

INSPECTION REPORT

Horningsham Primary School
Horningsham

County: Wiltshire

Unique Reference Number: 126199

Headteacher: Mrs Sue Ivey

Reporting inspector: Mrs Eira Gill

Dates of inspection: 15 – 18 November 1999

Under OFSTED contract number: 707887

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Horningsham County Primary School Horningsham Wiltshire BA12 7LW
Telephone number:	01985 844342
Fax number:	01985 844342
Appropriate authority:	The governing body
Name of chair of governors:	Brigadier John Osborne
Date of previous inspection:	May 1996

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one. The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable.

Any queries about this legislation should be addressed to the OFSTED Compliance Helpline
Tel: 0171 421 6567

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Eira Gill, Registered Inspector	Mathematics	Attainment and progress
	Information technology	Quality of teaching
	Religious education	Leadership and management
	Geography	Efficiency
	History	Staffing
	Special educational needs	
	Equal opportunities	
Gill Anderson, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Accommodation and resources
Janet Sinclair	English	Attitudes, behaviour and personal development
	Science	Curriculum and assessment
	Design and technology	Pupils' spiritual, moral, social and cultural development
	Art	
	Music	
	Physical education	
	Under fives	

The inspection contractor was:

Quality Assurance Associates Ltd
 Education Consultants
 Herringston Barn
 Herringston
 Dorchester
 Dorset DT2 9PU

Tel: 01305 251591

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

MAIN FINDINGS

Paragraph

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 3
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 4 - 18
Attitudes, behaviour and personal development 19 - 23
Attendance 24

Quality of education provided

Teaching 25 - 28
The curriculum and assessment 29 - 38
Pupils' spiritual, moral, social and cultural development 39 - 43
Support, guidance and pupils' welfare 44 - 50
Partnership with parents and the community 51 - 53

The management and efficiency of the school

Leadership and management 54 - 58
Staffing, accommodation and learning resources 59 - 62
The efficiency of the school 63 - 66

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 67 - 73
The core subjects 74 - 113
Other subjects or courses 114 - 144

PART C: INSPECTION DATA

Summary of inspection evidence 145
Data and indicators

MAIN FINDINGS

What the school does well

- Good leadership from the headteacher supported effectively by a very knowledgeable and supportive governing body.
- Progress of the pupils' learning in English, mathematics, information technology, design technology and history in Key Stage 1 is good.
- Progress of the pupils' learning in English, information technology, history and music in Key Stage 2 is good.
- Provision for information technology is good and is a strength of the school.
- Provision for pupils with special educational needs is very good.
- The effectiveness of the school's strategy for literacy is good.
- Attendance is very good.
- The early morning arrangements for pupils to enter school 20 minutes before the official starting time are very effective for a calm beginning to the day's activities.
- Procedures for assessing pupils' attainment are good throughout the school.
- The quality of information to parents is very good.
- There is very good enrichment of the school through links with the community.
- Procedures for the personal development of the pupils are very good. The "buddy" scheme for matching older to younger pupils, particularly those pupils with learning difficulties, is very effective.
- Match of the qualifications and experience of support staff to the demands of the curriculum is very good.
- Provision for pupils' spiritual and moral development is good.
- Provision for the pupils' social development is very good.
- Provision for extra-curricular activities, including sport, is very good.

Where the school has weaknesses

- I. The recommended curriculum for the under-fives has not been developed.
- II. There are significant weaknesses in the planning for the progressive development of pupils' knowledge and skills in art, design technology, geography and history.
- III. There are no schemes of work for art, design technology, geography and history.
- IV. A small number of older boys behave discourteously and thus have a disruptive influence on the work of their own class in some lessons.
- V. Monitoring the quality of teaching and curriculum development by the headteacher and teachers with responsibilities is underdeveloped.

The strengths of the school outweigh the weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all the parents or guardians of pupils at the school.

How the school has improved since the last inspection

The headteacher was appointed shortly after the last inspection and carried out a thorough audit of all aspects and subjects of the curriculum. She identified significant areas for improvement including staff development in information technology, ensuring that all teaching staff make decisions about school development, assessment procedures, induction procedures for newly appointed staff and reviewing and replacing numerous outdated

resources. Her action plan then became the basis of the school development plan which was supported well by the governing body.

The school has made sound progress since its last inspection and has responded effectively to the weaknesses identified in the last inspection. Assessment procedures are now effective and used to identify pupils' individual targets, appraisal of staff by the headteacher is in place, history resources are quite satisfactory and written reports meet statutory requirements. Additional improvements achieved by the headteacher are the good provision for information technology and very good provision for pupils with special education needs. The social education of the pupils and the provision for their personal development are very good and the school's partnership with parents and the community continues to be a strength of the school. A significant improvement has been the analysis of data the headteacher has made to identify why pupils were not successful in the end of Key Stage 2 tests in 1998 which has resulted in standards improving in 1999. She has very successfully created a staff team with a shared sense of purpose and commitment. The accommodation of the school has vastly improved due to the provision of a third classroom on site. The capacity to improve the school further is good and well within the capabilities of the headteacher and governing body.

· **Standards in subjects**

As there were only five pupils registered at the end of Key Stage 2 in 1999, the table that is usually featured in a summary inspection report is not printed. This is because the grades, based on only five pupils, give a false picture when compared to other schools.

Standards in the three subjects of English, mathematics and science in the 1999 end of Key Stage 2 tests were above average at Level 4 and above, compared to the national averages. In English, at Level 5, standards were below average; in mathematics and science, standards were close to the national average. The results from 1996 to 1999 show an upward trend in English and science and a significant improvement in mathematics where results were well below average in 1998. Inspection findings are that pupils' attainment in English, mathematics and science are in line with national expectations by the end of Key Stage 2. This judgement differs from the end of key stage tests in 1999 owing to the very small number of pupils in this particular cohort and the very wide variation in ability.

Children under five are attaining good standards in mathematics, average standards in personal and social development, language and literacy, knowledge and understanding of the world and unsatisfactory standards in the areas of physical and creative development.

Throughout the school, pupils with special educational needs attain good standards for their capabilities particularly in English and mathematics.

· **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science		Satisfactory	Satisfactory
Information Technology		Good	Good
Religious education		No evidence	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

--	--	--	--

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

During the inspection 29 lessons were observed. Of these lessons, one was very good, 15 were good, 12 were satisfactory and one lesson was unsatisfactory. The quality of the teaching of pupils with special educational needs is consistently good, particularly in English and mathematics.

Other aspects of the school

Aspect	Comment
Behaviour	Most behaviour throughout the school is good but a very small group of boys in Class 3 have a disruptive influence on the work and progress of the other pupils in some lessons.
Attendance	Attendance is very good.
Ethos*	A positive ethos reflects the good staff teamwork and equality of opportunities for all pupils.
Leadership and management	Good leadership by the headteacher supported well by very knowledgeable and supportive governors. Monitoring of the quality of teaching is an area in need of development.
Curriculum and assessment	The recommended curriculum for the under-fives is unsatisfactory. Planning for progression and continuity in some subjects is unsatisfactory and will be included in the school's post OFSTED action plan. Assessment of pupils' progress is good. Extra-curricular provision is well very good.
Pupils with special educational needs	Provision is very good. The school monitors the progress of these pupils very effectively.
Spiritual, moral, social and cultural development	Provision for social development is very good and a strength of the school. Provision for spiritual and moral development is good and for cultural development, is satisfactory.
Staffing, resources and accommodation	Match of qualifications and experience of teachers to the demands of the curriculum is satisfactory and for support staff is very good. Accommodation and resources are satisfactory.
Value for money	Satisfactory

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

The parents' views of the school

VI. Their children like school. VII. Weekly newsletters which are most informative and invaluable. VIII. Information on what is taught. IX. It is a caring and happy environment. X. Complaints are dealt with promptly. XI. All staff, including support staff, are a very good team and know the children as individuals.	XII. The way in which complaints are handled. XIII. Standards of behaviour.
--	--

Inspectors support the positive views of the parents totally. Clearly there is a difference of opinion regarding

complaints and we can only report that during the inspection week we found no evidence of complaints being badly handled. Regarding parental concern over standards of behaviour, inspectors found that there is evidence of discourteous behaviour during some class lessons involving a very few older boys. This has been identified as a key issue and will be addressed in the governors' action plan.

.

• **Key issues for action**

The following matters should be addressed by the governors, headteacher and staff in writing their action plan in order to raise standards and improve the quality of provision the school makes:

XIV. Improve the planning of the curriculum and the rate of progress for all pupils, including the higher attainers, and raise standards of attainment by: (paras.7, 9, 10, 11, 13, 18 26, 28, 29, 30, 33, 34, 54, 58, 61, 67, 68, 71, 72, 73, 83, 99, 100, 113, 117, 118, 121, 123, 127, 133, 134, 138)

XV. planning an appropriate curriculum for the children who are under five;

XVI. providing schemes of work for art, design and technology, geography, and history;

XVII. providing a clear focus for subjects within the broad topic and ensuring a clear progression of the development of knowledge, understanding and skills for each subject;

XVIII. developing consistency in medium and short-term planning across the school;

XIX. developing clear expectations and objectives in planning for pupils of different ages and abilities in the same class;

XX. increasing teachers' expectations of output and achievement for the higher attaining pupils;

XXI. Improve the standards of behaviour among the older boys by: (paras.19, 21, 28, 41, 91, 97, 110, 111, 112, 132, 133, 137, 138)

XXII. ensuring that the discipline policy is implemented consistently by each teacher;

XXIII. establishing the appropriate type of professional development.

XXIV. Ensure a sharper focus by all levels of management on monitoring and evaluating the quality of teaching and pupils' progress in order to: (paras.54, 55, 57)

XXV. build on good teaching practice;

XXVI. support and encourage colleagues;

XXVII. identify weaknesses;

XXVIII. establish the appropriate type of professional development.

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

XXIX. provide more opportunities for pupils to learn about the multicultural nature of modern British society. (Para.43)

XXX. clearly link items in the school development plan with improving pupils' attainments. (Para.53)

XXXI. provide more opportunities for the physical development of the under-fives by providing an outdoor play area. (Para.61, 67, 72)

.

Introduction

Characteristics of the school

1 The school is situated in the rural village of Horningsham in Wiltshire. With 63 pupils on roll it is smaller than most primary schools. Although there are only 8 more boys than girls there is an unequal distribution of boys and girls in the year groups throughout the school and in Class 3, which contains 18 pupils, fourteen are boys and only four are girls. The school serves the village of Horningsham and pupils also come from the neighbouring town of Warminster. Pupils are also admitted from some of the other villages in the locality including Maiden Bradley, Kingston, Longbridge Deverell and Hindon. The area has an average number of children from higher class households and the percentage of pupils known to be eligible for free school meals at 11 per cent is below the national average. A number of children transfer to the independent sector at around the ages of seven and eight. Almost all pupils benefit from some pre-school education. Part of the school building is used as a nursery and there are joint arrangements for admission to the school. Parents may choose to let their children stay on in the nursery or start school at the beginning of the year in which they are five or even divide their time between both. There are currently five reception age children attending the school on a full-time basis and the other eight children divide their time between the nursery and the school. The attainment of children on entry is broadly average. The number of pupils (eleven) on the school's register of special educational needs is close to the national average and there are three pupils with a statement of special educational need. This is above average for a school of this size. There are no pupils for whom English is an additional language.

2 The school is organised into three classes. There are Year 4, 5 and 6 pupils in Class 3. Class 2 has the Year 2 and Year 3 pupils and in Class 1 are the Year 1 pupils and the under-fives.

3 The school aims to:

- provide an environment which is bright, stimulating, colourful, ordered and well organised with the maximum space in which to work together and learn,
- ensure that the school is well equipped and that the resources are readily accessible, used regularly and well maintained,
- ensure that everyone in the school knows its routines, where to find the things they need and where to put the things they have found,
- ensure that everyone will feel confident, safe and happy and feel that they are a valued member of the school community and
- continually evaluate the quality of education to raise standards.

The school's current priorities are:

- to raise attainment levels
- to implement the National Numeracy strategy and to use the intensive support funding to monitor and to provide staff development
- to devise a manageable method of recording data
- to produce an action plan for school improvement based on the results of assessment
- to produce an early years leaflet
- to continue staff development interviews
- to refurbish Class 2

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	2	9	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	2	2	2
	Girls	8	8	8
	Total	10	10	10
Percentage at NC Level 2 or above	School	91(89)	91(89)	91(89)
	National	82 (80)	83(81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	2	2	2
	Girls	8	8	8
	Total	10	10	10
Percentage at NC Level 2 or above	School	91(78)	91(89)	91(86)
	National	82(81)	86(85)	87(86)

• **Attainment at Key Stage 2**

As there were only five registered pupils in the final year of Key Stage 2 for the latest reporting year of 1999 the results are not published.

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.4
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	3
Satisfactory or better	97
Less than satisfactory	3

.....

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 4 Children enter the school with a narrow range of attainment on entry which is broadly average. Because of the small numbers, proportions vary from year to year. The percentage of pupils attaining the expected standards in the 1999 National Curriculum tests and assessments at the end of Key Stage 1 was above average in reading, writing and mathematics for Level 2 and Level 3. When the averages of the school's test data are compared with those of all schools, they show that the results in reading and writing are well above average, and in mathematics they are above average. When the averages are compared with those of similar schools, they show that the pupils' results in reading, writing and mathematics are well above average. When the end of Key Stage 1 test results for 1999 are compared with 1998 and 1997 they show an upward trend in reading, writing and mathematics. Analysis of the national end of key stage assessments by teachers in science for 1999 shows that the pupils' results are above average. There are no national comparative figures for the 1999 end of key stage tests.
- 4
- 5 The inspection findings show that, by the end of Key Stage 1, pupils are on course to achieve standards that are above the level of the national expectations in reading and writing and in line with national expectations in mathematics and science. Pupils' attainment in religious education is in line with the expected levels when judged against the requirements of the locally agreed syllabus. In all other subjects standards are in line with national expectations. The inspection findings show that there are no significant variations in attainment between boys and girls. Standards are good in literacy and numeracy in this key stage.
- 1 The percentage of pupils who reached Level 4 and above in the 1999 national end of Key Stage 2 English tests is well above the national average but below the national average at Level 5. In mathematics, the percentage of pupils who reached Level 4 and Level 5 is above the national average, while in science, the percentage reaching Level 4 was well above the national average and in Level 5 it was close to the national average. When comparisons of average grades are made with other schools and similar schools, pupils' results in English and science are above the national average. In mathematics, when comparisons are made with others schools, pupils' results are above average but with similar schools they are average. The results from 1996 to 1999 show an upward trend in all three subjects and the improvement in mathematics is significant.
- 2 The inspection findings show that, by the end of Key Stage 2, pupils are on course to achieve standards that are in line with expectations for all subjects. In religious education, standards are at the expected levels when judged against the requirements of the locally agreed syllabus. Standards of literacy are above expectations and skills are used well in other curriculum subjects. Pupils' numeracy skills are as expected and their mental calculation skills are developing well. The inspection findings show that a smaller proportion of pupils are achieving average and above average attainment than in the end of key stage tests in 1999. They also differ quite significantly from the findings of the previous inspection when standards were judged to be above average in all subjects except information technology, geography, history and physical education. This is because the inspectors are judging the attainment of a different cohort of pupils and are looking at a wider range of work than is included in the tests. Owing to the very small number of pupils in cohorts and the very wide variation in ability, it is not possible to make a secure judgement on trends. The school has worked out targets for its overall performance and for individual pupils which are realistic but challenging.
- 3 In English, by the age of seven, pupils listen attentively in their lessons. By the end of the key stage, they can recall some details of characters and narratives using an appropriate vocabulary and in Year 6, pupils respond in the literacy hour and explain the main points under discussion. Year 2 pupils

read competently and use their phonic skills appropriately and the higher attaining pupils in Year 6 read confidently and with expression. Pupils in Key Stage 1 write imaginatively in response to stories they have read and by the end of Key Stage 2 pupils write stories of sound quality using interesting vocabulary to create an atmosphere. Standards of handwriting, spelling and presentation are generally satisfactory throughout the school. In mathematics the younger pupils add numbers to 20 and are beginning to understand odd and even numbers. By the age of eleven most of the pupils are confident with their tables and the higher attainers can solve problems and explain their mental strategies. In science by the end of Key Stage 1, most pupils know that a battery stores electricity and know how a circuit is broken. By the age of eleven, pupils know that light travels in a straight line and that mirrors reflect light. In information technology, pupils throughout the school can use the mouse and have appropriate keyboard skills. They are developing capability with wordprocessing, data handling, control and modelling. In religious education, the younger pupils are developing a good understanding of the qualities to look for in a friend and Year 6 pupils give reasonable explanations of the behaviour of the characters in the parable of the Good Samaritan.

- 4 Pupils use a variety of techniques in art in Key Stage 1 and create three dimensional Tudor castles out of paper and card while, by the end of Key Stage 2, they produce elaborate symmetrical patterns for Tudor jewellery. By the end of Key Stage 1, in design technology, pupils use an appropriate scale to measure the effectiveness of a torch. There is no evidence of designing skills in Key Stage 2. In both key stages, pupils are developing mapping skills in geography and in history, pupils in both key stages write about, draw and paint the major characters from Tudor times. In music, they sing confidently and usually in tune. The pupils in Key Stage 2 are confident in the swimming pool and most can swim a width, some with floats.
- 5 In work seen during the inspection, children attain standards by the age of five that are in line with the nationally recommended outcomes in personal and social development, language and literacy and knowledge and understanding. In mathematics they are expected to exceed the national outcomes. However, they are unlikely to meet the expected standards in physical and creative development. Children under five make good progress in mathematics and satisfactory progress in the areas of personal and social development, language and literacy and knowledge and understanding of the world. However, progress is unsatisfactory in the areas of physical and creative development. This is the result of the lack of an appropriate planned curriculum for these very young children.
- 6 Progress is satisfactory overall in both key stages but inspection evidence indicates that progress is affected by the lack of appropriate planning in developing knowledge, skills and understanding in art, design and technology, geography and history. There is an insufficient focus on developing higher order skills or depth of understanding for the higher attaining pupils. Pupils with special educational needs make good progress towards the targets set for them, particularly in English and mathematics. This is because they receive effective support and their progress is monitored carefully through regular assessment of their work as well as more formal testing of reading and spelling. There is no significant difference between the progress of boys and girls, as the school is aware of gender issues and takes steps to ensure equal opportunities.
- 7 The pupils make good progress in literacy in both key stages and good progress in numeracy in Key Stage 1 and sound progress in Key Stage 2. They use these skills effectively in other areas of the curriculum, for example, literacy skills are used in assemblies, history and religious education. Numeracy skills are evident in information technology when pupils use specific data handling programmes and in science where they create graphs to record results of investigations.
- 8 Pupils make good progress in English in Key Stage 1 and in Year 3. The three year groups in Class 3 and the very small number of pupils in Year 5 and Year 6 has an impact on progress which slows down in Key Stage 2. All pupils throughout the school make good progress in speaking and listening. Teachers give pupils many situations in which they can practise their speaking and listening skills. In Key Stage 1 pupils are making good progress in their work on rhyming words and in Key Stage 2 pupils can explain their understanding of poems clearly. The school structures the teaching of reading well; pupils make good progress in Key Stage 1 and satisfactory progress in

Key Stage 2. The literacy hour is also promoting progress in reading through the analysis of well chosen texts. Pupils' handwriting, punctuation, spelling and presentational skills develop satisfactorily as they move through the school. Their progress in writing is supported through work in other subjects. However, progress towards higher level skills is not so evident.

- 9 In mathematics, pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. This is encouraged by work on key numeracy skills and mental calculation at the beginning of all lessons and by questions that develop agility and facility with number. In the best lessons, progress is reinforced during a short whole-class lesson at the end of the activities as well ensuring that the pupils know what the learning objectives are for each lesson. Pupils begin to understand the relevance of mathematics through applying it in other subjects.
- 10 Pupils make sound progress throughout the school in developing their knowledge and understanding of science as well as their basic investigative and communication skills. Teachers motivate pupils in Key Stage 1 and the younger pupils in Key Stage 2 well through generating interest and excitement. Progress in Key Stage 2 is satisfactory.
- 11 Pupils have made good progress over time in information technology. The recent addition of an information technology suite is having a positive impact on pupils' progress in both key stages. Pupils learn the relevance of information technology in the world outside school, how it can help them complete tasks more quickly and be a useful source of information.
- 12 Pupils make satisfactory progress throughout the school in religious education. They are taught in separate key stages which causes difficulties when teachers plan for four different age groups in one lesson. The assemblies, which are based on a theme for one week, help pupils to learn to reflect on questions of meaning, values and commitment. They are developing their knowledge and understanding of different religions through a planned programme of lessons. The school's emphasis on a caring environment has a positive impact on their progress.
- 13 Pupils make satisfactory progress in art and music in Key Stage 1 and good progress in design technology. No judgement can be made on design technology in Key Stage 2 because no lessons were observed and there was very little evidence from the pupils' work. Pupils make good progress in music in Key Stage 2 and good progress is made in history throughout the school. In physical education where whole key stage lessons were observed it is very difficult to make a judgement although, during the swimming lesson, it is evident that most pupils are making at least sound progress.

18 **personal development**

Attitudes, behaviour and

- 14 Pupils have good attitudes to learning and the school engenders a good family atmosphere in which pupils feel valued and secure. Most behaviour is good, which reflects the findings of the last inspection, but a very few boys in Class 3 behave discourteously in some lessons and have a disruptive influence on the work of the school and, in particular, on their own class. Approximately 15 per cent of parents were concerned about standards of behaviour and, to some extent, their concerns are justified. Provision for pupils' personal development is very good.
- 15 Throughout the school the majority of pupils have a positive attitude to learning. They are keen and well motivated. They settle to tasks quickly and sensibly. This is particularly noticeable in Classes 1 and 2 where attitudes to work are often very good. Sometimes their learning excites them, for example, in the Class 3 lesson describing the Longleat Jewel or in the Class 2 history lesson when the teacher went into role as a Tudor servant girl. The children under five have positive attitudes to school and are keen to learn. They can follow instructions, share resources and relate well to the adults working in their classroom. Pupils with special educational needs respond very well to the work they do with the learning support assistants and to the extra attention and targeted input they

receive in small groups, such as the spelling and reading programmes available on the computer.

- 16 Behaviour is satisfactory overall. All of the children under five behave well in the classroom and in whole school assemblies. It is good and sometimes very good in Classes 1 and 2 but is often unsatisfactory in some lessons in Class 3, especially when the teacher's management and discipline are weak or the lesson content does not engage the pupils. Most pupils are friendly and courteous to each other and adults and show a good level of respect for property and their school environment. Parents commented at the meeting on the courtesy of the pupils. There is an appropriate policy for discipline and issues of bullying but the discipline policy is not always implemented consistently by every teacher. During the inspection week, the headteacher reviewed the discipline policy in order to ensure that it is quite explicit in its expectations for all staff, pupils and parents to follow the recommended course of action when pupils break the rules. There have been no exclusions in the last twelve months.
- 17 Relationships between pupils and teachers are good. Teachers and all support staff treat pupils with courtesy and respect and have a good level of concern for their welfare. Pupils co-operate well with each other in paired and group activities and share equipment and resources sensibly.
- 18 Pupils' personal development is very good. Pupils willingly take on responsibilities and duties around the school and are given many opportunities to do so. For example, they operate the music system in assemblies, older pupils guide younger pupils into the hall and pupils set out and clear away the tables at lunchtimes. All pupils take part in assemblies, discuss class rules and some pupils organise stalls at the village fair. The older pupils take care of younger pupils and those with special educational needs in a caring and supportive manner. There are fewer opportunities for them to take responsibility for their own learning.

23 **Attendance**

- 19 The attendance by pupils at the school is very good. The number of reported pupil absences has been consistently below the national average for a school of this type in recent years, and pupils are keen to come to school. Parents, unanimously, stated that their children like school. There is no unauthorised absence. All parents bring their children to school on time and punctuality is good. Teachers conduct registration periods efficiently and this contributes to a prompt start to the school day, to the benefit of pupils' learning. During the day lessons start on time. The good standards of attendance have been maintained since the last inspection of the school.

24 **QUALITY OF EDUCATION PROVIDED**

24 **Teaching**

- 20 Teaching is satisfactory overall. Three per cent of lessons seen during the inspection were very good, 52 were good, 42 per cent were satisfactory and three per cent were unsatisfactory. This is broadly in line with the findings of the previous inspection.
- 21 Teaching for children under five is satisfactory overall. In the areas of language and literacy and mathematics, teaching is good and enables good progress to be made. Teaching is satisfactory overall in the personal and social area of learning and the teacher is very effective in creating a calm and supportive atmosphere but provides few opportunities for children to explore and experiment. Teaching in the area of knowledge and understanding of the world is variable with good use being made of resources effective questioning but planning does not identify the appropriate learning outcomes. Teaching in the areas of physical and creative development is unsatisfactory because planning does not take into account the needs of children under five and there are few activities planned with these needs in mind. Good use is made of baseline assessment to monitor progress and set informal targets.

- 22 The quality of teaching in Key Stage 1 is satisfactory overall. Teaching is good in English, mathematics, information technology, design technology, history and physical education. Teaching is satisfactory in science, art and music. Judgements cannot be made in religious education and geography where no teaching was observed. In Key Stage 2, teaching is satisfactory. It is good in English and information technology for the younger pupils. In all other subjects teaching is satisfactory. Judgements cannot be made in design technology, geography and physical education where no teaching was observed. However, the teaching of swimming is good. The teaching of the literacy hour is good throughout the school. There is evidence of literacy skills in mathematics where pupils are developing good listening skills and in religious education and history where pupils write about what they value in a friend and about life in Tudor times. The use of information technology to teach literacy is given a high priority in the school and evidence was seen of pupils being supported in their spelling and reading skills as well as using word banks to help them when writing poetry. The teaching of mental mathematics is good. The teaching of pupils with special educational needs is good and they are supported very well by the good liaison between teachers and assistants. Liaison is good because the teachers provide assistants with a daily plan of their expectations of special needs pupils. At the end of the day, assistants evaluate the quality of the work completed by the pupils. This evaluation is used to inform planning. The aims identified in pupils' individual educational plans are translated into work which closely matches their needs.
- 23 In Key Stage 1, teachers have a good knowledge and understanding of most subjects. In Key Stage 2, teachers are very secure in their knowledge and understanding of English, religious education, history and how to teach swimming. In all other subjects knowledge and understanding is secure. Planning for the year and half-terms throughout the school in English and mathematics is good with clear learning objectives identified. In all other subjects in both key stages short-term planning is very brief and not all teachers identify learning objectives, extension activities for the higher attainers and different activities for the different age groups. Teachers' organisation and methods of teaching are good in Key Stage 1 and satisfactory in Key Stage 2. Very good teaching was observed in a lesson where history was taught through drama and moved the pupils' progress forward in terms of their enthusiasm and enjoyment. Management and control of the pupils is usually effective throughout the school except in some lessons in Class 3 where the discipline policy is not implemented consistently. Most lessons have a good pace and teachers expect their pupils to produce a steady work output. Day-to-day assessment is good but does not always inform future planning. There was evidence, however, during the inspection week of assessment immediately altering the plans for the next lesson which is good practice. Provision for homework is satisfactory.
- 28 **The curriculum and assessment**
- 24 Overall the curriculum provided by the school is satisfactory. The curriculum is broad and balanced and provides appropriately for pupils' intellectual, social and personal development. It prepares them satisfactorily for the next stage in their education. However, curricular planning to ensure the progressive development of pupils' skills, knowledge and understanding is unsatisfactory in some subjects and does not match the findings of the last inspection report which stated that planning was thorough.
- 25 The curriculum for the under-fives is unsatisfactory. It is not planned on the six areas of learning identified for pupils of this age and does not meet their needs. There is no specific policy or scheme of work and the teacher's planning does not provide sufficient purposeful activities which are linked to practical activities or learning through structured play.
- 26 The curriculum includes all subjects of the National Curriculum together with religious education and meets statutory requirements. The school has successfully implemented the literacy hour. Good examples of pupils using literacy skills were seen in history, religious education and IT. The school has begun to implement the national strategy for numeracy and makes sound provision for its development. Pupils use their numeracy skills effectively in subjects such as science and geography.

- 27 The school promotes personal, social and health education satisfactorily through a range of subjects including religious education and science. The governors have an appropriate policy on sex education.
- 28 The planning of the curriculum for religious education, art, design and technology, geography and history is unsatisfactory. Planning for English, mathematics and information technology is good. Planning for science, music and physical education is satisfactory. The school uses a topic approach for much of its work, using themes such as “light”. This leads to some aspects of subjects, such as science, being artificially prolonged to fit in with the topic. There are no schemes of work in place for religious education, art, design technology, geography and history to ensure the progressive development of pupils’ skills, knowledge and understanding as they proceed through the school. However, the implementation of a scheme of work for religious education is planned for the new year.
- 29 With the exception of English and mathematics, the medium and short-term planning varies in style and content and does not always clearly identify:
- what pupils are expected to learn;
 - work for pupils of differing ages;
 - work for different abilities;
 - clear links to the National Curriculum and
 - challenge for the higher attaining pupils.
- 1 There is very good provision for pupils on the school’s register of special educational needs. The register is up-to-date and also identifies a few pupils who, although not on the register, are giving cause for concern. Support for these pupils is targeted well. Pupils’ needs are assessed appropriately, parents are involved in setting and reviewing their child’s targets and advice and support are sought from outside agencies where appropriate. The administrative arrangements for annual reviews are efficient and the review reports set clear and appropriate targets.
- 2 There is a helpful and clear policy on equal opportunities which supports well the aims of the school. A range of visits, drama productions and musical events enhances the curriculum. The school provides equality of access to the curriculum although in some lessons there is evidence that higher attaining pupils are not challenged. In English and mathematics pupils are grouped according to their abilities. Extra-curricular provision is very good. Each teacher runs one or two clubs either at lunchtime or after school. These activities include mathematics, information technology, football, netball and country dancing all of which effectively enhances the curriculum. Opportunities for such a small school to play competitive sports matches against other schools are limited, but the school perseveres to find schools to play and these visits make a good contribution to pupils’ social and personal development. The curriculum is enhanced by a variety of visits and visitors; for example, the residential visit to Oxenwood and the pantomime in Warminster. Pupils walk around their local environment, visit Longleat several times as well as local museums which contribute well to their knowledge and understanding of history and geography.
- 3 Procedures for assessing pupils’ attainment are good. Teachers carry out formal statutory assessments consistently. The headteacher is now using information from these assessments to identify areas of weakness and to plan for improvements. The school has recently put in place good assessment procedures to track pupils’ progress and set targets for future developments. The school is using optional tests for English and mathematics in Years 3, 4 and 5 and together with reading tests undertaken recently has set individual targets for pupils’ learning. Pupils have also been very usefully involved in setting their own targets. However, there is little evidence to show yet how these initiatives are being used to guide pupils’ day-to-day classroom work.

4 The use of assessment to inform planning is satisfactory. Good use is made of the baseline assessment in the reception class to set appropriate targets for children at different stages of their learning. The school keeps a profile of pupils' work that is effective in showing progress over time. However, the criteria on which the work is evaluated are not always clearly focused on the National Curriculum programmes of study and this limits their value. Teachers usually note on their weekly planning any problems that pupils are experiencing and use this to some extent to plan future work. As yet the information gained from assessment is not well used to plan work for pupils of different abilities within the same class. Occasionally, marking is not used well to make judgements about where pupils are in their learning or to inform pupils about what they need to learn next. The detailed curriculum targets identified in the individual educational plans for pupils with special educational needs are constantly assessed through regular formal and informal systems and the information is used effectively to plan future work. The knowledgeable support assistants assess the pupils' work daily and liaise with the teachers about any concerns and celebrate the pupils' successes. Records for these pupils are stored appropriately and are easily accessible.

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

5 The school makes good overall provision for pupils' spiritual, moral, social and cultural development. It has maintained the standards noted in the last inspection and has improved provision for pupils' social development, which is now very good.

6 Good provision for the pupils' spiritual development begins with good quality assemblies at the start of each day. Religious education lessons make a significant impact on spiritual development and enable pupils to reflect on their beliefs and to explore meaning and purpose in their lives. Pupils are able to convey the depths of their feelings when writing about "a peaceful place" in the school grounds. The school has very good links with its local Christian church. Collective worship fulfils statutory requirements; it is planned well and makes effective use of themes such as light.

7 The school makes good provision for pupils' moral development and the teaching and support staff are good role models. Pupils learn the difference between right and wrong. The school displays its class rules in prominent places and generally the behaviour policy is effectively carried out in practice. The school consistently emphasises positive behaviour and enables most pupils to build a framework of values within which they feel secure. There are a few older boys who behave in an unacceptable manner, which adversely affects what is otherwise a very good atmosphere both in and around the school. This discourteous behaviour in some classes also affects the progress the pupils make in some of their lessons. The headteacher wisely uses these incidents to focus pupils' thoughts on the effects of their behaviour on others.

8 Provision for social development is very good. All staff encourage supportive relationships and the school ensures that pupils with special educational needs are integrated into all aspects of school life and expects that the children will give sympathetic support. There are very effective systems in place to encourage support and consideration of each other through the "buddy" system in which older pupils take care of younger pupils or pupils with special educational needs. The school provides a very good range of extra-curricular activities which are well attended by pupils. Residential visits to places such as Oxenwood provide excellent opportunities for pupils to develop social skills. Pupils make a good contribution to the life of the school through the many tasks they undertake, such as the varied responsibilities of the "job squad". Good opportunities for social development are provided through links with the church and the local community; for example, pupils sing in the church at the Harvest festival and Christmas. They have contributed to "Hold the Dream", Warminster's song for the millennium. The school makes sound provision for the personal and social development of children under five which enables them to settle quickly and happily into the routines of school and to form constructive relationships with adults and other children.

9 The provision for cultural development is satisfactory overall. Provision for learning about their own culture is good and is well developed through curricular areas such as history, geography and music. In history pupils study the Tudor period and learn about Longleat's important connections with this

period. They visit the local theatre for pantomime and attend productions of Shakespeare's work at the local secondary school. The local area is well used to support pupils' learning and encourages a sense of local culture. Exposure to other cultures is limited. Through their work in geography they learn about Africa and the country's food, dance and culture. In music they learn about the work of composers such as Mussorgsky. However, there are too few opportunities for pupils to learn about the richness and diversity of the cultures that make up modern Britain.

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

- 10 The support and guidance the school provides for pupils are good overall and are in line with the findings of the last inspection. The staff of the school genuinely care about the wellbeing of the pupils and they provide personal help when pupils need it. This is a very caring school where parents recognise that all teaching and support staff know pupils very well. Their interaction with pupils is very good. The school has a strong sense of community and the staff have created an emotionally secure environment, where pupils can feel safe.
- 11 Procedures for monitoring progress are good and those for monitoring the personal development. The procedures for the personal development of the pupils are very good; they are a strength of the school. The good procedures for monitoring and promoting academic progress include the analysis of assessment data and target setting which is reviewed twice yearly. Testing identifies individual targets for pupils and targets for Year 5 and Year 6 cohorts in English and mathematics for the year 2000 and 2001. The staff ensure good provision for sensory impaired pupils and are supported by the county's support services who help to identify and assess pupils with special educational needs. Pupils with special educational needs are making good progress as a result of the support services' input.
- 12 The support for children actually starts before they join the school with very good liaison with the on-site nursery to ensure a stress free transfer. It is here that the school's monitoring procedures commence, with a baseline assessment. The school keeps appropriate records on the development of the children who are under five. Each child is given an older pupil in the school as a 'buddy' so that those who need it most do not feel conspicuous. This is very effective and helps to build self-esteem. 'Job squads' in each class change every week and enable pupils to take responsibility for setting up the tables for school lunch, for example.
- 13 Procedures for monitoring and promoting good behaviour are good. The discipline policy has recently been reviewed and has begun to be successful with the small number of more difficult pupils. The positive approach reinforces good behaviour and pupils are encouraged to develop good relationships and respect for others recognised through the 'Good Friend' awards. Behaviour is carefully monitored through a tracking chart used to identify issues. Pupils know and understand the system. Records of incidents are kept and parents notified appropriately. Bullying is handled effectively and the new policy clarifies procedures for parents.
- 14 Procedures for monitoring and promoting attendance are good. The prospectus identifies clear expectations of the parents and in such a small school every child is noticed. Unauthorised absence is not an issue; the educational welfare officer is involved appropriately and in school regularly. Requirements for recording attendance are met appropriately but requirements for reporting attendance are not met as they are not included in the prospectus. The data included in the annual report does not give a clear overall picture.
- 15 Procedures for child protection and promoting pupils' well-being, health and safety are satisfactory. The head teacher is responsible for child protection. Pupils are given sound advice to help protect themselves. There is a satisfactory health and safety policy but the school recognises that the procedures are not sufficiently rigorous. Issues relating to the school wall and tarmac in the playground have been resolved satisfactorily. There are satisfactory policies for the conduct of visits and road safety. Arrangements for medical support and first-aid are satisfactory.

16 The school has maintained the good standards of pupil welfare and support since the last inspection.

50 **Partnership with parents and the community**

17 The overall partnership of the school with parents and the community is very good and reflects its central role in village life. Parents are very appreciative of the very good quality of information provided including the weekly newsletters. Parents stated at the parents' meeting that the newsletters are invaluable particularly for those who live out of the village area. There is also a chalkboard outside the main door of the school giving additional information for parents and other visitors. Information giving evenings are held for parents to help them understand the subjects and aspects of the curriculum such as the national literacy strategy, information technology, teaching for reception children, design technology and reading. Attendance at these meetings by parents is satisfactory, boosted by the involvement of pupils, but is best from the parents of younger children. Annual reports to parents are good and give clear information about what a pupil knows, understands and can do. These are linked to target setting for the following September and parents are encouraged to discuss these targets with their children. There are good opportunities for feedback on the reports over two days with the choice of an afternoon or evening meeting for parents to meet the teachers. The school is very accessible on a daily basis for further information regarding progress.

18 Parental involvement in children's learning is good. When pupils have homework in Class 3, parental support is good. Younger pupils have reading and spellings and a diary goes home with the folder. Whilst parents are reluctant to give a regular commitment there is good support for individual activities including special education needs, cooking and information technology. Parents of pupils with special education needs are involved with pupils' individual education plans, and attend annual review meetings. Their views on their children's progress are taken very seriously. Parents are kept well informed of progress or of any problems their children are experiencing.

19 The school's links with the community are very good and make a significant contribution to the pupils' personal development and attainment. A greater understanding of society and citizenship is developed by pupils' contribution to the village newsletter, the village fair and singing to the elderly in the village hall. There is good use of the community to enhance the curriculum, particularly in geography and history, and the regular visits to Longleat support work on the Tudor period and Africa, whilst older members of the community recount first hand experiences to the pupils in history lessons. Financial support given by the community is excellent, and demonstrates how important the school is to the community. The involvement of the village and the Longleat estate helped significantly to fund the mobile classroom. Local businesses and members of the community have been extremely generous with financial support well in excess of £3,000 last year. A similar sum raised by the very active parent teacher association was facilitated by very generous provision for an event in a local night club. There is very good liaison with secondary schools through the area heads' group and with the nursery, which is very much part of the school and within the school buildings. The establishment of the on-site nursery was initiated by the present Chair of Governors six years ago and has proved to be a very significant part of the community of the school and village.

53

53 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

53 **Leadership and management**

20 The leadership and management of the school are good overall. The headteacher is energetic and provides good leadership with clear and effective communication systems. She is a good role model for the staff, provides good pastoral management and has developed an effective partnership with parents. She has given a good lead to improving the school since the last inspection by conducting a thorough audit on her appointment in collaboration with the staff and governors who are very supportive. The weaknesses identified have formed the basis of the school development plan. Priorities included improving staff expertise in information technology, including the teaching of

religious education in the timetable, involving all staff in making important decisions and holding staff meetings after school, introducing useful assessment procedures, meeting the training needs of the newly qualified teacher and reviewing outdated resources. All of these issues have been addressed successfully. The headteacher acknowledges that schemes of work are not yet in place for some foundation subjects, a curriculum for the under-fives needs to be written and monitoring of teaching needs developing and already has made plans to address all these issues. Although all subjects of the National Curriculum meet statutory requirements, the progressive development of knowledge, understanding and skills is not yet assured in some subjects. The school has effectively implemented the literacy strategy taking into account the mixed year groups.

21 The headteacher has a satisfactory vision for the future development of the school. She has achieved a great deal since her appointment three years ago, despite her heavy teaching duties and other responsibilities. A significant improvement has been the analysis of data the headteacher has carried out to identify why pupils were not successful in the end of key stage national tests 1998, particularly in mathematics. This has resulted in an improvement in the 1999 tests as well as creating individual targets for pupils in English and mathematics. She has successfully developed a staff team with a shared sense of purpose and commitment to the aims of the school. Each teacher co-ordinates at least two subjects. Although they are discussing problems on an ad-hoc basis, no time is set aside for monitoring the progress the children are making in their subjects in the classroom. Due to the headteacher's efforts and ably supported by the governors, the accommodation of the school has vastly improved due to the provision of a third classroom on site. The management of the school's provision for special education needs is very good and the school complies with all statutory requirements relating to the Code of Practice. The arrangements for allocating funding to individual pupils are quite satisfactory. The effective co-ordinator is well supported by the knowledgeable governor responsible for special educational needs.

22 Through the strong leadership of the Chair of Governors, members of the governing body are effectively involved in targets, finances and the needs of the school which are identified very clearly in the school development plan. They are fulfilling their duties of being critical friends of the school. Several members of the governing body are experienced and extremely well qualified to carry out their responsibilities of governance. The reporting procedures of the committees to the main governing body are good. Written reports now meet statutory requirements which was a weakness reported in the last inspection. Statutory responsibilities are fully met with a very few minor exceptions:

- the omission of a description of religious education and parents' right of withdrawal
- reporting of attendance figures from the prospectus and
- reporting on provision for disabled pupils in the annual report to parents

- 1 The school has a clear set of aims and they are implemented well. The school development plan is effective, covers the professional development of the staff, has clear targets and is linked to the budget. However, the success criteria do not always focus on what effect the successful completion of the tasks will have on pupils' learning in the classroom. Realistic targets for English and mathematics have been set for Years 2000 and 2001. The area of monitoring by the headteacher and co-ordinators is under-developed.
- 2 There is a positive ethos which permeates the school and reflects the school's values and aims which are implemented effectively. The policies written by the school are implemented well although some of the subject policies need to be accompanied by schemes of work to be effective. Relationships are good and equal opportunities and access to all activities are pursued positively by all members of staff. The school strives to be a civilised community in which all pupils are valued and encouraged. The headteacher has worked hard to address the weaknesses she identified following her appointment and has been largely successful. The capacity for further improvement is good.

58 **Staffing, accommodation and learning resources**

- 3 The qualifications and experience of the school's teaching staff meet the needs of the curriculum satisfactorily, with all staff trained for infant and junior teaching. The level of staffing is low compared with national averages. The one full-time teacher and the three part-time teachers, one of whom is the headteacher, provide the school with sound expertise in most areas of the curriculum but the organisation of the school into two classes of two key stages for two afternoons has a limiting effect on the progress the pupils make in some subjects. The teachers work very hard and they have at least two areas of additional responsibility each. The full-time teacher has responsibility for four subjects. The amount of time that the staff can give to their various responsibilities is, of necessity, limited. The time staff have spent in the school varies; three teachers have been in post for up to five years and the longest serving teacher has been in the school for 12 years. There are five knowledgeable support staff who are experienced and qualified. They contribute significantly to the learning of those pupils with special educational needs. Most of the assistants have received very good training on recognised special needs courses.
- 4 A helpful staff handbook is in place. The school relates training appropriately to the needs of the staff and the priorities are identified in the school development plan. Arrangements for the professional development of all staff are good. The headteacher appraises teachers and support staff on a regular cycle and there are suitable job descriptions for all members of staff. The headteacher is appraised by another headteacher in the area. The school has good induction procedures which the headteacher initiated when appointed three years ago. The administrative and secretarial staff provide very good and valued support for the day-to-day running of the school. The caretaker keeps the school in very good order and provides valuable support to teachers and pupils, all of whom she knows very well as a result of her long service at the school.
- 5 Accommodation is satisfactory overall. The school building has shortcomings and is unsatisfactory for the delivery of the curriculum for physical education. The lack of an adequate hall to teach physical education means that the pupils are taken by bus to the village hall to be taught in a whole key stage. This is not appropriate, particularly for the under-five pupils. There is no paved area for the under-fives to meet their needs in the learning area of physical development, for example, using big toys such as wheeled vehicles to develop their large muscles and co-ordination. The accommodation has been improved significantly by the

addition of a large mobile classroom which means that each class has a designated room. This is an improvement from the findings of the last inspection and is the result of firm endeavour on the part of the headteacher and chair of governors. The school buildings are in a satisfactory condition and the caretaker keeps them in very good order and in a very good state of cleanliness. The classrooms and hall feature some colourful and engaging displays. The outside environment is very good with grassed and tarmacadamed areas as well as a most beautiful tranquil garden with a pond. The garden attracts a large variety of wildlife attracted by the autumn seeds and berries produced by the wide range of plants, bushes and trees which contribute significantly to the spiritual development of the pupils as well as areas of the curriculum such as science.

- 6 Overall, the quality and quantity of the school's resources are satisfactory. Resources in the classrooms and other areas of the school, such as the library, are accessible to pupils. The specialised resources for pupils with special educational needs are adequate and accessible. There is no room for a specially designated base for SEN but the hall is used very effectively to withdraw pupils both for table top activities and the use of information technology to support learning. The quality of the library, despite being very small, is good. Good use is made of the county library to support geography, history and religious education. The provision of the information technology suite in the hall is very good and pupils are making good progress as a result of the effective use of the computers. Resources to support the literacy hour are good as they are in music. The quality of resources in science is unsatisfactory and in physical education there is insufficient large equipment while other apparatus stored in the village hall is not easily accessible. Although equipment for the teaching of mathematics is satisfactory, resources for the teaching of numeracy sessions are largely home-made and need to be enhanced to ensure that teachers and pupils have the right tools to teach and learn about mental calculation. The staff use the local area very efficiently to enrich the curriculum.

62 **The efficiency of the school**

63 Financial planning is good and standards have been maintained since the last inspection. The school uses the resources available to it efficiently. The school development plan identifies priorities and includes professional development of staff showing clear links with the budget. The responsibilities of the finance committee are clearly defined and the chair of the committee is a qualified accountant who liaises with the administrative officer and headteacher regularly and efficiently. He keeps a watching brief on the balance throughout the year and is very aware of the rather complicated financial arrangements for the funding of pupils who attend both the nursery and the school. The surplus of funds forecast for the end of the financial year is earmarked for improvements to the building and outside areas. The school makes a significant commitment from its budget to the provision for special educational needs and makes very good use of other funds provided particularly for this purpose. Support assistants are deployed effectively and the very good provision for special educational needs, together with its impact on pupils' progress, represents good value for money in this area.

63

64 The deployment of both teaching and support staff is good and makes a positive contribution to overall pupil progress. The school makes good use of its accommodation despite its limitations. For example, the creation of an information technology suite in the hall and the purposeful search for a third classroom has resulted in a much better quality of education for the pupils. Resources are well used and the school is generally well equipped. Management of materials and equipment for individual subject areas by co-ordinators is satisfactory.

64

65 Financial control and school administration are very good and provide very effective support for teaching and learning. The school's administrative officer manages day-to-day accounts and office procedures to a high standard. In the audit undertaken recently, auditors found the school's financial controls to be quite satisfactory. The school has taken positive steps to address those areas which were identified as needing to be strengthened.

65

66 The socio-economic circumstances and attainment of pupils on entry are broadly average. The school ensures that the pupils make satisfactory progress and standards are generally in line with national expectations. The personal development of pupils is very good and the pupils receive a sound quality of education. The spending per pupil to achieve this is high when compared with national levels of expenditure and, therefore, the school provides satisfactory value for money.

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

66 **Areas of learning for children under five**

- 7 Children start school at the beginning of the year in which they are five but there are joint arrangements with the on-site nursery and parents may choose to let their children stay on in the nursery or start school or even divide their time between both. There are currently five reception age pupils attending the school on a full-time basis and the other eight children divide their time between the nursery and the school. They are integrated into the Year 1 class. There is a narrow range of attainment on entry to the school, which is broadly average. The indications are that these children are on line to achieve the nationally recommended learning outcomes in personal and social development, language and literacy and knowledge and understanding of the world. In mathematics, by the time they are five, they are expected to exceed the expected outcomes. In physical and creative development, the children are not expected to meet the national expected outcomes. No judgements of children under five were made in the last inspection report.
- 8 The children make satisfactory progress in their *personal and social development* and are on line to achieve the expected outcomes in this area of learning. They co-operate well with each other and share equipment happily when playing in the castle. They listen to the teacher in the whole class sessions and maintain good levels of concentration. They are beginning to understand the rules and routines of their environment and generally respond very well. They tidy up well at the end of sessions. All children behave well and have good relationships with the class teacher and each other. They work well in their group and discuss their work happily with each other. The teaching is satisfactory overall. The teacher is very effective in creating a calm and supportive environment but provides insufficient opportunity for children to explore, experiment or enjoy involvement in practical activity or purposeful play.
- 9 By the age of five children's attainment in *language and literacy* is on line to meet the nationally recommended outcomes. Most speak confidently to each other and to adults within the small group situation. They have a sound vocabulary and most speak appropriately in phrases or short sentences. They listen with interest to stories such as "The New Dog" and are keen to answer questions about the story. They enjoy sharing books, talking about them and making up stories about them. They understand that print carries meaning. They complete work sheets on initial sounds, for example the letter "r," and recognise the beginning sound in words. The higher attaining children write their own names and some simple words correctly. Lower attaining children copy effectively under the teacher's writing and their handwriting is developing appropriately. Most children form letters correctly during the handwriting sessions. Children's progress is sound and sometimes good. The teaching is good. The teacher makes good use of book resources to develop reading skills and questions children effectively about their books.
- 10 By the time they are five children's attainment in *mathematics* exceeds the nationally recommended outcomes. Most children name and recognise circles, squares and triangles. They count to ten easily and many match the correct number of objects to the correct numeral. They are beginning to understand the idea of "one more" and carry out simple addition of numbers within ten. The teaching of mathematics is good which has an impact on the progress the children make which is good. The teacher has good questioning skills and intervenes effectively to move the children forward in their mathematical thinking. She plans well and makes good use of resources and activities to encourage counting and shape recognition. The work is at an appropriate level and is interesting.

- 11 Children's *knowledge and understanding of the world* is on line to meet the nationally recommended outcomes. They know that light comes from different sources including the sun and they use pictures of light sources and sort them into sets. The children are able to discuss different kinds of light and know what some of them are used for. For example, they know that traffic lights give instructions and flashing light gives a warning. They carefully stick cut out paper shapes onto paper and demonstrate a good level of control when gluing and sticking strips of material on paper to make dull pictures rather than shiny ones. They enjoy using three-dimensional shapes to create patterns and shapes on the floor. The children carry out simple experiments with dry and wet sand to find out which makes the best sandcastles. They use the mouse and the "First Paint" programme effectively to create pictures of castles. Teachers make good use of visits to improve children's knowledge and understanding of the world around them; if, for example, they recently visited Farleigh Hungerford as part of their topic on castles and made a whole class map of their journey. Teaching in this area of learning is variable with good use being made of resources and effective questioning to develop children's knowledge and understanding. Planning, however, does not identify appropriate activities or learning outcomes for the under-fives.
- 12 The children are unlikely to meet the recommended outcomes for *physical development*. There are limited opportunities for children to exercise in order to provide for their physical development. The accommodation is very limited and children have to travel by bus to the village hall for their weekly physical activity. They have their lesson jointly with all Key Stage 1 pupils. There is no regular access to outdoor facilities or large equipment for climbing and balancing, although there is an outdoor area directly accessible to the classroom. In the physical education lesson seen the children were physically active and enjoyed the activity. They practised jumping and were able to follow simple instructions. Within the classroom the children's manipulative skills develop well; they use pencils, construction materials and other tools with increasing control and co-ordination. They make unsatisfactory progress overall. Teaching is satisfactory. Teachers ensure the safety of the children and equipment is used sensibly. However, the time allocated to physical development and provision is unsatisfactory and insufficient to develop their physical skills appropriately.
- 13 Children make unsatisfactory progress in their *creative development* and do not meet the recommended outcomes in this area of learning. They enjoy activities such as painting but there are limited opportunities for them to explore sound and colour or express their ideas through a wide range of materials. They play imaginatively in the castle and collaborate well with each other when given the opportunity, but there is no planning to ensure appropriate learning opportunities. They listen to music and play simple percussion instruments under the direction of the class teacher but have few opportunities, if any, to experiment with sound. They sing along with all pupils in assemblies and are building up a repertoire of known songs. The teaching in this area of learning is unsatisfactory. The planning does not take into account the needs of children under five and there are few activities planned with this in mind. Music lessons are undertaken jointly with the whole of Key Stage 1 and this limits the opportunities available for them to explore sound in a variety of contexts.

73 **THE CORE SUBJECTS**

73

English

- 14 Analysis of the national end of Key Stage 1 tests for 1999 shows that the proportion of pupils who achieved Level 2 in reading is above the national average. The percentage of pupils

reaching Level 3 is also above the national average. In writing, the proportion of pupils who reached Level 2 is above the national average for 1998 and the percentage reaching Level 3 is above average. When the averages of the school's test data are compared with those of all schools and similar schools, they show that the pupils' results are well above average in reading and writing. Inspection findings are that attainment in reading and writing in Key Stage 1 is above average. This is in line with the findings of the last inspection. When the most recent results are compared with those reached by the school in 1997 and 1998 they show an upward trend.

- 15 Analysis of the national tests in English at the end of Key Stage 2 in 1999 shows that the proportion of pupils achieving Level 4 is well above the national average but below the national average at Level 5. When the averages of the school's test data is compared with those of all schools and of similar schools, they show that the pupils' results are above the national average. Over the last two years the trend in results has been upward.
- 16 Inspection findings show that pupils' attainment in reading and writing is in line with expectations in English by the end of Key Stage 2. There is no significant difference in the achievement of boys and girls. The small number of pupils taking the tests each year and the move of some pupils at seven or eight to other schools makes it difficult to make useful comparisons between results at the end of the key stages. Pupils with special educational needs attain good standards for their capabilities.
- 17 Pupils' attainment at the end of both key stages in speaking and listening is good. On entry to full time education most pupils will have achieved the expected outcomes for young children and are able to express their own social needs and respond to questions. Throughout the school, pupils listen well to the teachers and to each other during whole class and small group sessions. Pupils in Year 1 respond well to their work on 'This is the Bear and the Picnic Lunch' and explain clearly and audibly what speech bubbles mean and who are the author and illustrator. They enjoy their work on rhyming words and find new words confidently. By Years 2 and 3 pupils speak well in a variety of situations. Most are able to recall some details of characters and narratives using an appropriate vocabulary.
- 18 By the end of Key Stage 2, the higher attainers explain their understanding of poems clearly, for example, 'It sets a picture in your mind'. They identify the appropriate words in the poem which brings out that meaning for them. They listen thoughtfully to each other's contributions and their responses demonstrate an understanding of the main points under discussion. Progress is good in speaking and listening for all pupils including those with special educational needs.
- 19 Standards in reading are above expectations at Key Stage 1 and in line with expectations at Key Stage 2. Pupils make a good start to reading in reception and Year 1. They enjoy the graded readers and have very positive attitudes to reading. Many predict what will happen next. Progress in reading is good for the pupils in Key Stage 1 including those with special educational needs. By Year 2 most read competently at their level using their phonic skills appropriately. They talk about their favourite characters and make appropriate comments about major events in the stories. Many of the pupils enjoy the humour of stories such as The Pied Piper. Pupils read with growing independence and increased fluency in Key Stage 2. Progress for all pupils is satisfactory. They read a satisfactory range of books for enjoyment and use

group reading sessions effectively to clarify their understanding of vocabulary. The higher attaining Year 6 pupils read confidently and with expression and clearly enjoy reading. Some higher attaining pupils compare authors and their different styles. For example, one pupil finds Helen Cresswell's story line much more predictable than R L Stein's, whilst another pupil finds the style of writing in his book on Gods and Goddesses very formal and different from that of his preferred Roald Dahl books. Most pupils have a good understanding of how to find and extract information from non-fiction books quickly. The very small cohorts of only five pupils in both Year 5 and Year 6 with a wide variation of ability affects the average rate of progress.

- 20 Pupils achieve good standards in writing at Key Stage 1 and sound standards overall at Key Stage 2. They make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. They are given a sound range of technical and creative writing experiences to develop their writing ability. Pupils at Key Stage 1 develop their writing ability through a variety of activities such as recounting factual information, imaginative responses to stories they have read or writing simple plays. By the end of the key stage higher attaining pupils write imaginative stories using capital letters, full stops and speech marks where appropriate. Lower attaining pupils write simple but accurate sentences and sometimes use capital letters and full stops. Pupils in Year 3 improve their writing skills through increasing their knowledge of regular spellings. By the time they are eleven pupils write stories of sound quality using interesting vocabulary which they use well to create an atmosphere. For example, when writing their plays they use expressions such as "in love with the glittery star of the universe". Their handwriting is joined, well formed and their spelling of a wide variety of words is correct. Throughout Key Stage 2 pupils develop their ability to spell through regular spelling homework and through a focus in the literacy hour on how the spelling of words change in different contexts. Pupils use dictionaries competently to support their work. Standards of handwriting and presentation are generally satisfactory throughout the school. Pupils with special educational needs make good progress because their work is at an appropriate level and the learning support assistants support them well on specific tasks.
- 21 The literacy hour is having a positive effect on the pupils' progress across the school and this is already impacting on standards at Key Stage 1. Literacy skills are used effectively across the curriculum. The youngest pupils in the school write letters in geography to real people all over the world in order to discover how long their letters will take to reach Florida, for example. The people they write to respond and their letters are displayed in a big book. Pupils in Class 2 listen with great attentiveness to their teacher when she goes in role as a servant girl. They ask her very sensible and appropriate questions about what it was like to be a servant in Tudor times. The older pupils write factual reports on aspects of their work on the Tudors and pupils in Class 3 write up the results of their experiments in science. Pupils use information technology effectively as a tool to support spelling, reading and writing skills.
- 22 Pupils enjoy their work in English and their response is always good. They listen well in lessons, are keen to take part in discussions and are generally well motivated to complete tasks. Most pupils settle well to their individual tasks. This was especially noticeable in the poetry work in Class 3 where pupils were very committed to producing interesting phrases to create a class poem. Behaviour in lessons is good and there are good relationships with their teacher and each other.
- 23 The quality of teaching in English is good. All lessons were good. Teachers have secure subject knowledge and use the National Literacy Strategy very well in order to provide work at appropriate levels for pupils who learn at different rates within the mixed age classes. However, expectations of pupil achievement are not high enough for the groups of different abilities within the class. Teachers plan all lessons well. Lessons are well focused on the

development of skills and competencies specific to the subject. Most lessons have a brisk pace and learning resources are well used to support the lesson content. In all lessons pupils are well managed and this contributes effectively to their learning. Teachers make effective use of questioning as a means of assessing what pupils have learnt. Teachers mark pupils' work satisfactorily in order to praise but make insufficient use of it to identify areas for improvement. Parents make a good contribution to pupils' developing reading and spelling skills through an effective homework partnership.

- 24 The curriculum for English is based on the National Literacy Strategy, which the school has implemented successfully. The school is also making good use of the Additional Literacy Strategy to support the lower attainers. The planning is good and makes effective provision for group work. However, planning for the development of reading skills within the literacy hour is not yet clearly focused. There are good procedures in place for assessment and the school is now able to chart pupils' progress over time. However, the assessments and school and individual targets are not used sufficiently to improve work on a day-to-day basis.
- 25 The co-ordinator has successfully assisted staff in implementing the literacy hour and through well-structured planning has ensured it is effectively in place. There are good resources to enable the requirements of the English curriculum to be met and a good level of texts in all classes for guided reading sessions. There is a small library within the school, which is used appropriately to develop library skills.

85 **Mathematics**

- 26 Analysis of the national tests at the end of Key Stage 1 for 1999 shows that the proportion of pupils who reached Level 2 or higher was above the national average. The percentage of pupils who attained Level 3 was also above average. When the average of the school's test data is compared with that of all schools, it shows that the pupils' results are above average. They were also above average when compared to those of similar schools. When the end of Key Stage 1 results for 1999 are compared with 1997 and 1998, they show a steady rise in standards. The findings of the inspection are that pupils are on course to attain standards above the level of national expectation by the end of Key Stage 1. This is in line with the findings of the previous inspection.
- 27 By the age of seven pupils can count backwards from 100 in tens and can count in fives. They can explain why answers end in zero or five and they have a secure understanding of odd and even numbers. About half of the pupils can add two digit numbers and can find an unknown number in an empty box to complete a sum using their knowledge of the five times table. They enjoy finding out how many shapes they can find using five squares and know the names of shapes. Pupils are able to gather information and make a bar chart.
- 28 The results of the national tests at the end of Key Stage 2 for 1999 show a significant improvement on the results of the tests in 1998. The proportion of pupils who reached Level 4 or higher was above the national average. The percentage of pupils who attained Level 5 was close to the national average. When the average of the school's test data is compared with that of all schools, it shows that the pupils' results are above average. When compared to that of similar schools the pupils' results are average. When results for 1999 are compared with 1997 and 1998, they show a significant improvement. In 1997 and 1998 the results were well below the national average. Inspection findings are that pupils' attainment will be broadly in line with national averages by the end of the key stage which are similar to the findings of the

previous inspection. The small number of pupils taking the tests each year and the move of some pupils at seven or eight to other schools makes it difficult to make useful comparisons between results at the end of the key stages.

- 29 By the age of eleven most pupils know their tables and can produce bar charts using their information technology skills. Most can add up fives, tens and twenties. They can solve complicated money problems and explain their mental strategies. The higher attaining pupils can solve problems very quickly and can produce a graph in science which shows how liquids cool down over time. Most pupils can use the empty number line to find change from specific amounts of money.
- 30 Pupils enter the school with average attainment. They make good progress in Key Stage 1 so that, by the age of seven, attainment is just above average. The pupils' knowledge and understanding of mathematics are extended through mental mathematics. During these sessions, their computational skills are developed by challenging questions. They make good progress within a lesson by learning that four times five is the same as four add four add four add four add four. In Key Stage 2 progress for pupils, including those with special educational needs, is satisfactory. However, when the co-ordinator teaches three of the targeted pupils who need extra support in her non-contact time, the pupils make good progress. The younger pupils are making progress learning to use strategies for mental calculation. For example, they know that if they are adding nine it is quicker to add ten to the number and take one away. They can partition multiplication sums to break down 38×4 into 30×4 and 8×4 . The pupils in Year 6 are making appropriate progress and can explain their strategies solving money problems. Presentation of their work is good.
- 31 The attitudes of pupils in Key Stage 1 and the younger pupils in Key Stage 2 to learning mathematics are good particularly in the direct teaching and mental mathematics sessions. They are very keen to answer questions and when given an activity they concentrate and work hard. They are confident and 'have a go' where new learning is concerned. They take a pride in recording their work neatly and accurately. Pupils behave very well in lessons. A few of the older pupils in Key Stage 2 have not developed enough maturity to concentrate and persevere with the task they are given when the teacher is directing her attention to the younger pupils. Their interest in the task wanes and a very few pupils bicker over the resources. This affects their progress.
- 32 The quality of teaching is never less than satisfactory. In Key Stage 1 teaching is good. In Key Stage 2 it is good for the youngest pupils but more variable with the older pupils in the key stage. Knowledge and understanding of how to teach the numeracy strategy is secure overall but, occasionally, in Key Stage 2, planning and organisation show low expectations of how to challenge the pupils. The methods used in both key stages are good with effective direct teaching using the number line to count on for the youngest pupils, and how to find change from given amounts of money for the older pupils. Good probing questioning of the pupils is evident in Class 3 and moves the pupils forward effectively in their mathematical thinking. The teachers use good strategies for stopping pupils calling out the answers too quickly. In Class 3, where there are three age groups, the teacher organises the lesson so that the oldest pupils can work on their own while she teaches the youngest. This is good practice. The numeracy strategy is very difficult to organise with three age groups. Management and control is good in both key stages. Assessment of the daily lessons is satisfactory and more formal assessment is carried out annually when the pupils' progress is tracked and targets identified.
- 33 The co-ordinator is well qualified to manage mathematics. All four teachers in the school have

attended the numeracy training and have had one in-service day led by the co-ordinator. The numeracy hour is taught daily in each class but at this stage of implementation its effectiveness varies. Funding has been obtained for five extra training days which will be used for monitoring and feedback. The school is using the medium and short-term planning documents to build up a scheme of work. Resources for teaching the numeracy hour are, in the main, made by the teachers. These are not as effective as commercially made resources which will motivate the pupils, improve their mathematical thinking and will last longer. All four Attainment Targets are covered and the subject meets National Curriculum requirements.

93

Science

- 34 Analysis of the national end of Key Stage 1 assessment by teachers for 1999 shows that the proportion of pupils who attained Level 2 or higher was above the national average. In the most recent assessments at the end of Key Stage 2 in 1999, the percentage of pupils attaining Level 4 and above was well above the national average and the percentage attaining Level 5 was close to the national average. When comparing the school's data with all schools and with similar schools, it shows that the pupils' results are above average. The inspection findings show that pupils at the end of both key stages are achieving expected levels of attainment overall. This appears to be a drop in standards since the last inspection report. However, the small number of pupils taking the tests each year makes it difficult to make useful comparisons between results at the end of the key stages. There is no significant difference in the achievement of boys and girls.
- 35 By the age of seven pupils record their observations in writing using simple tables. Through their work on light they know the importance of light for different purposes within the environment. The higher attaining pupils know how to make a simple circuit. They know that the battery stores electricity and some know how the circuit is broken. Lower attaining pupils, with support, explain that the electricity goes through the wires to light the bulb. By the time they leave the school at eleven, the majority of pupils ask appropriate questions related to their work in science. They draw clear, labelled diagrams and use simple apparatus and equipment correctly. Some still find it difficult to articulate their findings in a way that draws conclusions. They know that light travels in straight lines and that mirrors reflect light. They know that if mirrors are bent the image is distorted. They make appropriate use of scientific vocabulary. The lower attaining pupils are well supported in carrying out tasks by learning support assistants.
- 36 Pupils throughout the school, including those with special needs, make satisfactory progress in acquiring scientific knowledge and they carry out a range of simple investigations. Progress in Key Stage 1 is evident as pupils move from simple description and pictorial recordings of their findings to accounts of their investigations using simple scientific explanations. Good progress was seen in one lesson during the inspection week when pupils increased their knowledge of electrical circuits through a whole class session followed by experimentation with batteries and bulbs. Pupils in Key Stage 2 extend their knowledge and skills across the science curriculum. They progress from describing how mirrors reflect light to an investigation by one high attaining pupil on the use of mirrors in periscopes.
- 37 Pupils have good attitudes to science. Pupils in both key stages show interest, are keen to answer questions and contribute plenty of ideas. They listen well to each other, have a very positive attitude to practical work and co-operate well. They use resources sensibly and generally maintain good levels of behaviour. They show a good awareness of safety issues. They settle to individual and group activities well and demonstrate good levels of concentration

to complete tasks. A few pupils in Class 3 attempt to disrupt lessons, but are effectively managed by the class teacher.

- 38 The quality of teaching is sound overall and is good in the Year 2/3 class. Planning is satisfactory, but varies in format according to individual teachers. Strengths in planning are seen in the clear learning objectives set in the Year 2/3 class which are shared with the pupils and in Class 3 when good planning is in evidence for the extension activity for the higher attainers in Year 6. Plans, however, tend to be brief and are not always clearly focused on scientific outcomes.
- 39 Teachers have a secure knowledge of the subject, value pupils' ideas and encourage the use of appropriate vocabulary. Overall, teachers' expectations for pupils' attainment are not high enough and activities generally have insufficient challenge to meet the needs of the ages and abilities of the pupils in the mixed age classes. Their expectations are appropriate for pupils' behaviour and application to work and this is supported by their good preparation of resources. Particularly good use was made of resources in Class 1 when investigating different sources of light. Teachers give pupils good opportunities to experiment and investigate, for example in Class 3 where pupils experiment by bending mirrors to extend their knowledge of reflection. Occasionally, teachers make good use of questioning or human resources to develop scientific skills. For example, in Class 3, the teacher made good use of questioning to consolidate previous work on light and how it travels and in Class 2 the pupils formed a human circuit which they broke and rejoined. Evaluation of lessons helps teachers to plan the next stage in pupils' learning.
- 40 There is a clear scheme of work. This promotes the progressive development of knowledge and skills through the key stages. However, the teaching of the subject through a topic artificially extends some programmes of study and time is not used well. The time allocated to the subject in a week is low and limits the time available to revisit areas of study. There are regular assessments of pupils which are kept in portfolios of work which give some indication of progress but their usefulness is limited as they do not state clearly the objectives of the task in scientific terms. The accommodation is adequate for the numbers of pupils currently in each class. Resources are adequate but are not of good quality. They are not easily accessible to pupils to enable them to choose them independently. The subject meets National Curriculum requirements.

100
Technology

Information

- 41 At the end of both key stages, attainment meets national expectations which is in line with the findings of the previous inspection. Only one lesson was observed with a mixed Year 2/3 class but judgements are based on observations of pupils using computers supported by classroom assistants, a scrutiny of work and displays.
- 42 By the end of Key Stage 1 pupils control a mouse, select icons and use the keyboard. They use the conventions of click, drag, open and close. They use text and art software with a reasonable degree of confidence and, with the support of an assistant, can use a word bank to store what they need to write a story. Their experience of control includes using simple procedures to make a floor robot move and learning how to control traffic lights linked to a train set by giving a series of instructions. Pupils are aware of everyday applications such as disco lights and burglar alarms. This is an improvement on the findings of the last inspection when control

technology was judged to be under-developed.

- 43 By the end of Key Stage 2, pupils can load their personal disks, select icons, use the 'drag and drop' feature, delete by inserting the cursor and back spacing. They have a secure understanding of the conventions of click, double click, drag, open and close. They size windows, load text or pictures to improve presentation and are able to save and print unaided. Pupils can design an advertisement using word processing and art software. Their work on data handling linked to geography and history shows they can save data and find stored information but their skills of interrogating data are underdeveloped. Standards reflect the findings of the last inspection report.
- 44 Progress through both key stages is good. This represents an improvement since the last inspection. The links with English, history, and geography ensure that pupils are experiencing IT frequently and the suite is used frequently during the day. Boys and girls of all abilities, including those with special educational needs, make good progress. Classroom assistants use specific spelling and reading programmes to help pupils who have learning difficulties.
- 45 Pupils have a positive approach to information technology. They are eager to visit the suite and very keen to show visitors their skills. Their response to the lesson on control is very good. Pupils are very well-behaved, listen attentively and are very eager to respond to the questions.
- 46 The quality of teaching in the Year 2/3 class, which includes pupils of both key stages, is good. The teacher is supported by a very knowledgeable parent who visits the school each week to give pupils experience of control technology. Knowledge and understanding of the subject are very secure and although planning is brief, it is appropriate. The expectations by the teacher of what she expects the pupils to learn are good and the methods used to teach control are also good. The pupils are grouped around the computer and other resources used, such as home-made traffic lights and a toy train set used to teach this strand of IT. The lesson includes revision of programming, questions to the pupils and demonstration by the teacher. The quality of support given to the pupils at other times by classroom assistants is very good. The assistants' knowledge of information technology is good and they encourage the younger pupils to use both hands on the key board by using a simple method. Targets for the next stage of learning are displayed in the IT suite for each strand and pupils are encouraged to set themselves individual targets.
- 47 Provision for information technology is good and is a strength of the school. There is one computer in Class 1. There are nine computers of varying ages in the suite plus a CD Rom and control equipment. The scheme of work is very comprehensive and details what each year group should be learning each term in each strand of IT. Assessment and recording of the pupils' attainment are very good. The co-ordinator has been on a course, is very enthusiastic and gives staff professional development whenever this is needed. Sometimes, two classes combine in the IT suite and the co-ordinator demonstrates and teaches the pupils a particular skill or strand which is needed so that pupils can make progress. Short 15 minute teaching slots are combined with pupils working alone or supported in the suite by assistants. The co-ordinator's plans for the future include buying modelling games for Key Stage 2 pupils and designing a web page. She runs two computer clubs each week. Information technology meets National Curriculum requirements.
- 48 Photographic evidence of the 'IT Week' organised by the headteacher last term shows what an outstanding success the week proved to be in terms of motivating the teachers, assistants and

pupils to ensure that IT becomes a strong feature of the school. Local IT experts and teachers were invited to the school to give demonstration lessons and to organise different experiences for the pupils. Visits were made by the pupils to the secondary school and to Longleat to view the computer systems and to send Emails. Parents were also involved during the week and commented at the meeting that their children's skills in IT had increased substantially as a result of this exciting initiative.

108 **Religious education**

49 Attainment in both key stages is in line with the requirements of the locally agreed syllabus. Although no lessons were observed in Key Stage 1 it is evident, from looking at the work in books, that the pupils are making satisfactory progress. At the end of Key Stage 1 pupils are able to reflect and discuss helping others, know the specific qualities they are looking for in a friend and are learning the stories of Jesus. At the end of Key Stage 2, higher attaining pupils can explain some of the words and phrases in 'The Lord's Prayer' and give possible explanations of why the characters in the Parable of the Good Samaritan behaved as they did. Pupils are able to identify the ways in which religion is important to different people; for example, Islam and Judaism. They are learning about the holy symbols of Judaism and can compare them to the symbols of Christianity. They can describe the importance of belonging to a group and know that having friends means they will not be lonely. They are able to express their thoughts and ideas about a "fair world" and the different conditions that children experience in the Third World. Pupils have a sound knowledge of Christianity; they write the diary of the Easter story accurately and can evaluate the quality of Moses as a leader. It would appear that standards have dropped since the last inspection but the very small number of pupils in each year group and the wide range of ability needs to be taken into account.

50 All pupils, including those with special educational needs, throughout both key stages are making satisfactory progress. An anthology of writing from Class 2 which contains pupils from both Years 2 and 3 shows that they value each other as friends. Their kind comments about specific pupils are thoughtful and ensure that all pupils have high self-esteem. Pupils at the end of Key Stage 2 are very open and honest when they write to God describing some of their behaviour, which they know is unacceptable. An anthology of writing and paintings shows that the pupils are capable of reflection. They write about their favourite places often identifying the school garden and pond, describing how peaceful they are. Pupils can think quietly in such beautiful places and relate how they calm down if they are upset. Progress during the lesson in Key Stage 2 is significantly affected by the poor behaviour of some of the older boys.

51 Pupils' response to religious education in Key Stage 2 is unsatisfactory. A very few older boys are continually calling out loudly and disrupting the lesson. They show a lack of respect for the teacher and other pupils. When they are given a task to carry out, several pupils find it difficult to settle down and get on with it. This is very unsettling for those pupils who do want to work hard, particularly for those very young pupils from Year 3 who have joined Class 3 for this lesson.

52 Teaching is satisfactory in Key Stage 2. Knowledge of the Christian religion is very secure and methods used to teach the meaning of 'The Lord's Prayer' are good. The links with the Parable of the Good Samaritan are imaginative. Planning is satisfactory. Expectations of the pupils' response to the task are good but expectations of behaviour are low. Management and control of the pupils is not secure and the discipline policy is not being implemented. As a result, the progress of the pupils at the beginning of this lesson is unsatisfactory. However, the disruptive pupils do settle down to their tasks after the initial direct teaching session and pupils

do make progress. Assessment of the pupils' knowledge is carried out at the end of a topic and is satisfactory.

- 53 The school has been using units of work extracted from the authority's scheme of work based on the agreed syllabus which will be in place in the county next term. This will ensure that the progressive development of skills and knowledge is planned more effectively. Units of work from the scheme are already being used by the teachers and are very helpful with detailed lesson notes. The co-ordinator has been attending meetings where the new scheme has been disseminated. The policy for religious education is combined with collective worship and shows a lack of understanding of the expectations of the agreed syllabus. This policy was written before the appointment of the present headteacher. Since her appointment, religious education is now part of the taught curriculum and is given a high priority. There are good links with the church. The contribution religious education makes to the spiritual aspect of the pupils' education is good. The requirements of the locally agreed syllabus are fully met.

113

OTHER

SUBJECTS OF THE CURRICULUM

Art

- 54 Judgements are based on a small number of lessons observed and scrutiny of past and present work. Through both key stages, pupils, including those with special educational needs, make satisfactory progress and meet expectations for their age. The last inspection findings showed above average standards in art.
- 55 Pupils at Key Stage 1 learn a variety of techniques such as wash over crayon and use media such as sand and glue. They make patterns to resemble rainbows and use paint imaginatively to create light and dark patterns. In the Year 2/3 class pupils have completed realistic and detailed portraits of Tudor monarchs and have created 3D Tudor castles out of paper and card. They use line and tone appropriately to create Elizabethan symbols. They record their ideas confidently and demonstrate a growing ability to represent what is seen. By the end of Key Stage 2 pupils produce elaborate symmetrical patterns for jewels, linked to their work on Tudors. They make use of shapes from the environment to influence their work. They reflect on and adapt their work identifying ways that they can improve it. Evidence from previous work indicates that they gain a satisfactory understanding of the work of artists and apply this knowledge to their own work. They paint in the style of Monet; they study Tudor miniature portrait painters and create their own portraits of the Tudors and use Seurat's technique of many tiny dots of colour to create images.
- 56 Pupils enjoy their art work. They apply themselves to tasks diligently and demonstrate good levels of concentration. This was particularly so in Class 3 where pupils were obviously thrilled at the prospect of making jewels and concentrated extremely well to complete their task. Pupils are keen to share their ideas with each other and behave well during lessons.
- 57 The quality of teaching is satisfactory. Teachers have secure subject knowledge and generally appropriate expectations. The methods and organisation of lessons are good and the completed miniatures of Tudor monarchs as well as the elaborate jewels the pupils made in the observed lesson are examples of imaginative methods of teaching art. Planning does not identify any extension activities for pupils nor does it always clearly identify subject specific learning objectives or skills to be acquired. Lessons are well organised and pupils' behaviour is well managed. Resources are good and well used to support the content of the lesson.

58 The lack of a scheme of work for art means that progression in pupils learning is not assured and teachers are not well supported in delivering the curriculum. The co-ordinator, who is newly appointed to the post, is aware of the need for a detailed scheme of work in order to ensure progression in pupils' learning.

118 **Design and Technology**

59 Only one design and technology lesson was seen during the inspection period. A scrutiny of pupils' previous work, teachers' plans and discussions with staff was undertaken and this indicates that pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and meet expectations for their age. There is insufficient evidence to make a judgement on progress at Key Stage 2. Above average standards were reported in the last inspection report.

60 The younger pupils in Key Stage 1 make a castle together using gluing, cutting and sticking techniques. Pupils from Years 2/3 in Class 2 design, make and evaluate an object. Their designs are clear and the diagrams well labelled. Some simple evaluations are undertaken reflecting the fact that the clock did not stay on the tower. Class 2 pupils were observed selecting torches which fit specific criteria. They know that the torch must suit the needs of a fictitious girl called Sally. They use an appropriate scale to measure the effectiveness of the torch and evaluate its strengths and weaknesses. The pupils, including those with special educational needs, make good progress in this lesson because the activity is at an appropriate level and engages the pupils' interest.

61 The examples of the Tudor houses on display made by pupils at the end of Key Stage 2 do not demonstrate any design requirements. Skills in making are limited to measuring, cutting and gluing. There is evidence of pupils solving problems but at a simple level.

62 The quality of teaching in Class 2, which contains pupils from both Years 2 and 3, is good. The teacher uses her subject knowledge well to develop pupils' knowledge and understanding. The use of questioning is good to refocus the pupils on the lesson objective. Resources are well chosen, the activity is well planned and assessment is on-going through the lesson.

63 There is no scheme of work in place to support teachers or to ensure progression in pupils' skills of designing and making. The subject co-ordinator is knowledgeable and keen to develop the subject further but constraints on time have prevented this. Resources are limited mainly due to lack of space but are purchased when required. There is a limited number of tools for the effective delivery of the curriculum.

123 **Geography**

64 No teaching of geography was seen during the inspection. Evidence from previous work shows that standards are at the expected level for the age of the pupils in both Key Stage 1 and Key Stage 2. This is a similar picture to the findings of the last inspection. Some imaginative work planned by the teachers includes the youngest pupils finding out what happens to letters they post to friends and relatives in Britain and all over the world. The pupils discover how long their letters take to reach places like New York and South Africa and they identify the countries on a large world map. The pupils in Year 2 pretend to be a bee flying around the immediate area. They write about their adventures and mark their flight paths on a large scale local map.

65 In Key Stage 2 pupils study geography as part of a theme, such as 'Africa'. They can find the countries of Africa on a map and draw bar charts and temperature graphs comparing the rainfall in Benin with that of London. There are good links with the local community by visiting Longleat to study the African animals at close quarters. As part of a history unit of work on the Romans in Britain the pupils draw maps showing the Roman roads as well as making a decision, from a cross-section of a part of the local area showing different soils and a river, which location would be a sensible place to build a Roman villa. Standards have remained the same as those found in the last inspection.

66 Pupils, including those with special educational needs, make satisfactory progress in both key stages. In Key Stage 1 pupils develop their mapping skills and are gaining knowledge of countries in Europe and the rest of the world. Pupils in Key Stage 2 are beginning to understand the importance of location by finding out about triangular trade between Africa and Britain in the nineteenth century. However, it is evident that the pupils in the three different year groups in Class 3 are all given very similar activities and tasks to complete. Insufficient demands are made of the Year 6 pupils.

67 There is no scheme of work for geography. There is a topic-based framework designed to be used over four years but this does not include any identification of the progressive development of geographical skills and knowledge. The humanities policy, covering geography and history, is not helpful as it does not give any guidance to teachers to ensure that the separate skills and knowledge for both subjects are planned for in a constructive way. The co-ordinator is knowledgeable and her medium term planning is unique in that she uses learning objectives to identify what will be taught which leads naturally into an appropriate assessment focus. She is very keen to improve the provision but this is a small school and she already has three other subjects to co-ordinate including information technology which is a core subject and will be making a major contribution to the curriculum in the immediate future.

127

127 **History**

68 Only one lesson was observed in Key Stage 1 during the inspection. Pupils achieve expected standards which is in keeping with the findings of the last inspection. Their reaction to the lesson in which the teacher was 'in role' is a pleasure to watch. Their task in the lesson is to write a letter for Anne, the servant, to her sister who is unable to write. One higher attaining pupil includes some Tudor phrases in his letter, such as "God give you good day."

69 Standards are as expected for pupils of their age in Key Stage 2, which reflects the findings of the previous inspection. The teacher told the story of the battle of the Armada in the lesson observed. During the telling of the story, punctuated with questions, the pupils demonstrated their grasp of the important characters and why King Phillip is attacking Britain. They know which goods might be on the provision ships and can answer questions about the location of the Channel ports. The higher attaining pupils can assess accurately that Francis Drake will attack the outside ships of the crescent formation in order to scatter the fleet. The pupils can identify the ports of southern England, France and Spain which were involved in the battle of the Armada.

70 Good progress is made in Key Stage 1 which is an improvement from the last inspection. The pupils are completely enthralled by Anne, the Tudor servant, and their reaction shows how

pupils can empathise with the everyday lives of people long ago. Pupils, including those with special educational needs, are making good progress in Key Stage 2. Their knowledge of everyday life on the ships in the Tudor period is growing substantially and they are making good progress in their knowledge of the consequences of the main events of the Tudor period. This is in line with the findings of the last inspection. History is used well to develop pupils' literacy skills.

71 The response of the pupils in Key Stage 1 is very good. They are totally engaged when their teacher asks them to shut their eyes while she dons an apron and becomes Anne, the Tudor servant, who cannot read or write. They answer her questions about their own reading and writing skills and agree with enthusiasm to write a letter for her to send to her sister who she misses very much. One pupil asks, "Shall we do it in Tudor language?" They quickly respond to the writing challenge and most write an appropriate letter in the time set.

72 The response of pupils in Key Stage 2 is variable. At the beginning of the lesson a very few exhibit discourteous behaviour but, as the story progresses, they calm down and become interested. Most are fascinated by the story of the battle and listen attentively to the description of the skills and guile of Sir Francis.

73 The quality of the teaching for the pupils in Key Stage 1 is very good. The teacher's knowledge and understanding of how to present a history lesson in role is excellent. Her expectations of the pupils' response to teaching history through drama are high and this method of teaching results in good progress. Planning is appropriate and she tells the pupils what she expects them to learn at the beginning of the lesson. The quality of teaching in Key Stage 2 is satisfactory. Knowledge and understanding of the Tudor period is very secure and expectations of the pupils are appropriate, although the planned task lacks a challenge for the older and higher attaining pupils. The good use of a map on the whiteboard accompanies the account of the story of the Armada, which is told in an exciting manner. Planning is very brief and management of pupils is not always secure. Assessment in both key stages is ongoing and also carried out at the end of the topic in a more formal way.

74 Resources are loaned from the county's library service and consist of a variety of interesting artefacts. There are very good links with the local area and visits are arranged to Longleat House and other places of historical interest. The displays of history around the school are informative and attractive showing good links with English, art, geography and ICT (Information and Communication Technology). The co-ordinator is very enthusiastic, enjoys teaching history and is aware of the lack of a scheme of work which results in the Programmes of Study for history not being identified in planning. The joint policy with geography, referred to in the previous section, is not helpful. The provision in history is effective in developing the social and cultural awareness of the pupils when they investigate the different ways in which people lived long ago.

134 **Music**

75 Two lessons were seen in music, one at each key stage, as lessons are generally undertaken as whole key stage lessons in order to fit in with the school organisation. Evidence from teachers' planning, lessons observed and pupils' response to music, both in assemblies and around the school, indicate that the curriculum for music is covered appropriately.

76 Pupils make satisfactory progress at Key Stage 1 and meet expectations for their age. Pupils in

Year 2 demonstrate their understanding of loud and quiet in music by moving their hands up or down in response to a signal. They perform a short musical pattern accurately and maintain an independent line whilst others stop or start playing. They handle the musical instruments correctly and with respect. Pupils in Key Stage 2, who will be leaving the school at the end of the academic year, meet expectations for their age and make good progress. Well above average standards were reported in the last inspection. Pupils follow musical notation in order to play their percussion instruments at the correct time. Most pupils perform accurately and confidently. They play pieces with several parts and are developing the ability to listen to other performers whilst maintaining their own rhythm. They sing with control of diction, clearly enunciating words and prolonging them as requested. Their singing, however, lacks enthusiasm. Those pupils with special educational needs make sound progress throughout the school.

77 Pupils respond appropriately to the music lessons and listen to the teacher. Behaviour was good in one lesson and satisfactory in the other as some pupils at Key Stage 2 do not respond to the teacher's request for quietness. They concentrate well in order to play their instruments accurately.

78 The quality of teaching in both key stages is satisfactory. Knowledge and understanding of how to teach music is secure but the learning objectives are not always clear in the planning documents and this leads to a lack of focus on teaching musical skills. The lessons have a good, brisk pace and both teachers provide slightly different activities for pupils who learn at different rates and for the wide age range. However, it is very difficult to cater for the needs of all pupils through a whole key stage lesson as well as to address the needs of those children who are under five years of age. The organisation of the music lessons is unsatisfactory for those pupils who are under five years of age. Management of the discipline of the older boys in Key Stage 2 lacks firmness.

79 The co-ordinator is enthusiastic about her subject and discusses developments in music with the Key Stage 1 teacher to ensure coverage of the scheme of work and the provision of a variety of musical experiences. Good use is made of musical productions such as the Christmas play, the leavers' service and church services to enhance the music provision. In assemblies, the pupils sing with enthusiasm and tunefully and the music played on the CD player as the pupils enter the hall is calming and spiritual. Several pupils benefit from peripatetic music provision in Year 6. They are learning to play the flute, clarinet or trumpet. There are two recorder clubs, one for beginners and one for more advanced players. This effectively enhances the music provision as pupils use their expertise in lessons and as part of the school orchestra. Provision for music is sound, which is not in line with the findings of the last inspection when it was described as a strength of the school.

Physical education

80 As reported in the last inspection, the limitations in the school's accommodation remain a handicap to the development of the school's physical education programme as pupils have to travel by bus to the village hall for all indoor physical education activities. The large apparatus stored in the village hall is not easily accessible and therefore its use is limited.

81 Only one lesson in physical education was seen at Key Stage 1 and one swimming lesson at Key Stage 2. There is, therefore, insufficient evidence to make an overall judgement on pupils' progress in physical education which is in line with the findings of the last inspection.

However, evidence from teachers' planning and the scheme of work indicates that the requirements of the subject are largely met.

- 82 Pupils thoroughly enjoy their swimming lesson. They are confident in the water and keen to improve their techniques. Their very good behaviour, combined with the good teaching and their obvious enjoyment had a significant impact on the progress made in swimming. In the Key Stage 1 physical education lesson, pupils were keen to participate in activities and to demonstrate their learning. Pupils follow instructions conscientiously and work together to plan and perform a sequence of actions involving star and rabbit jumps.
- 83 Only one whole Key Stage 1 gymnastics lesson was seen and one swimming lesson at Key Stage 2. The good quality teaching of skills and the use of on-going assessment in the physical education lesson enable the pupils, including those pupils with special educational needs, to make good progress in Key Stage 1. In the Key Stage 2 swimming lesson at the leisure centre, the teaching is good and enables all pupils to make good progress. Both the teacher and the instructor use demonstration very effectively to show appropriate movements for arms and legs in order to perform different strokes or carry out different methods of propulsion through the water.
- 84 There is a two-year rolling programme for physical education to accommodate the mixed age classes and there is an appropriate scheme of work in place. There are several effective assessment procedures in place such as video recordings of pupils' work to evaluate their performance and "Personal Achievement" report cards for physical skills based on the idea of self-improvement over time. Resources are adequate overall and are supplemented by resources from the Top Sport scheme. The inaccessibility of the large equipment stored in the village hall and the lack of a large climbing frame inhibit the full development of the curriculum. The school is continuing to enhance pupils' physical education skills and broaden their interests through extra-curricular activities such as netball, football, Kwik cricket, country dancing and short tennis and through a two day residential visit for pupils in Key Stage 2.

144 **PART C: INSPECTION DATA**

144 **SUMMARY OF INSPECTION EVIDENCE**

85 In addition to a preliminary visit by the registered inspector, a team of three inspectors spent the equivalent of seven days in the school. The team observed 29 lessons in whole or in part. Daily assemblies were attended as well as registration periods and the starts and ends of sessions. In addition to observing lessons, time was given to talking to pupils about their work, hearing them read and reviewing their books and work across the school. Pupils' behaviour in the playground, in the hall and around the school was observed. This amounted to a total of approximately 30 hours.

86 Discussions were held with members of the governing body. All team members interviewed the headteacher. Interviews were held with other members of staff who have responsibilities for subjects and aspects of the school. Discussions were held with support staff. Informal discussions were held with pupils in lessons and around the school. The inspection team also scrutinised the minutes of governors' meetings, curriculum and other policy documents, financial statements, attendance registers, teachers' plans, pupils' records and reports.

87 Before the inspection, the registered inspector conducted a meeting attended by 19 parents and an analysis was made of 29 parental questionnaires.

147 **DATA AND INDICATORS**

147 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	59	3	11	6

147 **Teachers and classes**

147 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4
Number of pupils per qualified teacher:	14.75

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

Total number of education support staff:	5
Total aggregate hours worked each week:	64

Average class size: 19.7

147 **Financial data**

Financial year: 1998/99

	£
Total Income	140963
Total Expenditure	139684
Expenditure per pupil	2290
Balance brought forward from previous year	8193
Balance carried forward to next year	9472

Number of questionnaires sent out:	55
Number of questionnaires returned:	29

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	61	35	0	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	29	4	4	4
The school handles complaints from parents well	23	54	7	8	8
The school gives me a clear understanding of what is taught	15	59	15	11	0
The school keeps me well informed about my child(ren)'s progress	30	56	7	7	0
The school enables my child(ren) to achieve a good standard of work	41	52	3	4	0
The school encourages children to get involved in more than just their daily lessons	48	44	4	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	41	11	4	7
The school's values and attitudes have a positive effect on my child(ren)	45	44	0	7	4
The school achieves high standards of good behaviour	37	41	7	11	4
My child(ren) like(s) school	54	42	4	0	0