

## **INSPECTION REPORT**

**Wyndham Park Infant School**

Salisbury, Wiltshire

LEA area: Wiltshire

Unique reference number: 126246

Headteacher: Ms J Ward

Reporting Inspector: Mr Chris Warner, 20935

Dates of Inspection: 22-26 May 2000

Inspection Number: 190696

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Somerset Road Salisbury Wiltshire
Postcode:	SP1 3BL
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Appropriate authority:	The Governing Body
Chair of governors:	Mr Jonathan Plows
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Chris Warner	<i>Registered Inspector</i>	Science; Music; Geography; History.	Standards, results and pupils' achievements; How well the school is led and managed; What the school should do to improve further.
Thelma Edwards	<i>Team Inspector</i>	English; Religious education; Physical education; Provision for children under five.	How well pupils are taught; Equal opportunities.
Lindsay Howard	<i>Team Inspector</i>	Mathematics; Information technology; Design technology; Art.	Curricular and other opportunities; Special educational needs.
Husain Aktar	<i>Lay Inspector</i>		Pupils' attitudes, values & personal development; How well the school cares for its pupils; How well the school works in partnership with parents.

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## **PART A: A SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Wyndham Park is an infant school for boys and girls aged from 4 to 7 years. The school has changed significantly in character since the last inspection. The number of pupils has increased from about 200 to 305, and there are now eleven classes instead of eight. The school now serves a broader socio-economic community than at the last inspection. Overall, pupils' attainment on entry to the school is typical of that found nationally. Less than 4 per cent of pupils are entitled to free school meals, which is a proportion far lower than the national average. Eighty-nine pupils (about 29 per cent) have special educational needs, a figure above the national average and far higher than at the last inspection. The percentage of pupils with special educational needs in Year 2 is higher than in the other year groups. Compared with the last inspection, there is significantly greater mobility of pupils. For example, since September 1999, 20 pupils joined the school into classes other than the reception class. Four pupils have Statements of Special Educational Needs. There are three pupils for whom English is an additional language.

### **HOW GOOD THE SCHOOL IS**

The school achieves standards that are at least as good as they should be. Nearly all pupils are keen to learn. Almost all the teaching is at least satisfactory and much is good or better, and pupils are learning well. The school has developed a curriculum that meets the needs of individual pupils and provides opportunities that benefit them all. There are good arrangements for the support and care of all pupils, and the school has a strong partnership with parents and carers. The overall management of the school is sound. However, changes in senior management staff, together with the need to manage the greatly increased numbers of pupils, have hampered the pace of longer-term school development. In spite of this, weaknesses reported in the last inspection have been satisfactorily addressed. This is a caring school that has helped all pupils and their families to feel secure during a period of rapidly increasing pupil numbers. Overall, the school provides sound value for money.

### **WHAT THE SCHOOL DOES WELL**

- By the end of Key Stage 1, standards in all subjects are at least in line with those expected for seven year olds. In art, history, geography, music and religious education, standards are higher than national expectations.
- Children under the age of five make good progress overall. They make very good progress in their mathematical and in personal and social development.
- The overall quality of teaching is good.
- The headteacher and all the staff work very hard for the well being of the pupils.
- Provision for pupils with special educational need is good, and they make good progress.
- Pupils are keen to learn, behave well and relationships are very good.
- Pupils' social, moral and spiritual development are very good and their cultural development is good.
- The school's close partnership with parents and the local community promotes pupils' learning well.

## WHAT COULD BE IMPROVED

- There are not enough opportunities for children under the age of five to extend their learning through taking part in organised activities in a designated outdoor area.
- Not enough use is made of the results of tests and assessments to check on the progress of pupils and to see how effectively their needs are being met.
- There is no systematic approach to monitoring the quality of teaching in relation to its effect on the progress that pupils make and the standards they achieve.

*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 1996. It has responded well to the key issues for improvement noted in the last report:**

- The provision for music and for information and communication technology has significantly improved. In music, this has already lifted standards, while in information and communication standards have kept pace with the higher expectations nationally for pupils of this age.
- The planning of the curriculum for the under fives has been improved to more fully meet their needs.
- The provision for design and technology in Key Stage 1 and for physical development in the under-fives remains satisfactory.

**The school is in a sound position to achieve further improvement**

## STANDARDS

The table is intended to show the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	A	A	B	excellent A*
Writing	A*	A	A	C	well above average A
Mathematics	A	A	A	B	above average B
					average C
					below average D
					well below average E

The results of the Key Stage 1 National Curriculum tests in 1999 showed that standards in reading, writing and mathematics were well above the national average. When compared with similar schools nationally, results in reading and mathematics were above the average and, in writing, they were average. In the science assessments, slightly above average proportion gained the expected Level 2, and above average proportion reached Level 3.

The school's results at the end of Key Stage 1 have remained consistently high over the last four years. When taken together, the school's results from 1996 to 1999 in reading, writing and mathematics are well above the national average. These results are true for both boys and girls.

The high standards of reading, writing and mathematics noted at the end of Key Stage 1 in the last inspection have been maintained in all subsequent national tests and assessments. However, in the current inspection, standards in English, mathematics and science are in line with those expected nationally for seven year olds. An important reason for the lower standards among the current Year 2 pupils is that significantly more of them have special educational needs, and there are fewer more able pupils than in previous years. The feature is not reflected in younger year groups, for example in Year 1 and Year R where standards are judged to be higher than those expected of pupils of a similar age nationally.

Throughout the school, pupils' attainment in information and communication technology is judged to be in line with the standards expected nationally. Standards in religious education are above the expectations of the Locally Agreed Syllabus. Pupils throughout the school make good progress in art, history, geography, music and religious education. Progress in design and technology and physical education is satisfactory.

Children under the age of five make at least good progress and, by the time they are five, most of them are likely to reach the nationally recommended 'Desirable Outcomes for Children's Learning' in all areas of learning. Their progress in mathematical and in personal and social development is very good.

Pupils with special educational needs make good progress overall.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils enjoy coming to school. Attitudes to learning are very good. Most pupils concentrate well and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is good. Most pupils behave well in and out of classrooms. They are open, friendly and polite.
Personal development and relationships	Relationships among pupils and staff are very good. Most pupils are keen to take up the opportunities for their personal development and, as a result, grow in confidence and responsibility.
Attendance	Attendance is good. Authorised absence is below the national average, and unauthorised absence is low. Pupils arrive on time and lessons start punctually.



## TEACHING AND LEARNING

Teaching of pupils	Aged up to 5 years	Aged 5-7 years
60 lessons	Good	Good

*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.*

The overall quality of teaching is good. Teaching was at least satisfactory in 98 per cent of lessons seen. In over 70 per cent of lessons, teaching is judged to be good or better. It is satisfactory in 26 per cent of lessons, good in 60 per cent and very good in 11 per cent. Teaching of the under-fives is consistently good. Teaching in Key Stage 1 is good, overall. The teaching in Year 2 is slightly below that seen in the rest of the school - but not significantly so. These figures indicate that the good quality of teaching noted in the last inspection has been maintained.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum shows satisfactory breadth and it covers all subjects required. However, the curriculum for the under-fives does not give enough emphasis to develop learning out-of-doors.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress. They are well supported in lessons and when they receive one-to-one support out of the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is sound. Provision for spiritual, moral and social development is very good, and for cultural development it is good.
How well the school cares for its pupils	Overall, there are good arrangements for the support and care of all pupils. However, there is a shortcoming because there is an incomplete range of agreed assessments, and these are needed to help monitor pupils' academic progress from year to year throughout the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides positive and sensitive management and leadership of the school during a time of rapid growth in numbers of pupils and significant changes in staffing. Against this background, it has been difficult for the school to establish a strong ethos for continued improvement, so that some worthwhile developments need to be strengthened to make them fully effective throughout the school. There is a particular need to develop a systematic approach to monitoring and evaluating the quality of teaching. At the same time, the school needs to make better use of assessment and performance data to identify and support improvement.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its statutory duties and is increasingly influential in shaping the direction of the school. The governors are active and keep themselves well informed about what is going on in the school.
The school's evaluation of its performance	Governors are aware of the need to continue to sharpen their monitoring and evaluation of the school's performance, particularly in relation to pupils' achievement and the quality of teaching.
The strategic use of resources	The school makes sound use of its resources, but has only recently begun to measure its effectiveness in terms of raising standards especially in terms of pupils' achievements.

Overall, the school has adequate resources for learning. The accommodation has an important shortcoming. There is a lack of a specifically developed and easily accessible area for active learning for the under-fives. The teaching staff are suitably qualified to meet the needs of the pupils and of the curriculum. Given the particular needs of the Year 2 group, not enough classroom support is available to help the teaching staff in these classes.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like coming to school.</li> <li>• Teaching is good.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Behaviour in the school is good.</li> <li>• The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Expectations and arrangements for homework.</li> <li>• Being able to approach the school with questions or problems.</li> <li>• Being kept informed about how their child is getting on.</li> </ul>

The inspection agrees with parents about the positive features of the school. In response to the concerns of some parents, the inspection found:

- The school has a good range of activities outside of lessons for children of this age;
- Overall, homework makes a satisfactory contribution to pupils' learning. However, there are inconsistencies in expectations for homework between classes in the same year group;
- In the main, parents are well informed about their child's progress, although the quality of reports on pupil's progress is variable. They do not consistently highlight pupil's weaknesses or areas for further development. Some are too descriptive rather than evaluative; too few show any targets for improvements.

## **HOW HIGH ARE STANDARDS?**

### **The school's results and achievements**

1. When children enter the school into the Reception classes, their overall attainment is broadly in line with that expected for their age nationally. Children under the age of five make good progress and, by the time they are five, most of them are likely to have met the nationally recommended 'Desirable Outcomes for Children's Learning' and to have exceeded them in their personal and social and mathematical development. Boys and girls achieve similar standards. Children with special educational needs are well supported in their learning and make good progress. The inspection found that children make similar good progress in the Reception classes to that noted in the previous report of 1996.

2. The results of the Key Stage 1 National Curriculum tests and assessments in 1999 were well above the national average in reading and mathematics, and above average in writing. The results in reading and mathematics were above the average compared with similar schools, and close to the average in writing. In science, the results were slightly above the national average of pupils gaining the expected Level 2 and well above the average for those reaching the higher Level 3.

3. The school's results at the end of Key Stage 1 in reading, mathematics and science have remained consistently high over the last four years. In writing, results have remained high, although have not improved as in the national trend.

4. When the results of National Curriculum tests for seven year olds between 1996 and 1999 are taken together, the school's performance in reading, writing and mathematics is well above the national average. This is true for both boys and girls, although boys have performed slightly better than girls in each subject.

5. The inspection evidence shows that current standards in reading, writing, mathematics and science are close to the national expectations for seven year olds. The lower level of achievement reflects the difference in ability between the current Year 2 group and other groups of seven year olds from previous years. There are four factors contributing to this difference:

- A high proportion (one in six) of the Year 2 cohort have joined the school later than at the usual time of entry, including four pupils since the start of the current term;
- A higher proportion (nearly one in three) of Year 2 pupils have special educational needs than in either previous or subsequent year groups;
- The year includes more unsettled pupils who find it difficult to get on with the tasks expected of them. The teaching is at least satisfactory and often good, but does not fully compensate for the low starting point of some pupils by the time they leave the school;
- A lower proportion of Year 2 pupils are more able than in previous or subsequent year groups. This affects the number of pupils working at Level 3.

6. It is noticeable that the current Year 1 group achieve standards that are above the expectations for their age. Although the quality of teaching is slightly better in Year 1 than in Year 2, it is not enough to account for the difference in achievement between the two year groups.

7. The previous report found standards in design and technology, information and communication technology and music to be lower than other subjects. There is a significant improvement in music standards. Standards in information technology now meet national expectations because there has been improvement in teaching and in the number and quality of computers. There was not enough evidence from which to make a secure judgement about standards in design and technology.

8. The under fives get off to a good start in the two classes for younger children. The children, including those with special educational needs, make good progress and sometimes very good progress. There are two main reasons for children's good progress in the two classes for under-fives:

- the quality of teaching is consistently good;
- the positive relationship between parents and the school, promotes learning.

9. There are good opportunities for children to learn through well planned activities. These help the children to talk and think about what they are doing. However, although the provision is good, there are missed opportunities to extend and enrich learning through full use of the outside area. In spite of this, the good progress made by children in the under fives prepares them well for the National Curriculum. The older children in the Reception year, who are nearly all five years old, make equally good gains in terms of concepts, skills, knowledge and attitudes.

10. By the age of seven, at the end of Key Stage 1, pupils' speaking and listening skills are often above the national average. Nearly all pupils listen and respond well to their teacher and to one another. They express themselves with considerable confidence and fluency.

11. Nearly all seven year olds read with reasonable fluency and understanding for their age. They enjoy reading and listening to stories. These pupils have gained a good knowledge of letter sounds and a wide sight vocabulary. The more able pupils use a range of reading strategies that helps them to tackle each new text with confidence. Nearly all pupils talk about a book, its plot and characters, and say what they liked and disliked about it.

12. By the age of seven, nearly all pupils write legibly and with good standards of grammar, spelling and punctuation. When writing a story, they do so with a clear sequence, and in an organised way.

13. By the time pupils are seven, their attainment in mathematics is broadly in line with the national average. Nearly all pupils handle numbers with confidence. They count up and down in twos, fives and tens, and most of them understand the relationship between multiplication and equal addition. More able pupils relate division to multiplication. Most can describe the properties of common two and three dimensional shapes using appropriate mathematical language. They collect information using tally numbers and accurately present their findings on bar charts.

14. The numeracy session is helping pupils to develop their mental mathematics and to learn with understanding, through an emphasis on practical activities and discussion.

15. Inspection findings show that pupils' attainment in science at the end of Key Stage 1 is close to the national average for seven year olds. They make satisfactory progress throughout the key stage. Pupils have a sound knowledge and understanding of science, and their skills are developing well. They predict on the basis of their experience, describe what happened in an investigation and offer explanations. There is evidence that their recording of results in the form of simple graphs and charts contributes to their mathematical development in handling data.

16. At the end of Key Stage 1, pupils' attainment in information and communication technology is broadly in line with standards expected nationally for seven year olds. Standards in information and communication were found to be lower than in nearly all other subjects in the last inspection. The school has made a good start to improving its provision, with better resources and greater confidence among staff to teach the subject. Against a background of increased national expectations, pupils, including those with special educational needs, make sound progress in all aspects of information and communication technology. Pupils are making good progress in some aspects of the subject, for example in communication technology, including use of the Internet.

17. The inspection shows that standards in religious education at the end of Key Stage 1 are, as noted at the last inspection, above the expectations of the Locally Agreed syllabus.

18. Pupils throughout the school make good progress in art, history, geography and music. In the previous inspection, standards in music were judged to be lower than in other subjects. Standards in music have significantly improved because:

- clear management of the subject is well established and has had time to influence and improve the quality of provision;
- the curriculum has been strengthened to give class teachers an easily understood approach for the non-specialist;
- teachers are well supported in how to deliver the curriculum.

19. In physical education, pupils throughout the school make satisfactory progress. There was insufficient evidence in design and technology to make a secure judgement on standards.

20. Pupils of different abilities, including those with special educational needs, make similar progress throughout the school. In all subjects, standards are nearly always promoted by teaching that is often good, and rarely less than satisfactory. Overall, pupils achieve well throughout the school in relation to their prior attainment on entry to the reception classes or later, as in the case of a significant number of pupils. They make similar gains in understanding as in their development of skills and knowledge. This is because, in most instances, pupils are encouraged to think and to talk about their learning. This reflects the good progress made in art, history, geography, music and religious education.

21. The school collates and presents performance data drawn from the results of national tests and assessments at the end of Key Stage 1. It has started to analyse the information to see if aspects of any subject needs improvement. For example, the school noted from the national tests, that pupils achieved less well in physical processes than in other aspects of science. As a result, action was taken to give more support to the weakness, which the inspection found to be effective. However, the school does not yet make enough use of performance data to identify strengths and weaknesses and to relate this to the quality of teaching and learning in the core subjects. The analysis and use that is made of information, does not yet represent a systematic approach, and is making only a modest contribution to the setting of realistic targets in relation to individual pupils. This is particularly apparent in Year 2 where the movement of pupils into the school and the unusually high levels of special educational needs are affecting achievement. The school is aware that this is an area for development and has recently begun to use the information to explore features among groups of pupils, for example, to monitor achievement by gender.

### **Pupils' attitudes, values and personal development**

22. Pupils' attitudes are very good and as positive as they were at the last inspection. Pupils are valued and cared for, and this helps to maintain their high level of interest in school. They enjoy school and enthusiastically join in all that the school provides.

23. Children in the classes for under fives and in the Reception classes participate well in a wide range of activities and are keen to try new things. They talk about what they draw or make. They share equipment and work together, for example in a cooking session when children were making gingerbread men. They are polite, friendly and open.

24. Throughout the rest of the school, pupils have good work habits. They listen to their teachers' instructions carefully, are eager to answer questions, and work hard in lessons, for example in literacy and numeracy lessons. Their interest in school life is seen in their participation in extra-curricular activities. Take up of opportunities in the after school music club is high. Pupils take responsibility by helping in assemblies and by returning registers to the office. Most pupils are conscientious about their homework. Pupils with special educational needs work hard, respond very well to the support that they receive and take part in their own learning. As was the case in the previous inspection, most pupils come to the school regularly and promptly. Their attendance is good. Exclusions are not a feature of the school.

25. The standard of behaviour is good in nearly all lessons. There are many examples of very good behaviour, particularly in Year 1 and in younger classes. Pupils are very interested in what they are asked to do and enjoy their work. In a small number of lessons, mostly in Year 2, a few pupils find concentration difficult, and can be restless and occasionally distracting for others. Outside of lessons, pupils' behaviour is very good. They are helpful, courteous and respectful. They move around the school in an orderly and quiet manner; such as when moving to the hall for assembly or physical education. Pupils get on well together with each other and with the staff. Older and younger pupils, and boys and girls work and play together very well. They show respect for each other, including the feelings and opinions of others. There was no evidence of any oppressive behaviour during the inspection. Pupils treat the school's property with care and respect.

## HOW WELL PUPILS ARE TAUGHT

26. The quality of teaching is good. In 98 per cent of lessons seen in the inspection teaching was at least satisfactory. In over 70 per cent of lessons teaching is judged to be good or better. It is satisfactory in 26 per cent of lessons, good in 60 per cent and very good in 11 per cent. Teaching of the under fives is consistently good. Teaching in Key Stage 1 is good, overall. The teaching in Year 2 is slightly below that seen in the rest of the school - but not significantly so. These figures indicate that the good quality of teaching noted in the last inspection has been maintained.

27. Lessons are well planned, with clear aims and a variety of activities that are interesting for the children and which help them to achieve. The basic skills of reading, writing and mathematics are effectively taught through well thought out programmes of work that move the children on in their learning. Teachers use methods that stimulate and motivate the children and, at the same time, give them plenty of practice in learning basic skills. Teachers have a good knowledge and understanding of how young children learn. The National Literacy and Numeracy Strategies are well taught, making the learning of basic skills enjoyable for the children.

28. Teachers have good expectations that the children will achieve and behave well. Activities often present a challenge and the children respond positively. Teachers teach a curriculum with strong links between subjects, for example when science, design and technology and music came together in a lesson where children identified different sounds. Teachers make good use of discussion in all lessons and their careful questioning makes children think in detail. It also allows teachers to assess what children have learned. This on-going assessment is well used as teachers plan further work for their classes. Teachers keep in mind the children's individual targets as they assess their learning. As a result, children who have special educational needs progress well.

29. The very few shortcomings observed in teaching related to management and the use of time. Teachers mostly manage the children well and teach with a good pace to the lessons. This helps children to maintain interest. However, in a very few lessons management was less effective, particularly where there were some children whose behaviour was unsettled and who took a lot of the teacher's time. This had the knock-on effect of slowing the pace of learning for all.

30. Particularly effective is the way classroom resources are well used to support teaching and learning. Examples of this were seen in the use of 'Big Books' for shared reading and, in mathematics, where a variety of resources helped the children to practise and learn number bonds. Support staff are well deployed to help children with their learning. They sometimes work under the direction of the teacher with a group and sometimes give sensitive support to an individual child. When homework is given it supports the progress children make. Children regularly take their books home to read.



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

31. The curriculum is sufficiently broad with all the subjects of the national curriculum and religious education being taught. It is relevant for the needs of all the pupils, and the tasks set are suitably varied and interesting. The school has decided, in the light of more focussed teaching in English and mathematics, to give additional time to a wide range of activities in physical education, including dance and games. A strong feature of the curriculum is the carefully planned cross-curricular links between subjects. This was seen during a literacy lesson where the pupils read a story set in Africa, and which related well to their work in geography.

32. The curriculum for children under the age of five is good. The two teachers plan closely together, taking full account of children's individual needs and of the six recommended areas for their learning. This is an improvement on the findings of the previous inspection. There is a good balance between activities led by the teacher and those chosen by the children themselves. However, although the curriculum rightly emphasises learning through activity, there is not enough reference to giving children opportunities for learning in an outdoor area. This is because there is only a partly developed designated and resourced outdoor area. The school is aware of this shortcoming and plans to address the issue in the near future. In spite of this weakness, the children are prepared well for the demands of the National Curriculum.

33. The school fully implements the National Strategies for Literacy and Numeracy. Information and communication technology is taught as a discreet subject as well as being used effectively to support literacy and other subjects.

34. The planned provision successfully promotes pupils' achievements and their personal, social and health education. The whole school curriculum plan is currently being amended and updated to ensure that it takes on board the requirements of the forthcoming 'Curriculum 2000'.

35. The school meets statutory requirements for the provision of teaching religious education in line with the locally agreed syllabus. Statutory requirements are met for all subjects of the National Curriculum. Some aspects of information and communication technology, such as control technology, do not have enough time spent on them but the provision for developing other key skills in information and communication technology is good.

36. The planned provision for the development of skills and understanding related to specific subjects is satisfactory. Computer skills are very well taught and pupils are encouraged to use them throughout the curriculum. For example, children in the Reception classes wrote sentences about the story of '*Goldilocks and the Three Bears*' using the concept keyboard in their literacy lesson. Year 2 pupils used the Internet to access information for their history topic about the Victorians. Pupils work with increasing independence and are encouraged to make considered choices from an early age.

37. The provision for pupils with special educational needs is good. The classroom assistants are well trained and their expertise helps pupils to make good progress. The co-ordinator successfully organises the programmes for special educational needs and this helps staff know what is expected of them and what can be achieved. Individual education plans are mainly clear and set appropriate targets to extend learning and to develop pupils' confidence. Some pupils with special educational needs are given support out of their lessons because the specialist assistants can only attend at certain times. However, termly reviews of these pupils progress mean that there can be adjustments made so that pupils do not always miss the same lessons. Sometimes, as in information and communication technology, Year 2 pupils have a rolling programme of activities where children go out of class once every few weeks. This is a satisfactory arrangement.

38. In the returned questionnaires, a high proportion of parents thought that there are not enough out of school activities. However, the inspection evidence shows that the provision for extra-curricular activities is good for a school with pupils of this age. There is a good range of after-school clubs that cater for those pupils who are interested in physical activities and music. Classes visit local places such as Salisbury Cathedral, Wren Hall and the Sevington Victorian School. The curriculum is further enhanced by visits to the school by the police, the fire service, the road safety officer and members of local churches who all help to raise pupils' awareness of their community.

39. The provision for personal, social and health education is satisfactory. There is a science topic 'What's good for your body?' for the oldest pupils, which includes work about substance abuse. Provision for sex education is included in the school's pastoral aims and pupils' questions are answered within a caring context when and if they arise. The provision for pupils' emotional development helps them to know the difference between right and wrong, and builds on constructive relationships with the neighbouring schools. Opportunities to take responsibility, to show initiative, to respond to challenge and to develop an understanding of living in a community are provided through activities such as the harvest service in St Mark's Church and maypole dancing in the school hall. The oldest pupils willingly help younger ones at lunchtime and play time.

40. The school makes very good provision for the pupils' spiritual, moral and social development. The provision for cultural development is good. It is suitable for the ages and needs of the pupils and prepares them very well for adult life and transfer to the next stage of their education. The commitment to the local community and the wider world greatly influences the lives of the pupils.

41. The provision for pupils' spiritual development is very good. Pupils develop an insight into values and beliefs through assemblies and class lessons. They are given many opportunities through their religious education lessons and through discussions in subjects, such as English, science, history and geography, to understand the values and beliefs of others. For example, when Year 1 pupils were discussing life in African countries they were sensitive to the information given about people whose beliefs were different from their own. They readily accepted the information that women in a Muslim country, such as Morocco, would need to cover themselves when outside their homes. The singing of hymns reflects a sense of spiritual joy, and symbols such as candles are used well to encourage pupils to reflect and pray. Acts of collective worship are carefully planned to include prayer and reflection, to think about the needs of others and to thank God.

42. The provision for pupils' moral development is very good. It is enhanced through discussion and stories, and the good role models provided by the staff. Pupils learn right from wrong through classroom rules, discussions and assemblies. There are opportunities to discuss matters such as being kind, and the values that the school upholds, in classes and during assemblies. The school aims are consistently reinforced by the teaching and non-teaching staff. The school supports many charities that raise pupils' awareness of the needs of a wide range of disadvantaged people.

43. The provision for pupils' social development is also very good. Pupils learn to be independent, to rise to challenges and to tackle problems with enthusiasm and skill. From an early age the pupils are encouraged to share, to participate in group work, for example when playing team games, and to listen to others while they explain how they solved a mathematical problem. They are encouraged to value their surroundings, take responsibility for equipment, and to take turns and to share.

44. The school provides well for the pupils' cultural development. Pupils are taught to appreciate their own traditions and the diversity and the richness of other cultures. There are numerous opportunities to explore the wider world, through visits and the Internet. The regular 'curriculum weeks', such as for art and music, or the history and religious education week planned for later in the term, give pupils good opportunities to look in more depth at aspects of their own and other people's culture. Features of traditional heritage are celebrated through events, such as the harvest festival and maypole dancing. Religious festivals for other faiths, such as Judaism and Hinduism, are discussed, for example when looking at religious artefacts. Music and art from other times and places are used appropriately in lessons. Year 1 pupils are familiar with examples of modern African music, and relate this to their appreciation of the richness of different cultures.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

45. The school has maintained its caring ethos, reported by the last inspection, through a period of considerable growth and change. This is to the school's great credit and reflects the commitment of everyone in the school community. There is a good understanding of pupils' pastoral needs and their welfare is well focussed. The staff know the pupils well, and this helps to foster the strong relationships that exists within the school community. This has a positive impact on pupils' learning.

46. The school has sound policies and procedures in place to enable pupils to take advantage of educational opportunities and to promote their well-being. Pupils new to the school are helped to settle in quickly by a positive induction policy. There are well-established links with local pre-schools and good transfer arrangements with the neighbouring junior school, to which most pupils move at the start of Year 3. The school has a suitable medical room and there are proper arrangements to look after any pupil needing attention for first aid. The lunchtime supervisors are all well aware of their responsibilities and, as a result, the session runs smoothly both in and out of the buildings. Teachers provide

appropriate guidance, including sex education, drug awareness and matters related to health and safety through the curriculum. There are good procedures for child protection and for health and safety. Pupils' welfare and education is well supported by visiting specialists, including those specifically to help pupils with special educational needs, such as the language and speech therapist.

47. The school has effective procedures to monitor and support pupils' personal development and to keep track of their pastoral needs. The parent-teacher consultation sheet system is particularly helpful. Parents and pupils appreciate the school's celebration of good behaviour and success. The Friday afternoon 'special award' assembly promotes personal development and raises self-esteem by recognising good individual or whole class achievements. Measures in place to ensure high standards of behaviour by pupils are good. The headteacher properly monitors behaviour, and deals with any of the isolated incidents of anti-social behaviour.

48. Procedures for monitoring and promoting pupils' attendance are effective and contribute to the school's good levels of attendance. Recording and reporting requirements are met.

49. Procedures for monitoring and supporting pupils' academic progress are satisfactory. When children join the school they undertake an initial assessment, and the results of which are used to identify those who may have special educational needs. Teachers know their pupils well and have a good idea where their strengths and weaknesses lie. However, as the pupils go through the school, apart from the baseline initial assessment and the end of Key Stage 1 national tests and assessments, there is no clear, consistent and systematic approach to assessment. The teacher's knowledge of their pupils is not supported by year-on-year assessment information consistently accompanied by annotated work samples. This makes it difficult to monitor pupils' progress, or to assess how effective the school is in meeting their needs. The school makes satisfactory use of what assessment information is gathered to help teachers plan the curriculum. Teachers use information from pupils' oral work in class and written work in exercise books to plan work which matches pupils' individual needs. The match of teacher assessments to national test results indicates that teachers know where their pupils are at the end of the key stage. Assessment is a key area in the school development plan for the next school year. The enthusiastic co-ordinator has trialled assessments at the end of Year 1 and is planning to develop a system that will track each pupils' progress from their entry into school until they leave. Statistical data will be used alongside levelled work samples to set targets for individual pupils. Teacher/parent discussions focus on attainment and parents are suitably involved in target setting.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The school continues to work successfully with parents, as was the case at the time of the last inspection. Parents are valued and their opinions are sought, for example on the home-school agreement and the format of pupils' written progress reports. Parents are very satisfied with the work of the school and, with very few exceptions, have a high regard for the way it is led and managed. They are pleased with the way that the school has been managed through a time of such rapid growth. Parents strongly believe that the school has high expectations of work and helps children to become mature and responsible. They are pleased with the quality of teaching and value the standards achieved by pupils. Inspection findings

generally support their positive feelings. Some parents are less happy with the expectations for homework and about information relating to how their children are getting on. A high proportion feel unhappy with the range of out of school activities offered. Inspectors found that although homework makes a satisfactory contribution to learning, there are some inconsistencies in the expectations between classes in the same year group. The inspection evidence shows that the provision for out of school activities is good. Information provided for parents by the school is generally good. The school brochure and the annual governors' report are a helpful introduction to the life of the school and include all the required information. The annual written progress reports are straightforward and inform parents about what their children can do, but do not clearly or consistently tell them about what their children should do to improve. Parents of pupils with special educational needs are kept well informed about their children's progress and are appropriately involved in the reviews.

51. The school has a welcoming approach and there is noticeable conversation between the staff and parents at the beginning and end of each day. This benefits pupils greatly. Parents are keen for their children to do well. Their involvement in the education of their children at the school is good. The parents' association (WPSA) is well supported and organises fund-raising events for improving school resources. Many parents regularly work as voluntary helpers in the school, for example hearing pupils read or helping them in accessing the Internet. Parents support well the extra-curricular and social activities organised by the school. Their attendance at consultation meetings is good. Many parents support their children by sharing books with them at home. The school successfully relies upon the co-operation of parents to reinforce high expectations of both behaviour and work.

## **HOW WELL IS THE SCHOOL LED AND MANAGED**

52. The headteacher provides competent and sensitive leadership and management at a time when the circumstances of the school are significantly changing. She has worked effectively with the staff and the governing body to help the pupils and their parents to feel secure as the school roll grew from 200 to over 300 pupils since the last inspection. The headteacher leads by good example and is fully involved in the management of pupils and staff. That the school has retained the positive attitudes, relationships and behaviour noted in the last inspection, is a credit to the thoughtful and caring way everyone in the school's community has worked together. In no small measure, this is down to the commitment of the headteacher and the way she works with people in managing the school. This is reflected in the high regard that parents have for the way the school is led and managed.

53. Against the background of successful day-to-day management of a growing school, together with a significant number of changes and additions to the staff, a lot of work has begun to review the needs of the school. The headteacher has a clear vision for the school and, to a large extent, this vision is shared by the governing body and staff. There is a growing awareness of what is involved in managing change in order to further improve the school. However, the demands of day-to-day management together with changes in staffing, including senior post-holders, has held back the pace at which the school has been able to work towards longer-term developments. Although the recently created curriculum

management team focuses the attention of management on the needs of the pupils, its role is yet to be fully effective. The school rightly plans to re-organise its senior management team structure and to more clearly define its role and responsibilities. In particular, this is needed to secure a whole-school commitment to the educational direction of the school and to establish an effective approach to monitoring and evaluating the work of the school.

54. The staff and governors have produced a clearly stated set of aims and values that are reflected in the day-to-day work in the classrooms. The aims give equal attention to promoting pupils' educational achievement and personal development. Parents, staff and governors strongly support the aims and values of the school, especially those that relate to the school's caring role. The headteacher and governors recognise that the challenge for the school lies in knowing what needs to be done to improve and how to do it. At present, staff need to be more aware of this, and how they can contribute. There are plans for staff and governors to have time to get together, to share and take on board the school's plans for improvement and to consider how these are to be achieved.

55. Teachers and support staff are strongly committed to the well being of pupils, including those with special educational needs. Staff with management responsibilities carry out their roles effectively, giving a sound level of support and guidance to their colleagues. Their duties are clearly defined and relate closely to the needs of the school. However, their roles in monitoring and evaluating the quality of teaching are less well developed.

56. The acting deputy headteacher is the special needs co-ordinator, and is very well qualified for this position, to which she brings the benefit of her wide experience. She manages the aspect well and provides good leadership. She is well supported by teachers and by the support staff, including those with responsibilities for pupils with Statements of Special Educational Needs.

57. The governing body fulfils its statutory duties and is increasingly effective in helping to shape the direction of the school. There is a very good working relationship between the headteacher and the governing body. Together they are aware that, although standards of achievement have been high, there are always areas for improvement. The appointment since the last inspection of a new headteacher, deputy head and other members of staff, along with the arrival of some new governors, has given added momentum for a development of the role and influence of the governing body.

58. Governors are keen to direct their energies into the right issues and to do so in a planned and measured way. An effective sub-committee structure has been put in place since the last inspection that contributes to the development of the curriculum, including the successful introduction of the national strategies for literacy and numeracy. Priorities for improvements have rightly focused on the issues raised in the last inspection, but school management has inevitably been affected by the need to respond to the dramatic increase in roll. The governors are active and are increasingly well informed about what is going on in the school. They make regular visits and report back to the full governing body.

59. The governors are rightly seeking ways to refine and structure their monitoring and evaluation of the school's performance, particularly in relation to pupils' achievement. They have received advice and training from the local education authority on developing their monitoring role, and are well placed to carry this out in a constructive way.

60. The contribution of the governing body has helped the school to successfully address many of the key issues for action noted in the last inspection, and to be well placed to continue with the improvements. Governors take on a leading role in particular instances, such as the introduction of the literacy and numeracy strategies, special educational needs provision and the development of information and communication technology in the school.

61. The monitoring and evaluating of teaching has focused on providing support for the newly qualified teacher and upon the introduction of the national strategies for literacy and numeracy. The newly qualified teacher is well supported in her job by her professional mentor. She benefits both from a good induction programme, and from suitable arrangements for professional development. However, there is no systematic approach to monitoring and evaluating teaching other than that driven by the introduction of the national strategies for literacy and numeracy. This means that it is difficult for the school to know where its strengths in teaching lie and how to build on them, or where improvements are needed and how these can be supported. In particular, it is difficult for the school to relate what it knows about pupils' achievements to the quality of teaching. The school is aware of this shortcoming, and has identified it as a priority in the school development plan.

62. The school development plan has been reviewed to take account of the most important needs of the school. The plan clearly identifies the right priorities for improvement in a way that is easy to understand. It reflects the aims and values of the school, although priorities to do with the curriculum do not give enough attention to maintaining and improving pupils' achievements. The plan gives enough attention to short and long term goals and appropriately includes national priorities, such as the full implementation of the numeracy strategy. The school has successfully tackled issues for improvement in several previously targeted areas. The governors receive reports from the headteacher that include a sound level of detail on standards, quality and school improvement. However, success criteria in the school development plan are not set against quantifiable targets, so that the impact of actions taken on standards and quality is sometimes difficult to measure.

63. The governing body uses its insight into the strengths and weaknesses of the school to set appropriate targets for the headteacher and to appraise her performance. Although procedures are in place for the appraisal of teachers, they are not specifically related to the quality of teaching. Although the school has started to collect data from baseline and national tests and assessment results, and to share this with governors, there is no rigorous approach to analysing the information. In turn, this makes it difficult to answer questions about the performance of individuals or groups of pupils, and to review its own performance, for example against similar schools.

64. The school makes satisfactory use of its resources for the benefit of pupils. Budget making involves the school community well and spending is clearly focused on raising standards and addressing issues identified for priority. The budget and the school plan have recently been put in the same cycle for integrating the school's aims, priorities and its financial decisions. The school's finances are very well managed and monitored. The inspection agrees with the view of the recent financial audit of the school, which determined that controls were operating well.

65. Overall, financial planning is sound. Over recent years, the school has had to respond to the rapid and often unpredictable rise in pupil numbers. This has placed a strain on its funds, to the extent that it had a deficit budget in the last financial year (1998-99). The school made some savings on staffing by reducing the number of support staff. Although some surplus is forecasted for this year (1999-2000), there are no clear long-term strategies to maintain an acceptable balance.

66. The Administrative Officer effectively supports the daily management of the budget and satisfactory use is made of technology. The provision of information and communication technology is satisfactory and used adequately to add good value to pupils' achievement and the quality of the school's work. The school makes good use of grants available to raise standards of attainment and to improve the quality of learning. The school evaluates the cost effectiveness of services that it buys and pays satisfactory attention to the need for competition to increase value for money. Overall, the school provides sound value for money.

67. There is an adequate number of suitably qualified and experienced teachers to teach and support the age range, including pupils with special educational needs. All are trained as primary or infant teachers with a broad spread of basic training covering most subjects. However, teachers' knowledge of design and technology is less well developed than in the other subjects. Subject co-ordination responsibilities are properly allocated in line with the post holder's experience. Plans are in hand to ensure that co-ordinators have a structured and targeted approach to monitoring and evaluating important areas, including the quality of teaching.

68. There are a sufficient number of suitably experienced educational support assistants (ESA's) to support pupils with special educational needs. Several of the educational support assistant's have undertaken specific training that adds considerably to their contribution in the classroom.

69. Overall, the school offers satisfactory accommodation to meet the needs of its pupils. It is clean and well maintained, and the learning environment is enhanced by imaginative and pleasing displays of pupils' work. However the accommodation has two significant shortcomings. Firstly, although the outside area for the under fives provides a suitable playground, it is not best suited to allow for active learning out of doors as part of the curriculum for young children. Secondly, the 'temporary' classrooms used for two of the Year 2 classes do not provide suitable accommodation for the long-term. Their separation from the main building does not help to foster a sense of 'one school', all the more important given the particular needs of the year group.

70. The school has adequate resources for learning. It is well resourced in English, mathematics and special educational needs. Resources in the other subjects and for the under fives are satisfactory. There is a satisfactory ratio of computers to pupils, and these are used sufficiently. However, there are not enough resources for the under fives to use out of doors and there are shortfalls in available equipment for their adventurous play, including wheeled vehicles.

71. Resources are generally well organised and easily accessible to pupils and staff. The school makes good use of the immediate environment and of resources further afield to support the curriculum.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to build on the existing strengths of the school and to improve the quality of pupils' learning and the standards they reach, the governors, headteacher and staff should:

- extend the opportunities for children under the age of five to learn through activity and play by:
  - \* developing a suitable outdoor area specifically for use by the under fives;
  - \* developing a curriculum to include frequent outdoor learning opportunities.
  
- make assessment procedures consistent and useful by:
  - \* developing a full range of assessment opportunities to monitor the progress of individuals and groups of pupils as they go through the school;
  - \* ensuring that the school makes full use of the results of tests and assessments to check the effectiveness of its educational provision.
  
- ensure that the school has the means to further strengthen its quality of education and to measure its effectiveness by:
  - \* introducing a systematic approach to the monitoring and evaluating of teaching and learning and relating this closely to pupils' achievements.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	23

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11.5	60	26.5	2	0	0

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

### *Attendance*

#### **Authorised absence**

	%
School data	4
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.*

## **PUPIL MOBILITY**

In the last school year

Number of pupils who joined the school other than at the usual time of admission	24
Number of pupils who left the school other than at the usual time or leaving	13

***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	47	47	94

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	40	43	43
	Girls	41	43	43
	Total	81	86	86
Percentage of pupils at NC Level 2 or above	School	86 (89)	91 (92)	91 (92)
	National	82	83	87

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	41	43	43
	Girls	42	41	41
	Total	83	84	84
Percentage of pupils at NC Level 2 or above	School	88	89	89
	National	82	86	87

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

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	181
Any other minority ethnic group	5

***Exclusions in the last school year***

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

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

### *Teachers and classes*

#### **Qualified teachers and classes:**

##### **YR- Y2**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25.5
Average class size	27.9

#### **Education support staff:**

##### **YR – Y2**

Total number of education support staff	8
Total aggregate hours worked per week	127.5

*FTE means full-time equivalent.*

### *Financial information*

Financial year	<b>1998-1999</b>
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	<b>£</b>
Total income	448457.00
Total expenditure	466330.00
Expenditure per pupil	1702.00
Balance brought forward from previous year	16056.00
Balance carried forward to next year	-1817.00

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	132

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	64	34	2	0	0
My child is making good progress in school.	51	47	2	0	0
Behaviour in the school is good.	49	46	1	0	4
My child gets the right amount of work to do at home.	43	48	9	0	0
The teaching is good.	65	32	1	1	2
I am kept well informed about how my child is getting on.	40	51	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	36	8	0	0
The school expects my child to work hard and achieve his or her best.	54	43	2	1	1
The school works closely with parents.	37	56	6	0	1
The school is well led and managed.	51	45	3	0	1
The school is helping my child become mature and responsible.	60	38	1	0	1
The school provides an interesting range of activities outside lessons.	16	29	34	11	10

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

### **Areas of learning for Children Under Five**

72. Children enter school at the age of four, initially for half the day and progressing to full-time attendance. At the time of the inspection there were two classes where the majority of children were still under five. Children's attainment on entry, as seen from the latest initial assessment of children made when they entered the school, is in line with what might be expected nationally for their age. Children make good progress so that when they reach the age of five, most have met the 'Desirable Learning Outcomes' in all areas of their development and have exceeded them in personal and social development and mathematical development. Children who have special educational needs make good progress in their learning because of the good support they receive.

### **Personal and social development**

73. Children evidently enjoy coming to school and have good attitudes to learning. They establish friendly relationships with one another and with adults. They move about their classrooms confidently, finding the materials and equipment that they need and making choices. They work well as a whole class and in small group activities, sharing and co-operating with one another. Children are keen to learn and are willing to offer possible answers to problems. This was noticed particularly when the children worked with mathematics. At the end of a session, the children take some responsibility for tidying up and do this quickly and competently. They know what is expected of them and they understand the difference between right and wrong. They behave well.

74. The quality of teaching in this area of education is very good. Classroom routines are well established and children are in a secure environment. Children's personal and social development is carefully monitored and assessed. They are given opportunities to develop independence while also being part of a group. All the adults are good role models for the children in the way they work and relate well, helping one another.

### **Language and Literacy**

75. The skills of speaking and listening develop well and children speak to adults and to one another very readily. They explain what they are doing when asked. They sometimes offer suggestions to the teacher, as when a child suggested that the teacher write the numbers on a camel's humps drawn on paper during a mathematics lesson, or that they could try skipping during a movement lesson in the hall. The children listen attentively to adults and to one another and their answers to questions are sensible and relevant and often well expressed. At the end of lessons the children, in a class circle, explain the work they have been doing. Children enjoy books and handle them with care. They understand that print carries a meaning and are learning to follow the text of a story. Children already have their own reading book. They have a good grasp of letter sounds and many can build words from the sounds and recognise individual words. Writing is developing well and children make their first attempts at writing with increasing control. Some are able to make lists and to write sentences to go with pictures they have drawn. Children enjoy stories and singing rhymes, some of which help with their enjoyment of mathematics.

76. Language and literacy teaching is good. In large and small groups there is much discussion between teacher and child. In class lessons children are encouraged to think about what they are doing and make suggestions. Teachers include, in classroom displays, colourful and inviting reference books for children to study. Displays of work include particular questions written by the teacher to encourage the children to read and study them closely. Role play areas have been set up which allow the children to act out different parts, such as working in the travel agent's office. There is effective on-going assessment of children's progress which teachers use in planning the next step in children's learning. Resources are organised well and the management of the children is very good.

## **Mathematics**

77. Children count numbers up to 30, and some can go beyond. They can count backwards from ten with ease. They recognise and name numbers as figures and as patterns on dice. They are able to subtract, sometimes using singing rhymes as they do so. They were seen to count on correctly from a given number. From their work on shape, children recognise and name the basic shapes and many are able to visualise what shapes will result when the teacher is about to cut a sandwich in half and in quarters. Some can also calculate how many small sandwiches there will be. When they use construction sets they understand that pieces of equipment are sometimes heavier or lighter than others. They learn to match sizes to bears as they hear the story of *Goldilocks*.

78. The teaching of mathematics is good and sometimes very good. Teachers use methods that make lessons enjoyable for the children. By the variety of activities, they ensure that all children experience success and enjoy puzzling out answers to questions. On-going assessment of what children know and understand is a strong feature and is well used to support and extend children's learning. The detailed questioning that makes children think, and the many opportunities taken by teachers to develop children's understanding of mathematics, such as during snack time, are also particularly good features of the teaching.

## **Knowledge and Understanding of the World**

79. Children's knowledge of the world is progressing well. At this time of the year, children have been looking at frogs. They know that tadpoles grow, move about and change. They can see this as they study tadpoles swimming about and developing in the glass tank and when they look at reference books to learn more about tadpoles and frogs. Children know that seeds also grow and change. They have planted sunflower seeds and are watching them grow. They have thought about where people live and have made models of houses following the story of the *Three Little Pigs*. After hearing the *Three Bears*, children thought about the route to the Bears' house and how that could be shown in a picture. Children have visited Salisbury Museum and this has helped their understanding of 'old' and 'new'. They have studied, drawn and written about old toys that they have seen. Children understand that computers can be used to produce writing and are learning how to use the keyboard to write a sentence. They know how to use a selection of construction toys when making models and to find out how things work, such as the effect of moving cogwheels.

80. The teaching of this wide-ranging area of the curriculum is good. Teachers provide interesting and stimulating experiences for the children and make thoughtful use of their interest in traditional stories as a starting point for learning. They also make good use of the local area, with its rich provision of places to visit and the opportunities they provide for learning about past times. A drawback is the lack of a suitable outside teaching area, which children could use to extend and enrich their opportunities for learning through exploration and activity, for example in planting and growing. However, teachers make best use of the resources currently at their disposal.

### **Creative development**

81. Children enjoy singing and know a range of songs and rhymes. They select paints and paint figures, such as the teachers, and patterns, like the rainbow. They select bright colours and use confident brush strokes. They make good close observational drawings. They draw with colour, recording the spring flowers they have studied. From selections of recycled materials the children have made exciting models of dolls and animals, sticking the materials together carefully.

82. Teaching is good. Children are encouraged to express themselves in painting but at the same time are taught the techniques of using paint and paintbrushes and how to look at and draw carefully what they see. They are provided with a range of materials and so are able to make choices. In singing sessions, children are given opportunities to listen and to sing as part of a large year group as well as singing together in class. Teachers' organisation and management are very good. The classroom and equipment are well organised so that materials are accessible to the children.

### **Physical development**

83. Children's physical skills are developing well. They move confidently in the hall during physical education lessons, finding different ways of moving and balancing on hands and feet on their front and back. Children develop good control over their bodies and explore different ways of moving on their own and with a partner. They show good spatial awareness as they work in the hall. In class they handle tools carefully for cutting and shaping and show increasing control with pencils when they write and draw. They work well with large and small construction equipment, moving it around and balancing pieces carefully.

84. The quality of teaching is good. The skills of handling materials and tools are well taught. Physical education lessons are well planned to allow children to discover how they can move in a larger space than the classroom. However, the lack of an outside area that could be an extension to the classroom means that opportunities for children to engage in adventurous play and to explore the use of large equipment are limited.

85. Teachers work well as a team and with their support staff. They assess children's progress carefully and keep detailed records. They use their assessments to take children further on in their learning. As well as planning together to meet the 'Desirable Learning Outcomes', the teachers in the two classes for the under fives plan with the other reception class teachers, who are working with the National Curriculum. This helps to ensure continuity in learning for the children and prepares them well for the work they will do as they move up the school.



## ENGLISH

86. The results of national tests and assessments for seven year olds for 1999 showed pupils' attainment to be above the national average, and in line with the average for schools with pupils from similar backgrounds. Standards in reading have been consistently well above national averages since 1997. Standards in writing have fallen slightly over the past three years but have remained above the national average and, in 1999, were in line with the standards for similar schools. Teachers' own assessments of the pupils' achievements by the end of the key stage in 1999 broadly agree with the standard test figures, though they judge that more pupils attained the higher than expected level, Level 3, in writing than was shown by the tests.

87. The evidence of pupils' work in Year 2 shows that they are achieving the standards expected for their age. But this particular year group contains a significant number of pupils who have special educational needs. About 15 per cent of the current Year 2 joined the school part way through Key Stage 1. There are also fewer more able pupils than in previous year groups. Nevertheless, pupils are making satisfactory progress, including those who have special educational needs. The younger year groups have a range of ability closer to that of earlier year groups and markedly different to the current Year 2 cohort. These younger pupils are making good progress in their learning.

88. Pupils' speaking and listening skills are good. The majority of them are confident, articulate speakers. They listen carefully to instructions and answer questions sensibly and with good understanding. Pupils in all age groups engage in discussions in a thoughtful way, giving their opinions or making suggestions. They read their own work to the rest of the class with confidence, and this was seen in all age groups, when children told the rest of the class what they had been doing in their group work. Pupils enjoy listening to stories, especially the traditional stories that often form a starting point for a range of work. They gleefully join in some of the repetitive sentences, such as 'I'll huff and I'll puff and I'll blow your house down!'.

89. The standard of reading by the end of the key stage is average, though some children read fluently. In younger year groups reading skills are developing well. Pupils say they enjoy books and read both fiction and non-fiction. They evidently enjoy reading along with the teacher and following the print in the many colourful 'Big Books' used in class literacy lessons. By the end of the key stage, most pupils are confident in using a range of strategies for reading, such as using their knowledge of phonics and being increasingly able to judge that a sentence makes sense. Many pupils read their chosen books fluently. Some have favourite authors. They enjoy fiction and also know how to find reference books in the school library. All regularly take their books home to read and parents write their comments in the reading record books.

90. Pupils make satisfactory progress in the development of their writing with some more able pupils making good progress. Their writing shows that they can plan a story, with attention to a good beginning and a satisfying end. Some work shows extended story writing and an increasing ability to use a more formal style of language than in speech. Factual writing is usually clear and well ordered and pupils write for a range of purposes across the curriculum, for example when recounting their visits to Salisbury Cathedral. Sometimes their work is put together as a group or class book and is then available for all to read. Pupils enjoy rewriting well-loved stories and sequence events correctly. In all classes, pupils read and write

poems and sometimes make them into a personal anthology. The pupils make good progress in their understanding of spelling and how the English language works. The well organised programme of work for the literacy hour provides many opportunities to study words and how they are formed. Pupils approach spelling confidently and, when uncertain about a word, use their increasing knowledge to make a sensible attempt at it. The higher attaining pupils usually use basic punctuation correctly by the end of the key stage. Handwriting standards are satisfactory and some pupils can write using joined script. Pupils sometimes use information and communication technology for word-processing.

91. Of the eleven lessons observed, eight were judged good and three were satisfactory. Lessons are well planned and interesting for the pupils and the basic skills are well taught. Teachers make good use of discussion in all lessons and their questioning makes the pupils think in detail. This was particularly seen when a class read and puzzled out the meaning of some riddles. Teachers have high expectations of what their pupils will understand and achieve, and pupils respond well. They make effective use of resources, particularly the good selection of 'Big Books' and guided reading books. Classroom support staff are used well. They play a helpful role in the classroom and give good support to the pupils in their work. They help the teacher to provide each child with the opportunity to succeed, sometimes by working with a group and sometimes by providing sensitive and timely support for an individual child. The pupils work comfortably with all the adults in class. Teachers' management of the pupils is good overall, but is sometimes less effective in those classes that have a few pupils who are demanding of the teacher's attention due to their particular, individual needs. Here, occasional interruptions slows the pace of the lesson. Pupils enjoy their work and most have a positive attitude to it, persevering and trying hard. Teachers make good use of their on-going assessment of pupils' learning and provide activities for groups that are well matched to their needs and to the aims of the lesson. All pupils take their reading books home for extra reading practice.

92. The curriculum provided is stimulating, relevant and effective. It has been well planned and provides a programme of work that is interesting and takes the pupils on in their learning. The literacy co-ordinator has introduced the literacy hour well. However, an important shortcoming of the provision is that no structure is in place to monitor and evaluate the quality of teaching and, in particular, to relate this process to a clear insight into pupils' achievements.

## **MATHEMATICS**

93. In the 1999 Key Stage 1 national tests, pupils' attainment at the expected Level 2 and above was well above the national average. Attainment was above the national average when compared to schools with pupils from similar backgrounds. Pupils' attainment at the higher than expected Level 3 was also well above the national average for all schools and above average compared with similar schools.

94. Based on the inspection evidence of pupils' work and the lessons observed, pupils at the end of Key Stage 1 are attaining in line with national expectations. There are variations in attainment in Year 2 where some pupils are reaching levels of attainment that are above those

expected nationally, although about a quarter of the pupils are not reaching the expected level. Attainment among the seven year olds is significantly affected by a higher proportion of pupils with special educational needs than has previously been experienced in the school.

95. By the end of the key stage, pupils understand place value to 1000 and write the words for numerals to 100. They measure accurately and shop for two or three articles with money to £1. They recognise halves and quarters and tell the time to the half and quarter-hour. They collate information such as how pupils travel to school and use it to make block graphs and tally charts. Pupils are beginning to develop simple mental strategies for working out problems. They use the two, five and ten times tables and understand that halves have to be equal.

96. Learning is good in Key Stage 1, especially for the Year 1 pupils. Throughout the key stage, pupils are already consolidating basic number skills, learning to estimate and measure and being challenged to record information. The match of work to ability is good for group tasks. Pupils develop a good mathematical vocabulary. For example, even the youngest pupils know that there is a range of words for each operation and move from 'take away' to 'minus' to 'subtract' with ease and understanding. Questioning, interaction and modelling are used effectively to move pupils forward and, in many lessons, the activities within the main part of the lesson are well matched to pupils' abilities.

97. The emphasis on mental mathematics has a positive impact on the quality of learning. It is providing pupils with an understanding of how numbers and number operations inter-relate with one another and how these links can be used to solve problems. Because of the recent introduction of the daily numeracy session, the oldest pupils have had less previous experience of rigorous mental work and are not so quick and accurate in their response. The pupils in younger classes enjoy their 'mental maths' and vie with each other to calculate the correct answer as quickly as they can. Pupils are able to explain how they arrive at an answer.

98. Throughout the school pupils enjoy mathematics. The attitudes and behaviour of pupils in mathematics lessons is very good for the pupils in Year 1 and good for all other pupils. Lower attaining pupils have a good attitude and most behave well. Where pupils' response is good, they are well behaved and highly motivated. They show sustained interest in the activities, respond to questions with enthusiasm and thoroughly enjoy the success and rewards of achievement. In their group work pupils work well together, co-operating and remaining on task, even when it is difficult. They persevere to complete activities and show respect for the suggestions of others. In the Year 2 classes, some pupils do not take enough pride in the presentation of their work that, in some cases, is untidy and casual.

99. Of the ten lessons observed in mathematics, three lessons were very good, five good, one satisfactory, and one lesson in Year 2 was unsatisfactory. Teachers' planning is thorough and the introduction of the format of the numeracy strategy has had a positive impact on pupils' learning. During mental oral sessions effective questioning is used to challenge pupils' mathematical thinking and to reinforce their recall of number facts. Pupils are managed well and many lessons are made fun for them. The enjoyment of the challenge, the stimulation of the wide variety of activities and the interesting resources all contribute to the enthusiastic response of pupils. The good work pace and high expectations of most teachers helps pupils to learn more quickly and to reach higher standards. In the one unsatisfactory lesson, a lack of pace and purpose contributed to limited learning.

100. The requirements of the mathematics curriculum are appropriately met, with evidence of all the attainment targets being taught. Most lessons contain a suitable emphasis of work in number. The skills involved are often appropriately linked to follow up group activities focussing on other attainment targets, such as shape and space or data handling. The focus in most of the teaching is rightly on the use and application of number to solve problems and to tackle investigations.

101. All pupils have equal access to the mathematics curriculum and the needs of pupils with special educational needs are appropriately considered when group activities are planned.

102. Teachers assess pupils during lessons and at the end of units of work. Baseline assessment on entry to the school gives an indication of pupils' mathematical ability, but teachers do not have enough consistent, assessment information about pupils' achievements to accompany them throughout Reception and Year 1. Individual pupils' targets are set and teachers are starting to work towards a more consistent approach.

103. The subject co-ordinator is very enthusiastic and informed. She has attended a number of relevant courses to update herself on developments in the mathematics curriculum. She has effectively led staff training for the numeracy strategy and has observed lessons taught by her colleagues as part of the strategy's introduction. She monitors the evidence of the work being done through looking at planning and pupils' work. When the numeracy strategy was being introduced, teachers made good use of opportunities to visit 'leading maths teachers' in other schools. The co-ordinator was also able to observe and support the strategy in several classrooms in the school. However, a more structured and clearer approach to monitoring and evaluating the quality of teaching is required. At present, it is difficult for the school to assess its effectiveness, in particular, in relation to pupils' achievements.

104. The classroom accommodation is adequate for the teaching of the curriculum, with adequate space for pupils to work together as a whole class as well as to work in smaller groups. Photocopied resources are thoughtfully used to supplement published text books. The good range of resources for mathematics are used effectively to meet the needs of the existing curriculum.

## **SCIENCE**

105. The National Curriculum teacher assessments for seven year olds in 1999 showed that the 89 per cent of pupils gaining the expected \ Level 2 or above was slightly above the national average. The 33 per cent reaching the higher level, Level 3, was well above the national average. Even so, the 1999 results were down on the very high levels of previous years. The school results were judged well below the average for similar schools gaining Level 2 or above, although well above average gaining Level 3. An analysis of the results in 1999 shows boys and girls to be performing at similar levels.

106. In the four years from 1996 to 1999, the percentage of pupils gaining Level 2 and Level 3 remained above the national average, in line with the high levels of achievement in English and mathematics.

107. Evidence from the inspection shows that standards at the end of the current Year 2 are broadly in line with the national expectations for seven year olds in all aspects of the subject. The drop in standards can mainly be attributed to two factors affecting Year 2;

- \* the higher proportion of pupils with special educational needs than in previous years;
- \* the lower proportion of more able pupils than in previous years.

108. The inspection found that standards among pupils in the rest of the school are high in relation to national expectations for their age. The quality of teaching in science is of a similar standard throughout the school, but the proportion of less able and more able pupils are quite different between the Year 2 group and the younger age groups.

109. By the end of Key Stage 1, pupils have developed a sound level of scientific knowledge, understanding and skills. Seven year olds can predict outcomes of their experiments and offer reasonable explanations about what has happened. For example, in an experiment to find out about changes to water when cooled and to ice when heated, pupils think and talk about their ideas before saying what they expect to happen. Pupils have a sound understanding of what constitutes a 'fair test', for example when investigating how different sounds travel. In their study of life processes and living things, seven year olds are aware of the need for exercise and a healthy diet. More able pupils are familiar with terms, such as vitamins and proteins, and know that carbohydrates provide us with the energy needed to be active. Most pupils can sort foods into different types, and make up a menu for a balanced diet. In their work on materials and their properties, pupils recognise similarities and differences between wood, metal and plastic. They sort materials according to identified properties, for example those that float or sink. More able pupils can compare materials and objects according to more complex properties, such as magnetism, insulation and conduction. In the 1999 national assessments, a lower proportion of pupils reached Level 3 in physical processes than in the three other aspects. As a result, the school paid the area particular attention that the inspection found to be effective. About one in every two pupils has a good grasp of electrical circuits. They know how to use a switch to break a circuit and how to draw a circuit using correct symbols. Most pupils understand the 'cause and effect' involved in changes of movement, as in a toy car moving faster on a steeper slope.

110. Of the six lessons observed in science, the quality of teaching was very good in one lesson, good in three and satisfactory in the other two. The very good lesson in Year 1 was characterised by a sense of purpose arising from clear learning intentions that were shared with the pupils. The teacher knew when to ask telling questions that helped her to assess pupils' understanding and to really get them to think. Pupils were not afraid to suggest an answer or give an explanation, and the teacher was always able to build on any 'mistakes'. The concluding plenary referred back to the learning objectives to reflect on what had been learned. They were always 'involved' in the lesson that they clearly enjoyed.

111. All of the teaching showed a good level of knowledge and understanding in the subject as reflected in the quality of teacher's explanations and questioning. Teachers are clear about what they want pupils to learn and this usually becomes the focus of the introduction and plenary. In one Year 2 lesson, the teacher used flashcards to involve the class in a matching game. This helped pupils to recap on previous knowledge and to enter into a useful discussion of the value of different food types to a healthy diet. A strong feature in most lessons was the emphasis given to scientific enquiry and to basic scientific skills. As a result, pupils were

confident to try out their own ideas and competent in measuring, and in recording and analysing information. However, a shortcoming in one otherwise satisfactory lesson lay in an over long session at the beginning that led to a few pupils becoming restless. In nearly all the lessons pupils were encouraged to discuss their work and to share ideas. Teachers check pupils' knowledge and understanding through their timely questions and by being involved in pupils' learning. These assessments are used to help the teacher in planning the next stage in learning.

112. In the two terms since becoming the subject co-ordinator, there has been a full review of provision in science. Staff, including the newly qualified teacher, feel well supported and are keen to further improve the provision. The dip in the percentage of pupils achieving Level 2 and Level 3 in the 1999 teacher assessments has been carefully examined and new assessment procedures have rightly been introduced and with good effect. The need for assessments to better inform day-to-day planning has been identified as a priority on the school development plan for the coming year. The revised curriculum gives a sound balance to pupils' acquisition of knowledge, skills and understanding across each programme of study. Planned links with other subjects strengthen the curriculum for science. For example, a study of the different sounds related closely to the earlier work in music and to the 'shakers' made in design and technology.

113. In a short time, a good start has been made in developing the role of the co-ordinator and the subject is well placed for continued improvement. Now that the school has completed an overview audit, it must address the absence of a structured approach to monitoring and evaluating of teaching and learning and, in particular, must relate this to an analysis of pupils' performance.

## **ART**

114. Pupils' attain standards at the age of seven above those expected for their age, matching the judgement made at the last inspection. They use effectively a variety of media. Pupils draw delicately vases of flowers, using pastels, and combine vivid colours with lively free brushwork when painting pictures of Salisbury Cathedral. They attempt to carefully copy Chinese painting styles using the correct tools. Pupils try to create textures when drawing their teddy bears or ears of wheat. Younger pupils recreate their favourite stories, such as *'The three little pigs'* with large collages using a variety of materials. Pupils draw pictures with the 'Dazzle' computer program and make repeating two-colour pattern prints with a variety of objects. They learn about the work of such artists as Mondrian, Monet, Picasso and Kandinsky and try to paint in their styles.

115. Pupils enjoy art lessons. They listen to the teacher and are then keen to get on with the practical part of the lesson. They use the resources carefully and share well with others. They apply themselves to the task in hand, concentrate on producing their best work and are pleased with the result.

116. Of the two lessons seen in art, one was judged satisfactory and the other good. Teachers explain clearly what they want pupils to do, drawing on the work of well-known artists and the pupils' prior knowledge to help them understand the task. While the pupils are

working, teachers support individual work through discussion and suggestion. They make good use of praise and encouragement. Art is often linked to other areas of the curriculum. For example, pupils in Year 1 made Fante flags relating to their study of Africa.

117. The well thought out scheme of work supports teachers' in their planning and ensures that the pupils make good progress. The co-ordinators are enthusiastic and able to give practical help and advice to others. The accommodation is adequate for the teaching of the subject. Resources are satisfactory, though the range of artists' work studied is limited.

## **DESIGN AND TECHNOLOGY**

118. It was not possible during the inspection to observe enough design and technology lessons to make a secure judgement about teaching and learning. However, a judgement about what pupils know, understand and can do, can be made based on an analysis of teachers' planning and pupils' books, and from the displays and discussions about them.

119. By the time the pupils are seven years old, pupils can use construction kits, have had experience of a range of materials and are able to plan their work, taking into consideration size, shape, joining techniques and materials. They understand the design process well, and can explain their choice of materials when making a musical instrument. A discussion about what would make the best sound showed that pupils understood that different materials make different sounds, and that the sound alters when the materials are placed inside various containers.

120. The class teacher talks about the task to the whole class and then a group goes to do the activity with a classroom assistant and parent helper. The teacher is then engaged with other groups on different unrelated activities. However, the assistants and helpers are well briefed about the tasks and ask appropriate questions to further the pupils' understanding and attainment.

## **GEOGRAPHY**

121. Pupils make good progress throughout the school and, by the end of Year 2, are achieving high standards in all aspects of the subject. This is a similar picture to the findings of the last inspection.

122. Throughout Key Stage 1, pupils build well on their earlier learning, and gain a strong foundation of geographical knowledge skills and understanding. By the end of the key stage, pupils have a good understanding of their local area after beginning with studies in and around the school. In Year 1, pupils plot their walk about the school and site on a simple 'plan' showing the main features, such as the playground and different classrooms. In Year 2, they use a local map to follow their journey from home to school and can describe the route with reference to features, such as St Mark's Church. More able pupils can describe the route to Salisbury Cathedral, noting features such as the railway stations. Pupils' growing

knowledge and understanding is reflected in their recognition and correct use of geographical language. In Year 1 they are familiar with terms such as 'far' and 'near' whereas pupils in Year 2 talk of 'roundabouts' and the 'ring road'. More able pupils know that Salisbury is a small city and that Southampton is the nearest large city. Some recall features of Salisbury from their trip to the Cathedral, and describe their likes and dislikes.

123. The school's growing emphasis on enquiry shows in the way pupils ask questions and offer explanations that increasingly draw on their geographical knowledge and understanding. Pupils in Year 2 have developed a good knowledge and understanding of places and environments beyond the immediate, and can identify oceans and continents, such as the Atlantic and Africa on a map of the world. Studies of other lands, including India and Africa, help pupils to make comparisons and to ask questions, try out their ideas and offer explanations. Year 2 pupils discussed possible reasons why particular animals are native to Africa, reflecting growing awareness of different climates, landscapes and vegetation.

124. The quality of teaching in the two observed lessons was good. This judgement is reflected by the quality of pupils' work, and of teachers' marking and planning. In both lessons, the teaching was purposeful and supported by clear learning intentions. The teachers were confident in their explanations and in their response to questions, and sufficiently interested and informed in the subject. Resources such as maps, pictures and artefacts, were thoughtfully selected to engage pupils' interest, and to promote practical work and a good level of discussion. As a result, pupils are interested in their learning and are keen to become involved. They respond well in lessons, showing positive attitudes to the subject.

125. The subject is appropriately managed. The co-ordinator provides a good level of support for the staff, especially in providing ideas for resources, such opportunities for learning in the locality. The good level of provision found to be in place at the last inspection has been maintained. A review of the curriculum has already begun, giving due emphasis to learning through enquiry. The subject is well placed to embrace the new 'Curriculum 2000'. Throughout the school, the greater attention given to enquiry helps pupils to communicate in different ways and to find worthwhile links to other areas of the curriculum.

126. A growing feature of the curriculum lies in the quality of links made with other subjects, but in particular with science, history and English. For example, the focus on Africa in Year 1 builds around 'Big Book' stories, such as *Mamba and the Crocodile Bird* in the literacy session. This presents many well planned opportunities for pupils to develop their skills in writing and in speaking and listening.

## **HISTORY**

127. Pupils throughout the school, including those with special educational needs, make good progress. This represents a similar picture to the positive findings of the last inspection. Only one lesson was observed during the inspection and, although the teaching was good, it does not give enough evidence for an overall judgement to be made on the quality of teaching.



128. In Reception, pupils are introduced to ideas about the past that build well on their earlier learning about their homes and families. They have a growing sense of the passage of time through ‘once upon a time’ and ‘long ago’ stories. Throughout Key Stage 1 they develop correct use of historical words and phrases, such as ‘long ago’ and ‘past’, for example when talking about their work relating to life in Victorian times. History is often taught through first hand evidence of, for example artefacts, or by looking at changes in the local environment. Earlier in the school year, younger pupils looked at features in the town, such as the old school buildings for clues to schooling in the nineteenth century. Year 2 pupils recall what classrooms were like, how their predecessors dressed and the kind of work they did at school. Their knowledge and understanding is strengthened through visits to Salisbury Cathedral and to the Victorian School at Sevington. Their observational drawings and accompanying writing show a good level of attention to detail and an ability to make comparisons with the present. Pupils in Year 2 have a good sense of chronology. They know that Queen Victoria lived before most of their grandparents were born. They know that the Second World War happened when some of their grandparents were young. They know how to search for information from books and other sources, and they are beginning to understand the possibility of different sources providing a different point of view. They talk about what Hardy’s painting of ‘*Baby’s Birthday*’ tells us about life in Victorian times with reference to what they already know.

129. Although it is not possible to judge the quality of teaching, evidence from a portfolio of pupils’ assessed work and from teachers’ planning suggests that teacher’s have a good understanding of the subject and use this well to enhance pupils’ learning. This view is reinforced by the quality, depth and good presentation of pupils’ work, and by their interest in history. This was apparent in the Year 2 lesson on Queen Victoria.

130. The recently appointed co-ordinator continues the good management of the subject since the last inspection and a secure curriculum is now in place. The subject has a suitably high profile within the school’s curriculum. There are strong links with many other subjects, especially with geography, English and art. A feature of the subject’s management is the supportive role played by the ‘link’ governor for history. The curriculum has been recently reviewed in the light of the forthcoming ‘Curriculum 2000’. The school is aware that, to ensure the continued strength of the subject in the school it needs to consider:

- \* how best to support staff with the forthcoming changes to the curriculum;
- \* how to build in assessment opportunities to planning;
- \* how to ‘reasonably’ monitor the subject in terms of provision and standards.

131. Teachers make effective use of the well organised range of resources for the study of local history, and of regular visits to places of interest.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132. At the time of the last inspection, though attainment was satisfactory, information and communication technology was not a strong feature of the school and teachers were not confident in teaching it. Since then good progress has been made in teaching and learning in the subject.

133. The overall attainment of the pupils at the end of Key Stage 1 is in line with national expectations. As the demands of the subject have become more rigorous, the level of attainment in the school represents an improvement since the last inspection. The school sees information and communication technology as important in the lives of the pupils. This is reflected in the confident manner of pupils when using the computer, and in the competent way that they learn to use new programs.

134. By the time the pupils are seven, they are familiar with a good range of hardware and software. For example, they word process and amend material for stories and accounts of events. They combine text and illustration when making anti-pollution posters. Following the example of modern painters they can create pictures in a predetermined style, using a drawing package, confidently selecting and using commands. They save and print their work. They quickly learn to access the Internet and to select the site they want. Computer tasks are linked to other lessons. For example, Year 2 pupils retrieved information about Queen Victoria and printed it out to use later in the day in a history lesson. Other pupils made a chart showing information they had gathered in the mathematics lesson. They use a tool bar with confidence and can make changes to the size, colour and font of their work. Pupils know how to receive and send email, delighting in the problems set them by their teacher and in sending the answers.

135. Pupils enjoy their work in this subject. They are always keen to have a turn on the computer but understand that they are working and need to concentrate on the task. Pupils work co-operatively as a class or in pairs, and are able to support each other when given independent tasks and challenges. They show enthusiasm and sustain concentration when tasks are challenging and new skills are being practised.

136. The quality of teaching of information and communication technology, to a whole class, or a group is satisfactory. Teachers give clear instructions and expect pupils to listen carefully, understand quickly and to put skills into practice, for example, when Reception pupils were learning how to use the concept keyboard for the first time.

137. The co-ordinator is very enthusiastic, has a clear vision of what he wants for the school and has been proactive in training the staff. Teachers have worked very hard in a very short time to learn the necessary skills to teach their classes. Now teachers are enthusiastic, with good subject knowledge and high expectations, which enable pupils of all abilities to succeed. The quality and range of learning opportunities and resources is good. The newly refurbished computer area and the computers in the classrooms permits information and communication technology to be used regularly across the curriculum.

## **MUSIC**

138. Pupils, including those with special educational needs, make good progress throughout the school in music. The last inspection noted weaknesses in the school's provision for music, and urged the school to raise standards to be in line with those of other subjects. The evidence from the current inspection shows that the subject has been successfully developed, leading to higher achievement in all aspects of music.

139. The solid foundation laid in the reception classes is effectively developed throughout the school. Pupils develop their skills, knowledge and understanding of music through a systematic approach to the subject. Children in the reception classes sing action songs and rhymes tunefully to an audience, as in the music week concert in front of the school. They respond to different kinds of music by identifying the parts they like and suggesting reasons for their preferences. They can clap a beat in time and play untuned instruments with increasing confidence. In Year 1, pupils sing clearly and with a growing awareness of pitch and musical expression. A recording of their performance in front of invited guests as part of music week showed their awareness of audience as they sang various rounds from the Victorian era. By the end of Key Stage 1, pupils achieve standards above those expected nationally for their age. They sing to a high standard, as a group and in the round, relating their exploration of the 'texture' of sounds well to their performance. Seven year olds understand musical elements and show a good sense of pitch, duration and dynamics. They can distinguish loud and quiet sounds and can 'read' and 'write' simple symbols to represent them. They respond well to recordings of a range of music, identifying different instruments, sensing the mood of the piece and recognising the loud/soft sounds within it. They were then able to demonstrate the 'dynamics' of sounds on various tuned and un-tuned instruments. They talked about their efforts, suggested ideas for improvement and made good use of musical terms, such as 'beat' and 'rhythm'.

140. Nearly all the pupils listened carefully to different kinds of recorded music played at an assembly and at the start of some lessons. Some pupils in Year 2 made suggestions as to the 'mood' the composer wanted to convey in the music, describing it as 'sad', 'gentle' and 'sleepy'. Pupils of all ages enjoy music. They sing with enthusiasm and expression in school assemblies.

141. The music week workshop is recalled by the older pupils with genuine delight, and is but one example of how music contributes to pupils' spiritual development. There are good opportunities to listen and respond to different kinds of music, including a wide range from other cultures. At the time of the inspection, pupils in Year 1 enjoyed the sounds of music from South Africa.

142. Of the four lessons observed in music, one (in Year 1) was very good, two were good and one other judged satisfactory. Teaching in the very good lesson was at a brisk pace. Pupils were fully engaged through timely questions and plenty of practical activities drawing on well-chosen resources. A strong sense of purpose reflected teachers' confidence in the subject. The shortcoming in one lesson lay in the teacher not having checked the resources to ensure they were fully in place and ready to use. Even so, the teacher made the best of the situation and the lesson was, overall, satisfactory.

143. Since being identified as a weakness in the last inspection, the provision for music has been significantly improved. The subject is well led by two part-time members of staff. Together, they have provided the momentum for the subject's successful development by:

- \* developing a clear and systematic curriculum that staff feel confident in using. It provides a step-by-step development for pupils' skills, knowledge and understanding in music;
- \* developing teachers' confidence and competence in the subject through a planned programme of professional support and development. This has included in-service training and the opportunity for staff to observe and learn from each other's lessons;
- \* enriching the curriculum with performances from visiting musicians, including several parents, for example an opera singer, bagpipe player and 'African Rainforest' musician;
- \* giving special focus to the subject, as in the annual music week. This has helped to raise the status of music and to extend its links with other subjects.

## **PHYSICAL EDUCATION**

144. Lessons in country dancing and gymnastics in the hall were observed during the inspection. Persistently wet weather meant that only one playground games lesson could be seen. Based on these lessons, it is judged that pupils are making satisfactory progress over time.

145. Pupils show an increasing control as they move. In gymnastics, they jump in different ways, travel and balance. They work confidently alone and with partners, sometimes trying to mirror each others' movements. In dance, pupils move lightly, keeping in time and following the music. They show that they can swing, clap and skip to music, with well controlled fast and slow movements, following the beat carefully and listening to the instructions. In the playground games lesson, reception children were able to jump and land on two feet, throw and catch a beanbag in two hands and then in one hand, and many could throw and catch beanbags with a partner. They showed they could maintain a careful balance when running on lines painted on the playground.

146. All three lessons observed in physical education were satisfactory. Teachers set appropriate aims in their lesson planning and they build on skills developed in previous lessons. They encourage pupils to evaluate their own and others' performances and to improve. The pupils respond well. They make sensible observations and try to do better. Classroom management is satisfactory. Lessons are properly organised and any inappropriate behaviour is stopped. Pupils are kept on task by a variety of activities, and have a positive approach to the lessons, which they evidently enjoy. Pupils are kept active for most of the lesson. Only rarely did they have to wait to take a turn. The lessons show a suitable combination of activity, observation and discussion.

147. The co-ordinator has produced an interesting curriculum and a good scheme of work that challenges the pupils and helps them to develop their skills. The scheme also supports class teachers because it shows them how they can provide a smooth progression in pupils' learning. The school holds a sports day and this provides good links with the junior school because Year 5 pupils of the neighbouring school help with the organisation. Year 2 pupils

learn maypole dancing and give displays for parents and at church fetes. Year 2 children also have the opportunity to attend the 'Fun Fit' club after school, where they enjoy games and activities that develop their skills even further. These activities enrich and extend the curriculum for children.

## **RELIGIOUS EDUCATION**

148. From lessons seen during the inspection, and discussion with Year 2 pupils, it is evident that attainment is above the expectations of the Locally Agreed Syllabus. The school is in the process of introducing the new Wiltshire Agreed Syllabus and it will be used in all year groups from September.

149. There is a strong emphasis on the study of Christianity and, by the age of seven, pupils know about some of the customs, festivals and symbols of Christianity and other religions that they have studied. They know something of the Hindu festival of Holi and have learned about the life of Buddha. They have a good knowledge of stories from the Old and New Testaments. They enjoy them and respond thoughtfully in discussion with their teachers, sometimes empathising with characters in the stories. Pupils in one lesson engaged in an interesting discussion about the different kinds of prayer, having heard stories where prayer had been answered. They know that for many people it can be a means of communicating feelings to God.

150. Teachers have a good knowledge and understanding of the subject and teach it well. As a result, the pupils evidently enjoy religious education. The curriculum reflects the themes of collective worship. Stories are well told in class and during assemblies and often link to themes followed in collective worship. Teachers give the pupils time for sensitive class discussion, sometimes recalling and developing previous lessons.

151. The school teaches the Agreed Syllabus in a way that is interesting for the pupils. It makes good use of the rich provision in the local area. Children visit Salisbury Cathedral and local churches. Pupils in the school whose religion is not Christian contribute information and bring materials from home when their own religion is being studied in class. The pupils are very interested and positive and speak with respect of religions that are different from their own. They make good progress in their knowledge and understanding of the subject.