encouraging styles helps children understand their tasks more easily. As a result of the good teaching, the children develop good attitudes to learning and they are co-operative and grow in confidence.
67. Assessments of children when they start school show that their overall attainment is significantly below that expected nationally, even though most children have had pre-school experience in local or distant playgroups. Very good links between the school, the local playgroups and parents, with a suitable programme of visits, ensure smooth admission to school.
68. Overall, despite the very good management of these children, the standards reached are still below the Desirable Learning Outcomes by the time they are five years old. Although a few children reach the Desirable Learning Outcomes, the majority are still below the nationally expected levels in personal and social development, language and literacy, and physical development. Children reach the recommended standards in their knowledge and understanding of the world, in mathematics and in creative development. The high turnover of children, due to parental postings, makes it very difficult for their teachers to sustain standards and progress in learning.

PERSONAL AND SOCIAL DEVELOPMENT

69. The teaching of personal and social skills is good, but most do not reach the Desirable Learning Outcomes. The warm and friendly approach of the teachers and learning support assistants results in the children feeling safe and secure in their learning. Children make good gains in their learning and are happy and eager to come to school. The very good class management ensures that they behave well, concentrating and persevering to complete their tasks. They respond very eagerly to the interesting and exciting teaching. Children are constantly praised for effort and when they take turns and share fairly. Children know right from wrong and are usually confident in making choices. Their lack of secure language and clear speech, however, makes it difficult for them to explain why they make their specific choices.

LANGUAGE AND LITERACY

70. The teaching of language and literacy is good and is imaginatively and appropriately linked to the objectives of the National Literacy Strategy. As a result, children make good gains in their learning but most do not achieve the Desirable Learning Outcomes. Most children have weak speaking skills. They recognise the alphabet and their own names with confidence, but they have difficulty holding pencils correctly and so find handwriting difficult. Higher attaining children are suitably challenged and form sentences from given words quite competently. They make good gains in their phonic awareness. Despite lower standards in speaking and writing, most children enjoy books and make a good start in their early stages of reading.

MATHEMATICAL DEVELOPMENT

71. Mathematical teaching is closely linked to the National Numeracy Strategy and is very good. As a result, children make very good gains in their learning and achieve standards in line with the Desirable Learning Outcomes. They confidently recognise and use numbers to ten. Most record numbers to five and some children to eight. Most order numbers to twenty and above during registration time. Higher attaining children understand clearly how to add two sets of objects to ten correctly. Most children understand the language and ideas of 'more and less than' and 'greater and smaller'. They recognise simple patterns, simple two - and three-dimensional basic shapes, and use everyday words accurately to describe the position of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

72. The teaching of knowledge and understanding of the world is good and results in standards that are in line with the Desirable Learning Outcomes. Children participate in carefully planned scientific activities with obvious enjoyment and understand clearly about what they experience. For example, during a lesson on the human body's senses, they walked barefooted in large tubs of sand, pebbles, jelly, spaghetti and water. They have a good understanding of the differences in textures of objects and their names. For example, in their 'Feely and Touch' role-play area, they describe carefully the rough touch of sandpaper and the slimy feel of wet spaghetti. Children select materials and tools with appropriate knowledge when making items, and they use the computer with growing competence. They have good awareness that the 'pips' inside a melon are seeds and, if planted, will grow into full plants when watered regularly.

CREATIVE DEVELOPMENT

73. The teaching of creative development is good and children reach the recommended level by the age of five. Children's painting skills reflect good learning in creativity. They apply paint cleanly, with confident line and accurate representation of the object observed, as when they painted sunflowers grown from seed. Children enjoy singing and making music and they reach high standards, singing tunefully a wide variety of 'number' songs with good memory of the words and melodies. During registration, they sing about the days of the week and the 'birthday tribute' with great gusto. Teachers provide good learning opportunities for creative development. For example, children were encouraged to create their own 'gardens' using small representative objects for 'trees', 'flowers' and 'lawns', and placing them on laminated card outlines.

PHYSICAL DEVELOPMENT

74. Despite a number of exciting and enriching activities provided for children at reception age, most children are below the expected levels in finer skills for manipulation and handling small objects when they reach the age of five. Their skills for large-scale physical activities are satisfactory. They throw and catch large balls with suitable accuracy. Most children travel lightly, with good use of their arms to help balance. However, their manipulation of smaller objects is less secure, particularly in using felt pens, pencils and when moving small objects for counting. Most children's cutting and sticking skills are weak and reflect insufficient experiences in preparation for reception class.

ENGLISH

75. At the end of both key stages, results of the 1999 National Curriculum assessment tests show standards below national averages and below those of similar schools. Inspection evidence confirms that attainment on entry to school at the age of five is below the levels expected for that age and, while the majority of pupils at Key Stage 1 make satisfactory progress, standards achieved remain below national levels. Pupils at Key Stage 2 make good progress overall, and attain standards at the end of the key stage in line with those expected for pupils of that age. The previous inspection found that standards were similar to those found in other schools at the end of Key Stage 1, and standards at the end of Key Stage 2 were well below average. Due to the high turbulence factor within the school, trends over time are an unreliable indication of improvement or regression in standards. Nevertheless, the recent arrangement for the specific grouping of pupils in

upper Key Stage 2, together with effective target setting, have had a positive effect on the standards of work for those pupils.

76. Standards in speaking and listening at Key Stage 1 are unsatisfactory. Most pupils find it very difficult to listen attentively for any length of time. They are easily distracted and find it difficult to express themselves clearly. For example, after making moving toys in design and technology, pupils in Year 2 found it difficult to speak in any detail about how the toys operate, despite only just working on them. Pupils often know the answers to simple questions but find it difficult to explain themselves due to insufficient vocabulary. In particular, when pupils are expected to remain listening for long periods, as when in the music room, they become restless and often fail to understand what is being asked of them.
77. At Key Stage 2, pupils' speaking and listening skills are satisfactory. Many pupils, however, still find it difficult to listen attentively for necessary periods, especially in Years 3 and parts of Year 4, despite the best efforts of teachers. Where teaching is interesting and a good relationship of trust has been established between the teacher and the class, pupils begin to gain in confidence and speak with appropriate levels of skill. For example, in a physical education lesson in Years 5 and 6, most pupils could explain the rules of the game clearly. Following a stimulating visit in the previous week, most could contribute some good ideas to a discussion about the high cost of the Millennium Dome. 'Circle' time, especially, provides an effective forum to develop pupils' language skills and for them to express themselves and listen to the opinions of others. There are some opportunities, for example in history, for pupils to take part in activities where they can express themselves creatively. However, there are too few opportunities in other subjects to enable them to make sufficient progress with speaking and listening in a creative and formal setting. Pupils with special educational needs are given suitable opportunities to discuss their work in small groups. However, they are often withdrawn from lessons and, in many instances, miss the main teaching points. When they rejoin the class, they are not able to participate fully in the question and answer sessions at the end of lessons.
78. Standards in reading are satisfactory at both key stages. A few higher attaining pupils in Years 1 and 2 are confident early readers and display an enjoyment of reading. They successfully read and make sense of a range of simple words, and read simple sentences with appropriate understanding. Most pupils, including those with special educational needs, are making satisfactory progress and are beginning to read simple words confidently, and recognise some sounds in order to decode unfamiliar words. Pupils in both key stages have access to recently refurbished libraries, but there is not a sufficient range of books to stimulate pupils' interest. In particular the limited number of non-fiction books prevents pupils, especially higher achieving readers, from exploring topics that interest them. Higher attaining pupils are often mature readers who understand the implications of the text they are reading, but often lack the opportunity to read a wide range of materials, such as newspapers and periodicals, for research purposes. Most pupils make good progress in their reading skills but lack good fluency and expression in reading, and generally state that they do not enjoy reading. Pupils with special educational needs, despite additional literacy support, lack appropriate books to read that are of sufficient interest and ease for them. As a consequence, they lack confidence because the books given to them to read do not suitably motivate them. There is not enough reading for research in other subjects. However, a good example was seen in Years 5 and 6, where pupils questioned an Islamic teacher about his religion using the Internet. Other good practice was also evident in history, where pupils have been researching life in Victorian times and comparing it with life in Salisbury today.
79. Standards in writing and spelling are below expected levels at the end of Key Stage 1. The presentation of pupils' work is generally untidy. There is a lack of punctuation and letters are often not correctly formed, and higher attaining pupils do not use a cursive style. Pupils are beginning to write logical pieces of work but use an insufficient range of vocabulary. Teachers, however, make every effort to develop, support and improve pupils' writing skills. There are well thought out opportunities for pupils to write in a variety of styles and, as a result, most make satisfactory progress from the lower than average standards that they attained on entry to Year 1.

Rooms are attractive environments that suitably emphasise the printed word, which aids pupils' learning.

80. Pupils make variable progress at Key Stage 2, and particularly good progress in the upper part of the key stage. This enables them to reach standards in writing and spelling that are close to national average. In upper Key Stage 2, pupils are specially grouped and set work that is matched closely to their individual needs. In addition, two-weekly targets enable pupils to recognise and celebrate their improvement in writing and spelling. The use of weekly spelling investigations has also had considerable positive effect on pupils' motivation and ability to devise appropriate spelling strategies, whilst also encouraging pupils to co-operate in order to improve. In their writing, however, most pupils are unable to sustain their ideas long enough to write them down fully, or extend their meaning into more complex sentences. This is due, in part, to pupils' weak language skills and an over emphasis on a narrow range of skills teaching, which restricts their progress. In upper Key Stage 2, when given the opportunity, higher attaining pupils use interesting vocabulary as when creating a new ending to a familiar story or producing factual reports. However, lower attaining pupils are often given the same tasks as others and are unable to sustain their ideas. Generally, pupils do not take sufficient pride in the presentation of their work. This is especially so when the quality of teaching has not been consistent, as in Year 3 and parts of Year 4.
81. Overall, the quality of teaching is satisfactory, but with some good and very good teaching observed. Where teaching is good or better, it is because of good relationships, clear learning objectives which pupils recognise, clear class management strategies and work set that challenges and stimulates pupils' interest, whatever their prior attainment. This leads to pupils understanding what they need to do in order to achieve, which enables them to feel secure and valued. Where teaching is less than satisfactory, tasks take too long and do not stimulate pupils' interest, and higher attaining pupils in particular are not being fully extended. As a consequence, many become bored with the task and are restless. The high turnover of pupils makes it difficult for teachers to promote and sustain good relationships. In some lessons, this causes classroom management problems. However, where teachers understand the particular needs of pupils, and have established secure and clearly defined classroom climates, pupils respond positively and are motivated to learn.
82. The overall co-ordination of the subject is good. The school has made positive improvements despite the turbulence caused by high pupil turnover, with most significant improvement in upper Key Stage 2. The National Literacy Strategy has been successfully introduced. For example, there is now better teaching of phonics at Key Stage 1. There is a clear plan for further improvements, such as the recently successful setting and targeting arrangements that are planned to be introduced across the whole of Key Stage 2 in the near future. The overall quality of resources is good. Since the previous inspection, there have been considerable improvements in the organisation of books, and the library areas are relaxing and comfortable environments in which pupils can work. However, there is a lack of a stimulating range of materials for pupils with special educational needs, and to extend high attaining pupils. In addition, the over-emphasis on precision teaching techniques, that have limited appeal to pupils with special educational needs, and which often cause them to miss aspects of other lessons, leads to many pupils who are not motivated to learn.

MATHEMATICS

83. The previous inspection report stated that pupils' attainment at the end of both key stages was broadly average, though slightly weaker at the end of Key Stage 2 than Key Stage 1. Since the previous inspection, standards of attainment have improved.
84. Results in the 1999 National Curriculum assessment tests showed that at the end of Key Stage 1, the proportion attaining Level 2 or better was well above the national average, but the proportion attaining Level 3 or better was well below the average. At the end of Key Stage 2, results showed that the proportion of pupils attaining the required national Level 4 or better was well below the

national average. The proportion attaining at the higher Level 5 or better was also well below the national average. When compared to similar schools, results were well below average. Over a four-year period, the attainment of girls has been very similar to that of boys. In the light of these results, realistic targets have been agreed with the local education authority that take account of the significantly high level of pupil movement. These were met in 1999. Inspection evidence shows that attainment at the end of both key stages is close to the national average.

85. Pupils make satisfactory progress at Key Stage 1 and standards of attainment at the end of the key stage are broadly average. This is better than the findings of the previous inspection when some learning and progress were unsatisfactory. The introduction of the National Numeracy Strategy has had a beneficial effect on the teaching of skills, particularly mental arithmetic and pupils' reasoning skills. There are a few examples of mathematics supporting other subjects, for instance data collection in geography, but these are exceptions. In most cases, the class groupings results in work being appropriately matched to pupils' needs, but tasks for higher attaining pupils often lack sufficient challenge. Pupils' oral and writing skills are weak, and the teachers' work hard using good questioning techniques to develop pupils' mathematical vocabulary.
86. At Key Stage 1, higher attaining pupils order whole numbers to 100. They count on and back, in sequence, in ones and tens from any two-digit number. The average and below average pupils have a less secure knowledge and their recording skills are often mathematically incorrect. They know addition and subtraction facts to ten mentally. They have a satisfactory understanding of half and quarter. Higher attaining pupils know one third, they also understand that fractional parts are not dependent upon the shape, and that a half is the inverse of double. The lower attaining pupils work practically using apparatus.
87. At the end of Key Stage 2, pupils' standards are average with good features. Standards are best when the pupils are in ability sets and the work is targeted to group needs. In these lessons, pupils often make good progress and their learning even in one lesson is significant. For instance, the lower attaining group was introduced to decimal fractions for the first time. By the end of the lesson, pupils stated their surprise about how much they had learnt. Pupils in the higher attaining set meet the national standard in most aspects of mathematics. However, the school does not have a mathematics specialist and, in the past, has relied heavily on published mathematics schemes and commercially printed work sheets, which restricted pupils' learning. The school has begun to set targets for each pupil fortnightly and there is evidence to show that when the targets are reviewed, standards are rising. This is particularly true when the work is focused on individual pupils. Those of average attainment generally make satisfactory progress and achieve sound standards in number skills. They know about area and perimeter and work confidently using squared paper. They understand the symmetry of regular shapes. However, they are weak at manipulating numbers orally and they have an insufficient mathematical vocabulary to express themselves clearly.
88. In spite of the high turnover, pupils make satisfactory progress in their learning, particularly towards the end of each key stage, and most have acquired the necessary skills. The structure of the National Numeracy Strategy, together with the effective setting arrangements at the end of Key Stage 2, support pupils' progress in learning. This is particularly evident in the improvement in pupils' mental arithmetic skills by the end of Key Stage 2. The frequent use of worksheets that rarely match the lesson objectives, especially at Key Stage 1, does not encourage pupils to develop their recording skills successfully. When pupils record in their exercise books, the results are more satisfactory and the teachers' marking encourages the pupils to improve further. Pupils with special educational needs have appropriate work and make satisfactory progress.
89. Pupils' attitudes towards mathematics are satisfactory overall, with some good features. There was a small amount of unsatisfactory behaviour. In the lessons where the teachers explained the objectives to be learnt and the relationship between teacher and pupils was secure, pupils co-operated and worked purposefully. In these lessons, the pupils were happy and enjoyed working. There were isolated examples of pupils collaborating in the mathematics sets. Where behaviour of the few was disruptive, there was an adverse effect on the whole group.

90. Teaching is satisfactory with some good features; particularly at Key Stage 2, where the combination of setting and the National Numeracy Strategy has a positive effect on teaching and learning. At Key Stage 1, organisation of pupils into classes based on prior attainment as well as age has also had a positive effect. The staff has gained confidence through the introduction of mental arithmetic in the National Numeracy Strategy. At both key stages, the individual pupil targets have a good effect and enable teachers to assess and monitor pupils' progress. This is particularly good practice in a school with a high turnover of pupils. Teachers plan effectively for most pupils, but some higher attaining pupils at the end of both key stages are not always given sufficiently challenging work. There are effective monitoring procedures carried out by the senior management team. However, there are weaknesses in staff confidence in mathematics and in their own knowledge of the subject. Inspection evidence shows that there are too few opportunities for pupils to extend their learning beyond teacher planned activities. Insufficient use is made of information technology to support the subject, despite improvements in hardware and software.
91. Co-ordination of the subject is satisfactory overall. Testing procedures and the analysis of the results show that standards are improving, mainly because of the new structured approach to monitoring and assessment. The National Numeracy Strategy has helped and intensive support is planned for next academic year. The training days are already committed, and the action plan and staff visits to observe good practice in other schools all help to drive up standards and improve teacher confidence. The staff are effectively supported by a member of the governing body who visits the school regularly, attends training sessions and keeps the full governing body appropriately informed. Resources are barely adequate and the school succeeds with support from the local army garrisons and by making their own equipment.

SCIENCE

92. Teacher assessment in 1999 indicated that the proportion of pupils achieving the expected Level 2 at the end of Key Stage 1 in science was in line with the national average and also in line with the national average for the proportion gaining the higher Level 3. National Curriculum assessment tests in 1999 show that, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4, and the higher Level 5, were well below the national average when compared to schools nationally and to those of similar schools. There was little difference in the attainment of boys to that of girls. Results from previous years show that although standards have remained below average, they have risen over the last four years overall at a pace greater than the national trend of improvement. Evidence from the inspection shows performance at both key stages to be in line with national averages. This is in agreement with teachers' assessments of pupils' achievement this year. Most pupils, including those with special educational needs, make satisfactory progress. These standards have been maintained since the previous inspection. However, those considered by the school to be higher attaining pupils only achieve standards that are slightly above average in their class work and their progress is not good enough.
93. By the end of Key Stage 1, pupils using blindfolds are able to use senses other than vision to identify different objects, such as a bar of soap or a smooth pebble. When objects feel similar, they learn to use their senses of smell and taste (with appropriate guidance to health and safety matters) to successfully distinguish between objects. Pupils describe accurately, a range of different texture, tastes and smells, developing an appropriate scientific vocabulary. Older pupils recognise a range of food types and sort them into groups according to being fruit, vegetable or meat. They eventually come to realise that meat comes from animals and bread from plants. Bearing this in mind, they then classify foods into animal products and those from plant sources. By the end of the key stage, pupils know what foods are good for them, which are not so good and which can be eaten as occasional treats. Pupils know that electricity is dangerous, but that it also has uses around the home. They know that it can produce light, heat and sound and identify accurately the electrical appliances that produce these. They know that circuits have to be complete to light a bulb and they successfully test some substances for their conducting or insulating properties. They record their results clearly, using simple charts and diagrams.

94. By the end of Key Stage 2, pupils show suitable understanding of the effects of exercise on the human body. They know and can explain that the heart pumps blood around the body and that their pulse rate increases with exercise. Pupils satisfactorily describe what is happening to their bodies during this process. They understand that alcohol, nicotine, medicines and illegal substances can have harmful effects on the body. They know about food chains and correctly order animals and plants in a variety of food chains. Pupils are able to separate substances by filtering substances such as sand and stones from water. They know appropriate facts about forces and that if an object is stationary, then opposing forces must be equal. They also realise that if one force is greater, then an object will move.
95. When planning investigations, pupils generally make firm predictions about what they think will happen. For example, when exploring how much salt will dissolve in water, they change temperature, number of times they are allowed to stir, or the quantity of water. They know that they are only allowed to change one variable, showing a satisfactory understanding of what makes a fair test.
96. They have appropriate opportunities to develop their speaking and listening skills through discussion and collaborative group work. They build an adequate subject vocabulary and use it satisfactorily in lessons. There is some evidence of numeracy skills being applied, such as accurately measuring capacity and reading clocks for time and thermometers for temperature. Science makes a significant contribution to the moral and spiritual aspects of pupils' education. They discuss moral issues associated with sex education and with issues related to the use and misuse of drugs. Spiritual elements are addressed through the study of life and living processes and the wonder of birth and growth in living things.
97. Pupils' response in science lessons is good at both key stages. They are generally interested and involved in activities and there are examples of high levels of curiosity and effective enquiry. Behaviour and relationships are generally satisfactory and pupils work together successfully when involved in practical tasks. Towards the end of Key Stage 2, pupils respond admirably to appropriate expectations of behaviour and involvement.
98. The quality of teaching is satisfactory at both key stages, and during the inspection some good teaching was seen. Teachers' knowledge and understanding of science is satisfactory. They are able to explain clearly, so that pupils understand what they are learning and acquire appropriate skills and knowledge. Satisfactory use is made of scientific language and focused questions to encourage pupils to develop ideas and widen their vocabulary. The teaching of basic skills of scientific enquiry is good and enables pupils to learn how to experiment and observe effectively. Teachers' planning is satisfactory, with due attention being given to the National Curriculum requirements. Skills and knowledge are developed systematically but, sometimes, insufficient attention is given to the learning needs of higher attaining pupils, with the whole class being given tasks at the same level. This is because there is insufficient use made of assessment information to match work to pupils' learning needs. Organisation of group work is satisfactory and pupils are encouraged to make decisions and share tasks. Occasionally, the teacher will teach half of the class effectively, whilst classroom support assistants work alongside the rest of the class, with both groups working at appropriate tasks. On these occasions, good use is made of any available classroom support adults. The pace of lessons is generally satisfactory, and resources are used effectively to enable practical investigation to take place within the classroom.
99. Procedures for assessing pupils' work are unsatisfactory. Records are kept of what pupils do but not of their achievements. Teachers' records do not show where pupils' strengths and weaknesses lie and, therefore, do not sufficiently indicate the progress that pupils make, or what should be done for them to improve. At upper Key Stage 2, pupils in Year 6 take a previous National Curriculum assessment test paper early in the New Year. These are analysed carefully and pupils in Year 6 are taught to their strengths and weaknesses. There is evidence that this is effective and teacher predictions indicate improvement this year. The school intends to extend the very good practices of target setting in English and mathematics into science from September 2000.

100. Due to the school's priorities and other financial commitments during recent years, there has been insufficient development of learning resources. These are barely adequate for the number of pupils and are insufficient to deliver the curriculum for all groups of pupils, such as higher attaining pupils, effectively. Insufficient use is made of information and communication technology.

ART

101. Provision for art and consequent pupils' attainment are satisfactory. Most pupils make satisfactory gains in their learning throughout each year group. They make better progress in art at Key Stage 2. Pupils' achievements in art have been maintained since the previous inspection, and show a slight improvement at the end of Key Stage 2.
102. Pupils' fine line drawings from memory and from closely observing objects and plants, are good. Their drawings show accuracy and good shading, and good links are made with work in history and science. Pupils at Key Stage 2 have shown great care in their detailed drawings of Henry VIII. There is good perspective in pupils' landscapes of rainforests and savannah, and in their illustrations of Tudor buildings, with good use of pastels to illustrate these historical houses. In the main, pupils' paintings show clean lines, appropriate colour mixing and confident brush strokes. Pupils' pattern making, printing and stencilling work are of a high standard.
103. The work of pupils shows that there are not enough opportunities for them to use a wide range of media. For example, there is a lack of working with clay and large-scale collaborative work. Also, the work of well-known artists and the display of reproductions of their work is neglected. Pupils lack opportunities to interpret the work and to note variations in their styles of a wide range of famous artists, especially from Asian and Eastern cultures.
104. Pupils make good progress in their learning when completing their fine line observational drawings. For example, pupils make good progress in repeating patterns of a single motif in Key Stage 1 to more complicated repeat patterns when printing in the style of William Morris and Charles Voysey in Key Stage 2. Pupils show good skills in making their own printing blocks. Their attempts at stencilling are skilful. Younger pupils show satisfactory progress in their paper collage of sailing boats in their seaside scenes. There is good progress in the use of pastels and shading, as shown in charcoal drawings of the 'Iron Man', and pastel drawings of historical buildings. Pupils show good gains in their fine line drawings as when, for example, they use their sketch books, illustrate poetry and re-design book covers for books they have read.
105. Pupils' work reflects satisfactory teaching in art overall. Displays and samples show that teaching has a positive effect on pupils' attainment and learning. However, the teaching is narrow in breadth. Teachers have linked the subject most appropriately with children's literature, science and history. They have ensured good progress in drawing, perspective and printmaking. However, teachers have not given a breadth of enriching activities and use of a range of media.
106. The effect of teaching on pupils' attitudes is positive, resulting in good and enthusiastic attitudes. Their work is imaginative and they talk about their finished work with pride. They are patient with visitors when they explain how they have created their artistic work. Most pupils' behaviour is appropriate and they show enjoyment in art lessons.
107. Co-ordination of the subject is satisfactory. The new co-ordinator has a good understanding of the areas for development in the subject and has produced a good recent audit and action plan. The spacious accommodation is used efficiently for art lessons. Resourcing is unsatisfactory. The limited range of resources has an adverse effect on pupils' progress.

DESIGN AND TECHNOLOGY

108. At the previous inspection, the standards pupils achieved in design and technology were below expectations, mainly because of the low level of teachers' knowledge and the lack of structured skill development, which resulted in low pupil involvement. There is now an improved,

satisfactory level of provision, so that almost all pupils are making appropriate progress and attain satisfactory standards at both key stages.

109. At Key Stage 1, pupils practise skills of cutting, folding and joining to make a variety of models, made mainly from discarded household materials, construction kits, card and fabrics. They clarify ideas through meaningful group discussions, and design basic structures drawing on the ideas formed during their discussions and from past experiences. They successfully manipulate the materials to create interesting products, such as ‘cameras’ that use winding mechanisms to move the ‘film’, which makes a clear link with work in science, geography and history. Food technology is developed successfully through preparing such foods as pizza, and by investigating the features of vegetables, which links with work in science and art. Some show good skill in assembling, joining and combining components or ingredients. Many evaluate their products with satisfactory understanding of quality, identifying strengths and weaknesses in initial designs and the ways in which they might be improved. Most use correct terminology when talking about their work, but the range of spoken vocabulary is barely sufficient, although a few pupils are more articulate in their descriptions.
110. At Key Stage 2, pupils continue to make satisfactory progress by increasing their learning of a wider range of simple tools, such as needles, hand-drills, junior hacksaws, bench-hooks and corner blocks. In Years 3 and 4, card folding, scoring, cutting and gluing skills are satisfactorily developed through activities such as creating ‘pop-up’ anniversary cards. Pupils increase the range and quality of the cards by practising vertical, horizontal and diagonal cutting, trying to make sure that the raised figures or objects do not show when each card is folded over. Some find this very difficult to achieve but persevere until they are successful. In other classes, pupils have successfully used teacher templates to create pairs of personalised slippers worked to their own designs. They have made effective use of fabric scraps such as felt, fur and cotton. These products show clear pupil understanding of the strengths and weaknesses of different fabrics, and how pressure points need reinforcement. Pupils evaluate their work effectively and recognise health and safety issues during construction time.
111. Across the school, pupils demonstrate good attitudes towards their work in this subject, and almost all behave sensibly when using tools and materials. They are responsive to staff and work agreeably together in groups, showing interest in each other’s work and suggesting improvements in a friendly way.
112. The quality of teaching is satisfactory and pupils are given a suitable range of opportunities to develop an appropriate range of skills. There is an outdated scheme of work, but teachers are making appropriate use of the recently published national guidelines in their planning, which identify suitable learning objectives, skills to be developed and assessment opportunities. The management of the subject is carried out satisfactorily, showing a recent improvement and enthusiasm to expand the subject’s importance through the extended use of more complex skills, such as creating models that require high accuracy sawing and drilling. Teachers have made a conscientious attempt to improve personal skills and many show satisfactory, and occasionally better levels of knowledge, skill and understanding that benefit pupils’ learning. However, there is no regular assessment of individual pupil’s progress and existing skill levels are not considered sufficiently when tasks are set. This was a criticism stated in the previous report that has not been satisfied. The lack of match of work for some pupils, especially higher attaining pupils, allows them to work at a more leisurely pace or to spend overly long off-task. The use of information technology and homework is insufficiently considered, especially at the design stages.
113. Overall, materials and other resources to support pupils’ learning are adequate for the current programme of activity. However, despite recent purchases of basic tools, the potential for creating better quality products is hampered by the lack of a wider choice of tools, materials and the opportunity to improve products following evaluation.

GEOGRAPHY

114. At the end of both key stages standards attained by the majority of pupils are broadly average with some good features at the end of Key Stage 2. This represents a slight improvement on the previous inspection, where standards at the end of Key Stage 2 were sometimes below average. Pupils made satisfactory progress then and they continue to do so now, with some showing good learning at the end of Key Stage 2.
115. At the end of Key Stage 1, pupils know about the locality around the school and draw simple plans of the area. They know where they and their friends live around the garrison. At this stage, recording their information is weak. They study a contrasting area overseas and have an appropriate knowledge of savannah grasslands and tropical rainforests in Africa. They create and study an imaginary island, discuss the way of life for the islanders and begin to develop a useful geographical vocabulary. They are planning a suitable field study on the south coast of England, which contrasts with their own locality.
116. By the end of Key Stage 2, pupils have developed their knowledge and skills satisfactorily. For instance, they know about the course of a river and the various stages from its source to the sea. They have a good knowledge of environmental issues and in this aspect they have a good vocabulary. The analysis of work also revealed that pupils had an appropriate knowledge of map reading and an understanding of contrasting areas. For example, in physical geography, they have a sound knowledge of the Alps, in human geography they realise the contrast in the way of life between Pakistan and Britain.
117. Pupils enjoy geography. Most behave appropriately and concentrate. When the teaching is good or very good, this is matched by the pupils' attitudes. There are good examples of the pupils extending their geographical vocabulary when the topic studied is challenging.
118. The quality of teaching is satisfactory in both key stages. In the few lessons seen, teaching was always satisfactory or better and the teachers' showed a keen interest in the subject and planned their work carefully. Co-ordination of the subject is satisfactory. As well as the classroom topics, every effort is made to widen the pupils' experience by organising suitable field trips and residential outings. There are examples of work linked to other subjects, particularly surveys and graphs in information technology, art and literacy. There are weaknesses in much of the written work at both key stages. Teachers make good use of the school's library service, and the school's own library has a good quality, though insufficient stock of suitable books.

HISTORY

119. Pupils make appropriate gains in their learning, and achieve satisfactory standards at the end of both key stages. Pupils make the best progress in upper Key Stage 2. This is a slight improvement from the previous inspection, when pupils' progress ranged from unsatisfactory to good. Most pupils are now sufficiently challenged in the key elements of the National Curriculum.
120. Throughout both key stages, pupils have a satisfactory sense of chronology. They have a wide range and appropriate depth of historical understanding. Pupils with special educational needs make best progress when they have extra adult support, but in most lessons this is lacking. Higher attaining pupils make better progress at Key Stage 2 than at Key Stage 1, and show good gains in their learning.
121. At Key Stage 1, pupils have an appropriate awareness of historical artefacts, as shown through their descriptions and drawings. Their sense of the past is secure, as when they write questions that they would ask Florence Nightingale if they had interviewed her at Scutari. They know that November 11th is the day when we remember all the people who died in the great wars. They show appropriate awareness of change over a period of time. For example, they are accurate in their comparisons of modern dress and activities when looking at drawings of the seaside in 1900 compared with now. They know about a number of important historical events such as the "Black Death" Plague, the Great Fire of London and the capture of Guy Fawkes.

122. At Key Stage 2, pupils have a satisfactory knowledge of the lives, ideas and beliefs of people from a wide range of backgrounds. They have good understanding of the Tudor period and make perceptive comments when comparing the clothing of rich and poor people. Higher attaining pupils show good progress in judging wealth in Tudor times from evidence of the inventories of rich and poor houses. Pupils in Years 5 and 6 interpret differing viewpoints of history competently. They show good progress in extracting information from actual evidence at the time of Victorian Salisbury and in analysing information from a copy of the Victorian Census of 1891. By the time pupils are about to leave Year 6, they have a good sense of chronology and correctly sequence the Ancient Greeks, Vikings, Normans, Tudors and Victorians. They are secure in understanding how and why the City of Salisbury and the surrounding area developed over time.
123. Imaginative activities in history ensure that pupils' have good attitudes to the subject, particularly when tasks are well matched to their needs. When tasks are inappropriate, lower attaining pupils especially lose concentration quickly. A good feature of upper Key Stage 2 is when pupils use evidence to analyse trends and social conditions during the Victorian era. This they approach with good application and concentration.
124. The quality of teaching is satisfactory and has a positive effect on pupils' learning. Teachers' planning is thorough and ensures that all pupils have the same access to key elements of the units studied. Tasks planned for pupils are interesting and enable them to develop a clear understanding of changes over time. Work is progressively more demanding between year groups. Teachers foster appropriate research skills so that pupils are proficient in using the contents and index pages in reference books. Historical enquiry and the use of reference books improve literacy skills. In Year 6, they communicate their knowledge and understanding of history in a variety of ways, including structured narratives, poetry and descriptive writing. The leadership of the subject is enthusiastic and efficient. There are suitable links to art, geography and music. There is some, but insufficient use of information technology for researching historical facts.
125. Generally, resourcing is adequate. Although visits to historical sites are often not possible because of the cost, pupils are walked to Stonehenge periodically. Pupils have also visited Salisbury Cathedral and Wren House. Imaginative use has been made of role-playing visitors. These have included a Victorian day at school, with the advisor from the local education authority acting the part of the beadle. Key Stage 1 pupils had a workshop on old toys, and Key Stage 2 pupils had a workshop on the Ancient Greeks. These activities stimulated pupils' interest in the subjects and learning about bygone ages.

INFORMATION TECHNOLOGY

126. By the end of both key stages, almost all pupils have not made sufficient progress from their earlier skill levels in all areas of information technology (IT). Overall, pupils' standards of attainment are lower than the satisfactory level stated in the previous inspection report at the end of Key Stage 1, and remain at the unsatisfactory level at the end of Key Stage 2. There have been some recent improvements, especially at the end of Key Stage 2, but there is no opportunity for pupils to improve their standard in control technology because of insufficient equipment. However, there is a very wide range of pupils' understanding, knowledge and skill when using computers, and many attain satisfactory standards in word-processing, and are using the Internet with increasing confidence to retrieve information.
127. There is a wide range of prior skill level on entry to school. Pupils from the reception classes to Year 6 demonstrate a wide range of initial skill and understanding of computers. Some are able to rearrange items displayed on the monitor screen by using the 'mouse' and keyboard with satisfactory skill and understanding. Others have under-developed skills and are very hesitant in reading menus and controlling the cursor's movements. By the end of Key Stage 2, the larger proportion of pupils has sufficient keyboard and 'mouse' skills to communicate, retrieve and display stored information. They are building on previous achievement through planned skill development, especially when using the 'mouse'. Some good use of the Internet as a research and communications tool was seen in geography and religious education. Some pupils in both key

stages show good attainment in word-processing, but these skills are not extended sufficiently through well-considered work to support other areas of the curriculum. Pupils access data that they have saved to hard disk and add new found facts with satisfactory regularity. Others have weak skill levels and have insufficient opportunities to practise them, as in Years 3 and parts of Year 4. During the inspection, although apparatus such as listening centres were evident in some classrooms, there was insufficient use of them to confirm pupils' standards in the wider use of information and communication technology (ICT).

128. Pupils' behaviour when using equipment is usually very good. Almost all enjoy working alone or in small groups at the classroom workstations. Across the school, pupils gain in self-esteem from their successes and are eager to use IT and other communications equipment more regularly. They respect the resources and divide the time fairly without argument. They support each other, sharing their own knowledge readily to the benefit of classmates, and this has a helpful effect on learning.
129. At both key stages, the teaching of IT is unsatisfactory overall, although there is wide variability in both key stages and some of the teaching is good. Insufficient members of staff have appropriately high levels of personal skill, knowledge and understanding to make effective use of existing and newly arrived hardware and software. This was reported by the previous inspection, but there is a strong commitment by current staff to improve everyone's personal levels, to create a wider range of learning opportunities and to make better planned use of IT across the curriculum. During the week of inspection, there were numerous occasions when computers were either shut down, or switched on for considerable periods without pupils accessing them. In most classes, pupils are taught how to use the equipment with care and consideration for others. However, use in numeracy and scientific activity, for example, is not part of regular practice. Some effective use is made of IT, for example, when creating poetry or other text using word-processing during literacy lessons, and when creating computer-generated pictures in art. There has been very recent purchase of a floor-robot, but this is not yet in use and, in itself, provides insufficient opportunity for pupils across the school to have regular skill development in this part of control technology.
130. Although the new co-ordinator is enthusiastically moving the subject forward, overall co-ordination of the subject is unsatisfactory. Strength lies in the effective use of knowledge and skill shown by some staff, including the co-ordinator, and its main weakness is the lack of opportunity to support and monitor teaching and learning across the school during lesson time. Pupils' use of equipment is not planned effectively to make sure that there is equality of opportunity for all in the group and actual access time is inconsistent from each year group to another. The assessment of pupils' attainment and progress is unsatisfactory. There is insufficient information to confirm pupils' levels of knowledge, skill and understanding to move them on using the recently created skills development checklist. This hinders their rate of progress and hampers higher achievement.
131. The number of computer workstations has increased significantly. Each class now has access to one or more workstations and adequate amounts of built-in support software are within the newer workstations. The quality of computers and associated equipment is satisfactory overall, but some equipment is in need of replacement. This increase in resourcing has improved the potential for pupils and staff to access computers more frequently and to increase confidence. There is insufficient equipment, however, to develop controlling, monitoring and modelling procedures. There is an effective connection to the Internet as part of the National Grid for Learning, and most pupils at the end of Key Stage 2 show suitable understanding of its access, strengths and weaknesses. Few have regular use of home equipment, which does not help them to practise their skills. There is sufficient audio and visual equipment, such as television, video and listening centres to increase use and application to a level beyond satisfactory. The school recognises that the improvement of equipment, the development of pupils' skills and the use of ICT across the curriculum has moved at a slow pace since the previous inspection. However, there is a firm commitment to improvement by the headteacher and other staff through planned increase of staff in-service training and continuing expansion of resources to improve pupils' learning opportunities.

MUSIC

132. At both key stages, pupils make satisfactory progress in their learning and attain standards similar to those normally seen for pupils of these ages. This is an improvement from the previous inspection, when it was reported that pupils made unsatisfactory progress and attained standards that were barely satisfactory. A new scheme of work provides better guidance for non-specialist teachers, and successfully addresses the weakness identified in the previous inspection report. The provision of a separate music room, resourced with a wide range of instruments, provides an improved environment for teaching and learning of the subject.
133. At Key Stage 1, pupils confidently sing a range of songs, with growing control over rhythm and pitch. They are able to identify a range of percussion instruments and describe the sounds they make. Following a simple notation sequence, many pupils in Year 2 can follow the sequence to accompany a song, repeating the pattern to produce loud and quiet sequences, while other pupils make sounds using an appropriate range of untuned percussion instruments, which they play with enthusiasm. In one lesson observed, pupils in Years 1 and 2 listened carefully and in 'wonder' to a composition 'A day by the sea' and were able to identify and describe, in simple terms, the sounds they heard. At Key Stage 2, pupils' singing skills are satisfactory, but it is evident from assemblies and singing practice that some pupils do not sing melodies accurately and techniques for tackling higher notes are weak. In lessons observed, pupils in Years 5 and 6 are able to appraise music they hear appropriately and correctly identify ascending and descending scales. Their own compositions, using a pentatonic scale, are varied in quality. The majority of pupils preferred to play the instruments loudly and did not use the correct playing skills, preferring to 'make a noise' rather than compose a sequence. However, a small number of pupils were able to compose, play and repeat a simple sequence, which other pupils appraised appropriately. All pupils are offered the opportunity to play the recorder. There are also opportunities for learning other instruments, such as the flute, piano and violin, through specialist teaching support. The school choir performs regularly in concerts and has achieved some success.
134. The quality of teaching overall is satisfactory. Non-specialist teachers are supported by an improved scheme of work that clearly identifies teaching and learning strategies. All classes have regular music lessons and enjoy using the music room. However, the one-hour lessons are often too long and pupils cannot sustain their concentration. As a consequence, many pupils lose interest and do not take their work seriously. This was evident in all lessons observed and clearly tested teachers' class management skills. Where teachers were confident and had established good relationships with the pupils, they were able to re-focus pupils' interest and so they made satisfactory progress. However, the quality of teaching was less than satisfactory in a few lessons, and resulted in pupils behaving inappropriately so that their learning was poor.
135. Co-ordination of the subject is satisfactory. The co-ordinator, a subject specialist, has produced a helpful and detailed scheme of work, and has recently revised this further to ensure all pupils receive an appropriate range of musical experiences and opportunities. Non-specialist teachers have received additional relevant training and are increasing in confidence. The action plan identifies areas for further development clearly. The range of multi-cultural musical instruments have been improved. The specialist music room is an asset to the school. However, it is large and open, without seating, which sometimes encourages pupils to become unsettled.

PHYSICAL EDUCATION

136. Pupils, including those with special educational needs, make suitable progress and attain satisfactory standards at both key stages. This represents an improvement on the last inspection when standards at Key Stage 1 were judged to be unsatisfactory. During this inspection there were only opportunities to see games that included skills development with balls and rounders' bats and athletics training at the end of Key Stage 2. The planning documents show that gymnastics, dance and swimming are included appropriately during the year. From discussions with pupils, the co-ordinator and a scrutiny of the policy, a broad and balanced curriculum is provided for all pupils, including those in Years 3 and 4. The concern expressed by some parents has now been corrected.

137. Pupils enjoy physical activities and are often at their best on these occasions. Their attitudes are positive and their behaviour satisfactory overall, but with isolated examples of inappropriate behaviour. Pupils at Key Stage 2 have opportunities to learn to swim. By the end of the key stage, almost all pupils achieve the required standard by swimming a recognisable stroke for at least 25 metres. They enjoy outdoor pursuits and take part in residential visits to an activity centre, and a one-night camp near the White Horse at Westbury.
138. The quality of teaching is satisfactory overall and lessons are correctly planned to develop pupils' skills. Time is used appropriately for activities and the teachers make satisfactory use of demonstration to encourage and improve the pupils' performance.
139. Co-ordination of the subject is satisfactory. The school makes suitable arrangements for the provision of extra-curricular activities that include football and netball. Good opportunities are also provided for athletics, rounders and 'Kwik' cricket. A nearby sports centre provides appropriate coaching. Over the year, there are opportunities for competitive sport and games with neighbouring schools. Altogether, this represents good provision of physical activities for all pupils.

RELIGIOUS EDUCATION

140. At the end of both key stages, pupils' standards in religious education are in line with those expected in relation to the locally Agreed Syllabus. Standards have been maintained since the previous inspection. Pupils at Key Stage 1 make a satisfactory start to their studies in this subject. They show understanding of Bible stories and how the characters must have felt when faced with danger, such as Daniel in the lions' den. They identify with Hannah, who gave up her only child to the service of God as thanks to Him. Pupils then relate these stories to prayer and develop a secure understanding of why people pray to God. They are beginning to understand that in praying, they are actually talking to an unseen higher power, sometimes in thanks and at other times in need and asking for help. Pupils have a sound knowledge of celebrations and festivals in both the Christian faith and Judaism. They learn appropriate details of ceremonies, such as marriage, that are common to both religions. They develop their knowledge through role-play and through assemblies.
141. At Key Stage 2, pupils continue to develop their understanding of common themes from Christianity, Judaism and Islam, which are the three major faiths studied at this key stage, with the major focus being on Christianity. They have a satisfactory knowledge of the ceremonies, and they understand that though prayer is common to each faith, there are different rituals, such as washing before prayer, that are specific to each faith. They learn effectively about symbolism and understand why water is used in baptism, and that the light from a candle represents an important feature of many of the world's major faiths. Pupils gain a sound knowledge of a good range of stories from the Old Testament, the Christian New Testament and stories that form the foundations of other faiths. They learn, for example about different accounts of the Creation and understand that some stories, although of a slightly different form, underpin different faiths. Pupils develop a good understanding of many of the stories in the Bible and are able to transfer the feelings and emotions of the characters effectively, and compare them with their own feelings in different circumstances. By the end of Year 6, they also develop a good understanding of the purpose of prayer, and know how to pray should they wish to do so. These aspects contribute significantly to the spiritual, moral and cultural aspects of pupils' education.
142. Pupils' attitudes are satisfactory overall, but there are some weaknesses at lower Key Stage 2. Pupils are mostly keen and enthusiastic to volunteer answers and suggestions. Some pupils think deeply about their discussions and offer suggestions that effectively reflect their depth of consideration of themes. Their behaviour is satisfactory and most show interest in their work. However, when work is too difficult for them, and they do not fully understand, they show low levels of interest and involvement, lack confidence and behaviour is less than satisfactory.

143. The quality of teaching is satisfactory overall, although some unsatisfactory teaching was seen during the inspection. Teachers' knowledge is satisfactory and they are able to discuss themes meaningfully with their classes. Pupils learn about the Bible through a range of different strategies, such as discussion, stories, drama, and through visits to local churches. They benefit from careful planning and good staff commitment. Pupils are managed satisfactorily, overall, and behaviour that is appropriate to the range of different activities is established and maintained.
144. Religious education has recently been a focus for development at the school, and the new syllabus and effective co-ordination of the subject are having a positive effect on standards and provision. Resources, particularly for the study of religions other than Christianity, are insufficient and this lack inhibits teaching and pupils' progress across the school. Advice and support have been sought and the school is now in a position to raise standards in this subject.