

INSPECTION REPORT

LYPIATT PRIMARY SCHOOL

Corsham

LEA area: Wiltshire

Unique reference number: 126185

Headteacher: Mrs D Jones

Reporting inspector: Mrs H Davies
21687

Dates of inspection: 08 February - 10 February 2000

Inspection number: 191296

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Services Cotswold Centre Lypiatt Road Corsham Wiltshire
Postcode:	SN13 9TU
Telephone number:	01225 810537
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Jackson
Date of previous inspection:	13/01/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs H Davies	Registered inspector	RE EN AR GG HI UF	What sort of a school is it ? How high are standards ? How well are pupils taught ? What should the school do to improve further ?
Mrs E Parrish	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs G Beasley	Team inspector	MA SC IT DT MU EO	Pupils' attitudes, values and personal development? How good are the curricular opportunities offered to pupils? How well is the school led and managed?

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

INFORMATION ABOUT THE SCHOOL

Corsham Lypiatt Primary School is situated within the Services Cotswold Centre. The school is maintained by Wiltshire County Council. It is much smaller than most primary schools. The school is unique, as it is the only remaining primary school in the country serving families of army, navy and airforce personnel in the process of upheaval due to transit between postings; discharge and changed family circumstances. Throughout 1998/99 85 pupils attended the school; their average length of stay was approximately two to three months. Pupils transfer from schools in Great Britain, Germany, Cyprus, Northern Ireland and Australia. Most pupils will have attended many schools before coming to Lypiatt. Pupils attainment on entry to the school varies but is generally below average. The gender balance varies from week to week. At present there are 19 pupils on roll, 7 boys and 12 girls. They are aged 4 to 11. During the week of inspection there were 6 children under the age of 5 in school. Teaching is shared between two mixed age classes, with support from a classroom assistant. Currently no pupils speak English as an additional language. The percentage of pupils identified as having special needs is well above average. No pupil has a statement of special educational need. The percentage of pupils receiving free school meals is well above average. The current headteacher has had a one-year secondment since the previous inspection in January 1997. She returned to the school in September 1999. Very high levels of mobility are a significant factor in this unique school.

HOW GOOD THE SCHOOL IS

Staff meet the needs of a highly mobile pupil population well. The school achieves standards that are at least as good as they should be. Pupils have good attitudes to learning. Teaching is at least satisfactory and much is good. Pupils learning is appropriate to their needs. There are very good arrangements for the care of pupils. The school keeps parents and carers well informed about their child's progress. The school has made satisfactory improvements since its previous inspection and it responds adequately to the challenges and issues that it faces. It is inclusive in its policies, outlook and practices and is led and managed in a cost effective way providing satisfactory value for money.

What the school does well

- Relationships within the school are very good.
- The school provides very well for pupils' personal, social and health education.
- Provision for pupils' moral and social development is very good.
- Pupils are very well cared for and their welfare is important to staff.
- There are very good procedures for monitoring and promoting good behaviour.
- Procedures for assessing pupils progress and attainment are very good.

What could be improved

- Provision for under fives is unsatisfactory overall. The school does not plan effectively and resource appropriately all areas of the under fives curriculum.
- Progress is unsatisfactory in information technology at Key Stage 1.
- The physical education curriculum is not fully implemented, in part because of the limited accommodation but also because of unsatisfactory planning.
- The senior management of the school do not always have sufficient opportunities to monitor and evaluate developments effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the previous inspection. The management has looked closely at its organisation and moved from class based teaching of each key stage to shared teaching of all pupils. Pupils at both key stages now understand the purpose of the tasks that they undertake. The school has improved its teaching of English at Key Stage 1. It has implemented the National Literacy Strategy in the way it sees best to meet the needs of pupils in this unique setting. However the match of interest is still not always appropriate when the whole school meet for "together time". Schemes of work have been completed in some curriculum areas but not all. The time allocation for geography is now appropriate. Provision for the under fives is an area for development. The statutory requirements which were not met previously are now effectively in place. The management of the school is in a satisfactory position to build on its strength and improve even more.

STANDARDS

It is not possible to make relevant comparative judgements about the attainment of pupils at the end of both key stages. This is because of the schools uniqueness, and very high mobility rates. The schools results at the end of each key stage are an unreliable indicator of the schools standards. Mobility is high and many pupils are only in school for 8-12 weeks, some for less and a few for longer. Over the last four years results have been erratic at both key stages. At Key Stage 1 in 1998, for example, 4 pupils entered the school the week before testing and all achieved level 2 or 3 therefore the school had 100 percent above average performance at level 2 or above. The following year only 1 pupil was present and did not achieve level 2 so the school had 100 percent below average performance. The schools results cannot be compared with any similar schools, because Lypiatt Primary School is unique, there are no other similar schools. The observed standards achieved by pupils who were present during the week of inspection, indicate that progress is satisfactory in English, mathematics, science, art, design and technology, history, geography and music at both key stages. Progress is satisfactory in information technology at Key Stage 2 but unsatisfactory at Key Stage 1. Progress in physical education is unsatisfactory at both key stages. Progress in the areas of physical development and development of knowledge and understanding are unsatisfactory for the under fives. Pupils progress is satisfactory and they meet the requirements of the locally agreed syllabus in religious education. Bearing in mind the very high mobility rate of pupils, the school generally achieves standards that are at least as high as they should be and pupils make satisfactory progress in most subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	
Attitudes to the school	Pupils have good attitudes to school. They enjoy coming to school and they work hard.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is good. Pupils know the rules well and adhere to them.
Personal development and relationships	This is a strength of the school. Relationships are very good and quickly established.
Attendance	Satisfactory. Most pupils are punctual and lessons start on time.

These aspects of the schools life are considerable strengths. The staff are quick to establish very good relationships with the pupils. This gives the pupils confidence and builds self esteem which has a positive impact on their learning.

TEACHING AND LEARNING

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

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

Literacy and numeracy skills are taught satisfactorily. These skills are used appropriately by pupils in other areas of the curriculum. The school has adapted the strategies to meet the uniqueness of the school. The strength of the teaching lies in the very good relationships developed quickly between staff and pupils. The needs of pupils are effectively met by the early and accurate assessment procedures that are in place. However teachers use of time through the day is not always effective. Some lessons are too short. Teaching is satisfactory or better in 100 percent of lessons. It is good in 44 percent of lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory at Key Stage 1 and 2. It is broad but not always well balanced. Provision for pupils' personal, social and health education is very good. However the curriculum in some areas of learning for the under fives is unsatisfactory.
Provision for pupils with special educational needs	Satisfactory overall. Individual education plans clearly identify pupils areas of greatest need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual and cultural education is satisfactory while provision for moral and social development is very good.
How well the school cares for its pupils	Very well. The school is very effective in looking after its pupils.

The school works well with parents. It tries hard to inform and involve parents in the life of the school. The school provides very well for pupils' personal, social and health education. However opportunities are missed at both key stages in physical education and information technology at Key Stage 1. Provision for the under fives has some weaknesses. The school cares very well for its pupils. Staff quickly get to know and assess newcomers to the school and build very good relationships with each pupil.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives clear educational direction to the school. She is well supported by all staff.
How well the governors fulfil their responsibilities	Governors fulfil their duties effectively. They know and understand the needs of the school very well.
The school's evaluation of its performance	The school is good at identifying its strengths and is beginning to work on its weaknesses.
The strategic use of resources	Satisfactory overall.

The match of teachers and support staff is adequate to meet the needs of pupils. Accommodation is unsatisfactory as it limits pupils achievement in physical education and at present there is no designated outside area for the under fives. Resources are good in most areas of the curriculum except for some aspects of physical education, some areas of learning for the under fives and some aspects of religious education. The headteacher leads by example. Through very good interpersonal skills she develops very good relationships which effectively impact on pupils learning. This is a strength of the school. However senior management of the school do not always have sufficient suitable opportunities to monitor progress towards agreed targets. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased at how quickly their children settle in school • Parents feel that behaviour and attendance are good • Parents feel that teachers have high expectations of their children. • They feel welcome in school. • They feel that the school is well led and managed. 	<ul style="list-style-type: none"> • Some parents said that they would like to see more physical education in school. • Some parents said that they would like more after school activities.

The inspection team agree with all the parents' positive comments. The inspection team also agrees with parents comments about physical education. The school provides a music club once a week, and a homework club is to be established soon. In its unique circumstances it is difficult to provide more activities from within the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. It is not possible to make relevant comparative judgements about the attainment of pupils at the end of both key stages. This is because of the schools uniqueness, its size and very high mobility rates. The school's results at the end of each key stage are an unreliable indicator of the schools standards. Mobility is high and many pupils are only in school for 8-12 weeks, some for less and a few for longer. Over the last four years results have been erratic at both key stages. At Key Stage 1 in 1998 for example, 4 pupils entered the school the week before testing and all achieved level 2 or 3. Therefore the school had 100 percent above average performance at level 2 or above. The following year only 1 pupil was present and did not achieve level 2 so the school had 100 percent below average performance. The school's results cannot be compared with any similar schools, because Lypiatt Primary School is unique.
2. Judgements are made on the observed standards achieved by pupils who were present during the week of inspection. Standards in the areas of learning for children under five vary; this is because the provision of some areas is not planned effectively. Children's learning is satisfactory overall in their personal and social development, in language and literacy, mathematics and creative development. However it is unsatisfactory in their physical development and in the area of knowledge and understanding of the world.
3. Progress is satisfactory in English, mathematics, science, art, design and technology, history, geography and music at both key stages. Progress is satisfactory in information technology at Key Stage 2 but unsatisfactory at Key Stage 1. Progress in physical education is unsatisfactory at both key stages. Pupils make satisfactory progress and standards meet the requirements of the locally agreed syllabus in religious education at both key stages. All of the teaching is at least satisfactory, much is good. A strength of the teaching is the way in which the teachers quickly get to know the pupils, set individual targets and develop very good relationships with pupils. This ensures that pupils generally make satisfactory progress. There is scope for greater challenge in some areas of the curriculum, such as physical education at both key stages and information technology at Key Stage 1 and in some areas of learning for the under fives.
4. In English at both key stages pupils attain standards that are similar to national averages. Pupils settle into school quickly and show confidence in their speaking and listening skills. They are articulate and respond well to the teachers questions. Pupils show an enjoyment of reading and most have developed good strategies for working out unfamiliar words. They particularly enjoy the shared reading of poetry. Pupils are less inclined to write for themselves and some are reluctant to develop their own creative writing. Frequent change of schools and different styles of teaching has an impact on their recorded work.
5. At both key stages pupils make satisfactory progress in mathematics. At Key Stage 1 pupils count confidently to 100 and beyond and by the end of the key stage are developing a good understanding of place value being able to partition numbers into tens and units. They are beginning to use this knowledge to add two two-digit numbers accurately. Learning is effective in those lessons where games are used well by the teacher to motivate and sustain interest. Pupils are beginning to learn the properties of simple two-dimensional shapes and the language associated with this.
6. Pupils at Key Stage 2 are developing an understanding of place value and use this knowledge to successfully add two three-digit numbers. Some pupils are able to check their answers and work out mentally whether an answer is correct. In one lesson pupils partitioned numbers into hundreds, tens and units with the intention of using the skill to develop their adding and subtraction. Pupils have a secure knowledge of the properties of shape, know their tables and are able to multiply and divide by ten.

- 7 In science pupils make satisfactory progress at both key stages. At Key Stage 1 pupils work on life processes related to plants, they recognise and name the leaf, flower, stem and root of a flowering plant accurately. They know that plants need light and water to grow and that flowering plants produce seeds which in turn produce new plants. Pupils make accurate recordings of what they see and discover.
- 8 At Key Stage 2 pupils extended this knowledge further by identifying the parts of a flower including stigma, stamen and anther. They use this knowledge and their understanding to identify scientific similarities and differences between plants. Older pupils begin to classify plants according to their individual features effectively. They look at ways of measuring and recording the growth of plants and whether any patterns emerge in the graphs that they efficiently construct. Pupils use information technology effectively to research and gather information about plants and animals in other parts of the world.
- 9 In information technology pupils make unsatisfactory progress at Key Stage 1 but satisfactory progress at Key Stage 2. At Key Stage 1 pupils have too few opportunities to use information technology to generate and communicate ideas in different forms, such as tables, pictures and sound. They have few opportunities to retrieve and store their work or to use information technology to sort and classify information. Pupils work through talking books regularly during guided reading session.
- 10 At Key Stage 2 pupils make satisfactory progress. Pupils learn to search the Internet to research and support their learning in science, geography and history. They are familiar with the mouse and the keyboard and have good secretarial skills. Many are able to use the cut and paste facility on the computer, for example, to complete a science worksheet.
- 11 At both key stages standards in art, design and technology, history, geography and music are similar to those expected of pupils of this age. Pupils have a worthwhile experience in these subjects while they are at Lypiatt Primary School.
- 12 Pupils with special educational needs have their needs met suitably. They make satisfactory progress and attain standards which are appropriate to their needs. They have good attitudes to their work which are fostered by the very good relationships which are quickly developed by all staff in the school.

Pupils' attitudes, values and personal development

- 13 Children under five settle into school well. They generally have good attitudes to their learning and they behave appropriately most of the time. However, they are not so well behaved during unstructured sessions when they are not directly taught. Children quickly establish good relationships with each other and all the staff in school. They enjoy coming to school and this has a positive impact on their learning.
- 14 At Key Stage 1 and 2 pupils, including those with special educational needs, attitudes to school are good and they enjoy coming to school. They quickly adapt to their new surroundings and form new relationships readily. The school's curriculum organisation of group teaching is learned effectively by pupils and they move to and from lessons quietly and sensibly. The older pupils listen well to each other and to the teacher and contribute to lessons with the confident knowledge that their ideas will be welcomed and valued. Work is approached confidently and the majority of pupils concentrate well.
- 15 Behaviour is good. Pupils, including those with special educational needs, are generally well behaved in lessons. They get along well together at playtimes and although a number of pupils have only been in school for a few days they soon organise themselves into friendship groups and develop co-operative games and activities. This is in direct response to the caring and positive ethos and atmosphere created by the school. Positive rules are clearly displayed throughout the school and are consistently applied by all staff and adults visiting the school. At Key Stage 2 a minority of pupils occasionally display challenging behaviour. This is handled appropriately by

staff. Pupils are well aware of what to do if they are unhappy and have a good understanding of the issues of bullying, racism and sexism. Some pupils are still developing a sense of right and wrong and beginning to consider the impact of their actions on others.

- 16 Personal development is good due to the very high quality relationships which are formed very quickly. Older pupils who at times can present challenging behaviour support younger pupils well during guided reading sessions, as their reading partner. All new pupils are welcomed into school and are effectively shown the routines of school.
- 17 Attendance is satisfactory. During the week of the inspection there were average rates of authorised and unauthorised attendance. Most pupils are punctual coming to school. There have been no recent incidents of exclusion. The school succeeds in promoting good behaviour. Parents are justified in holding positive views about their children's attitudes, values and personal development as they have a positive impact on learning.

HOW WELL ARE PUPILS TAUGHT?

- 18 The quality of teaching is satisfactory overall. Much of the teaching is good. Teaching is at least satisfactory in 100 percent of lessons. It is good in 44 percent of lessons. This is an improvement overall in teaching at both key stages since the previous inspection.
- 19 The quality of observed teaching for children under five is satisfactory overall. These children are taught for most of the time in a group with Year 1 and Year 2 pupils and for some of the time they work in a separate early years area with a classroom support assistant. Staff manage the children effectively and with great consideration. Routines are quickly established for children and adults. However teachers' planning, resources and activities are not always effectively linked to the desirable learning outcomes. This limits children's progress. Support staff effectively share responsibility for the teaching of children under five but are not sufficiently guided by the teachers planning. Resources are inadequate for children's physical development. Staff assess children effectively through ongoing observation, which they record in note form and then transfer to children's records. However in some areas of learning the needs of the youngest children are not fully addressed.
- 20 At both key stages the quality of teaching is satisfactory overall. It is often good. A strength of the teaching is the very good relationships which teachers form with their pupils. Teachers get to know their pupils very quickly and pupils respond in a positive manner settling into classroom routines with the minimum of fuss. Teachers manage their pupils well and a hard working supportive ethos permeates the classrooms. This has a positive effect on pupils achievement.
- 21 The teachers share responsibility for teaching all of the pupils. Teachers are based in the literacy or numeracy rooms. Pupils move according to the timetable to these rooms. Teachers plan, prepare and teach literacy or numeracy to all pupils each week, then they reverse the process. This means that the skills of both teachers are shared effectively. The school functions as a harmonious whole sharing teaching and learning.
- 22 Teachers are aware of and sensitive to the special educational needs of their pupils. They plan lessons carefully to provide appropriate activities for these pupils and do their best to give them the extra support they need. This is done most effectively when teachers are helped by support staff who work with a small group of pupils with special needs, sometimes within the classroom and sometimes in a separate area. Here well focused tasks and intensive staff support promote sound progress.
- 23 Generally teachers make satisfactory use of time although some lessons are too short for the older pupils. In literacy, for example, pupils enjoy the whole group session and are motivated to record their own work but there is insufficient time to complete the task and to discuss the learning that has taken place. When pupils across the school are brought together for 'Together Time' content is often pitched too low for older pupils' interest and attainment. This was an issue in the

previous inspection and still needs to be addressed. Literacy and numeracy skills were observed in pupil made class books these skills are taught effectively and regularly and are made relevant to pupils.

- 24 Teachers know their pupils well and they group them according to levels of attainment so that the work is well matched to pupil's needs in lessons. Teachers use whole class, group and individual teaching strategies as appropriate. All staff make very good use of praise for work and effort. Various strategies and incentives are used to motivate pupils successfully and pupils respond positively to this approach. Good use is made of homework to consolidate learning.
- 25 In numeracy the aural and mental starter is not always planned sufficiently well to develop focused mental arithmetic skills, having too much content to extend learning or not being included at all. The guided reading groups are well planned and effectively improve learning. Pupils enjoy the range of activities offered and are motivated by 'Wellington Square', a structured reading programme effectively used for some older, lower attaining pupils. Literacy and numeracy are developed soundly through other subjects including science when numeracy is developed effectively through the analysis of data and literacy through learning new scientific vocabulary.

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

- 26 The curriculum for the under fives is unsatisfactory overall. Children under five do not always have their entitlement to an appropriate early years curriculum met. Activities offered are not always appropriately planned for the acquisition of early learning skills in all areas of development.
- 27 The curriculum is generally broad but not always well balanced, as too little time is allocated for physical education at both key stages and information technology at Key Stage 1. The school's decision to take the pupils swimming every week makes a positive contribution to physical activity. However there are no other planned opportunities for physical education to take place.
- 28 The previous inspection stated that the school should develop schemes of work for the non-core curriculum. Some of these are now in place. However following guidance the school is awaiting information about the new requirements for the non-core subjects in September 2000, before completing the remainder. There are satisfactory long term plans to ensure coverage in all subjects. However there is no policy or scheme of work for the under fives.
- 29 There is a lively music club held after school for all pupils who wish to enjoy a variety of fun musical games and singing activities. There are appropriate opportunities for visits and they are used effectively to support curriculum areas such as geography and history. The very good displays around the school create a welcoming and stimulating learning environment, celebrate pupils' work and motivate their learning. When pupils hang up their coats, they travel through time to Narnia.
- 30 The school provides well for pupils' personal development. Health issues including anti-drug awareness and sex education are taught through an appropriate personal and health education programme. The school is part of a close-knit community and the community worker, nurse and local vicar are regular visitors to the school. Pupils often move quickly to schools abroad or at home and the school provides informative records to the receiving school to ensure a smooth transition. There are good relations with the playgroup on site and younger pupils share the outdoor resources on occasions.
- 31 The provision for pupils with special educational needs is satisfactory. Individual education and behaviour plans are relevant and match the learning and personal development needs of pupils. Lessons are differentiated for this group and the learning assistant supports pupils well, especially during guided reading activities each afternoon.

- 32 The provision for pupils' spiritual, moral, social and cultural development is good overall. The school's very strong commitment to develop pupils' confidence and raise self-esteem is highly successful.
- 33 Provision for spiritual development is satisfactory. Assemblies are mainly Christian in character and provide opportunities for pupils to reflect on values and moral issues. One assembly led by the vicar from the local church gave pupils good opportunities to learn about the purpose and meaning of Baptism and to consider the symbolic use of water, a candle and a cross in the service. In all aspects of school life, pupils learn to value each others contributions to discussions and have appropriate opportunities to talk about their feelings.
- 34 Provision for pupils' moral development is very good. The school has very high expectations of behaviour and has very good procedures for reinforcing the rules and rewards system. These rules are very positive and clear and support the moral development of pupils very well through fostering respect and good manners. Pupils are reminded gently that 'it is your turn to listen' or 'it is another pupils time to speak'. Pupils new to the school are quickly made aware of the schools expectations, for example, through assemblies, a well-structured personal and social education scheme of work, also from other pupils. The school's behaviour policy is known to all staff, governors and parents who follow the code consistently. Any instance of racist or sexist comment is dealt with immediately and sensitively making sure that pupils are made aware of need to treat all people equally.
- 35 The school provides very well for pupils' social development. New pupils are well supported on their first day. Learning support assistants are always on hand and give very good support to those pupils who need it. Staff provide very good role models and treat each other and pupils with respect. Very good relationships are established very quickly and a very caring staff reinforces group rules consistently. Pupils learn quickly how to work and play in a small community.
- 36 Provision for pupils' cultural development is satisfactory. Teachers draw on pupils experiences of places they have lived in and visited around the world. This also helps pupils to feel valued and secure in their new surroundings. Other aspects of cultural development are taught through history and mathematics by looking at the use of pattern and shape in clothing for example, and through art by studying techniques and artists from Africa. Pupils learn satisfactorily about other cultures, for example through art, and history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 The safe, caring and supportive environment of the school enables pupils to settle down quickly and make the very most of their short stay at Lypiatt. This is a major strength of the school. Pupils have complete confidence in the security and support that the school provides and this helps them to concentrate on their learning. The good standards in pupils' welfare, support and guidance noted in the last inspection report have been maintained. There are good procedures to assess and monitor pupils' academic performance and the school provides good support and guidance to help pupils to improve.
- 38 All staff make a positive contribution to the school's warm and caring ethos. They ensure pupils feel at home in their first days in school and encourage their classmates to be friendly and welcoming. In spite of the short time pupils are in the school, teachers and support staff work quickly to get to know them and then respond readily to their needs. They listen carefully to what pupils say and value their contributions in lessons. This helps to raise pupils' confidence and self esteem and ensures that pupils are relaxed about seeking help.
- 39 The school works hard to ensure that welfare and safety are always reflected in the quality of care they give to pupils. There are very thoughtful and effective procedures for promoting pupils' well being and very good relationships throughout the school. Child protection procedures are very well established and staff handle issues in a very sensitive manner. There is very close co-operation with the Cotswold Service Centre and with outside support agencies. The health and

safety policy is well monitored with no outstanding issues and this is an improvement on the last inspection report. There are good arrangements for first aid, and fire drills are held regularly. All pupils are supervised well in the playground where a particular feature of the school is the way in which all pupils play happily together.

- 40 There are very good procedures to promote good behaviour and the school functions as a calm and happy community. There is a very effective behaviour policy which encourages good behaviour by positive praise and a rewards system which pupils value. Staff reinforce the school rules consistently. There is no evidence of bullying or harassment and staff give pupils the confidence to talk about anything that worries them. There are very effective measures to promote good attendance and it is made clear to parents that they must inform the school if their child is absent. A few parents fail to do so and there are good systems in place to follow up absences and to monitor overall attendance.
- 41 There are effective arrangements for assessing pupils' progress and the teachers use this information well to guide their planning for lessons. Many pupils arrive without records from their previous school and teachers work quickly to assess pupils' abilities in their first few days. These assessments are thorough and are used well to identify pupils' needs and to help set suitable learning targets. Pupils' performance is monitored every week in English and mathematics and the information gained is used well to help teachers plan and target their lessons in order to help pupils to improve.
- 42 Teachers build up a good picture of pupils' strengths and weaknesses in their work, behaviour and personal development, and these are recorded in each pupil's individual profile. Procedures to identify pupils who need extra help are satisfactory and the school follows the recommendations of the national Code of Practice. There is good liaison with outside support agencies. The school readily acknowledges pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of group rewards when pupils reach targets which are greatly prized and which encourage pupils to achieve more. Each pupil has personal targets which are related both to their academic work and to their behaviour and personal development. These are monitored for success and discussed regularly with pupils and parents. Parents are pleased with the individual care the school gives to each of their children and they are justified in holding these views.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 43 The school is committed to working in close partnership with parents and this has a beneficial impact on the quality of life within the school. In the inspection questionnaires and at the pre-inspection meeting parents registered their strong support for the school. They particularly praise the close attention paid by the headteacher and her staff to any concerns they raise. Inspection evidence supports parents' satisfaction with the way in which the school works in partnership with them.
- 44 Parents are well informed about school activities by a good system of letters and newsletters. The school prospectus and welcome booklet give clear information about school routines and invite parents to share any concerns they may have with teachers.
- 45 Some three weeks after joining the school, parents are invited to share details of the assessment that has been made on their child and to discuss their progress with the teacher. They are also given details of their child's personal targets to help them improve. Parents of children with special education needs are kept well informed of their progress and are encouraged to attend reviews of their individual education plans.
- 46 The school is warm and welcoming to parents and relationships with staff are relaxed and friendly. In the questionnaire and at the meeting all parents said they felt comfortable approaching school. Parents are encouraged to become involved in the life of the school by helping in the classroom and a few make a regular commitment to help, for example by helping with computer skills. The school values any help that parents feel able to make. Parents are

always asked to sign the home/school partnership agreement and many co-operate readily, for example by listening to their children read at home and by reporting absences promptly. Many parents demonstrate their interest in the school by attending open evenings, coming to school assemblies and supporting school activities. However, the pressures that many families face between postings or changed family circumstances prevent some parents from contributing to their children's learning, for example by listening to them read or by helping with homework. The governing body is very sensitive to the difficulties confronting parents during their time at the school and is currently looking at ways to ease the situation, for example, by setting up a homework club.

- 47 In the questionnaires, a few parents raised concerns about the amount of information they received about children's progress and about the range of activities outside lessons. In the view of the inspection team, the information already provided for parents is good and the school readily responds to any requests for extra information. Some parents said that they would like more after school activities. There is currently provision for a music club. And a homework club is to be set up. In its unique circumstances it is difficult to provide more activities from within the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 The headteacher supported by the governing body gives clear educational direction to the work of the school. The school's aims and values support its unique ethos and purpose. These are very clearly communicated to all staff, governors, pupils, parents and visitors to the school and are reflected in all its work. The aims of the school to create a caring place where pupils grow in self-confidence and raise self-esteem are highly effective. There are very good relationships and a shared commitment to achieve the schools aims and values.

- 49 The governing body supports the school very well through its shared commitment to ensure the ethos is maintained and to raise the educational opportunities and standards. Governors have a good understanding of the school's strengths and are beginning to understand its weaknesses. Regular visits to the school enable them to see the pupils working. Their policy to delegate a subject responsibility to each governor effectively informs their reports and discussions at meetings. There is a good committee structure including a curriculum, finance and personnel committee and identified governors for special educational needs, literacy and numeracy. Governors are fully informed and show a very good understanding of their areas of responsibility. However membership of three new statutory committees have not as yet been identified.

- 50 There are weakness in the monitoring of the curriculum and teaching. The school identifies its strengths well and identifies appropriate areas for development in its development plan. However staff do not have sufficient appropriate opportunity to monitor teaching and evaluate its effectiveness. The practice of sharing the leadership of core subjects means that no one person takes responsibility for long term development and this weakens monitoring of curriculum organisation and teaching, and the collective impact on pupils' attainment. Issues about the use of time during lessons and over the day and the inclusion of all subjects to give pupils their full entitlement to a broad and balanced curriculum would be addressed through the implementation of a structured monitoring programme. There are effective appraisal procedures in place and the school has an appropriate induction policy for new staff.

- 51 Financial procedures are satisfactory. The school's administrative officer keeps good records of the budget and provides clear information to the governing body to ensure effective monitoring of spending decisions. Appropriate use is made of technology to support procedures and allow regular information to be accessed for scrutiny. Grants are used for their specific purpose and sound monitoring of the standards fund and national grid for learning grants take place. The principles of best value are applied satisfactorily, given that the uniqueness of this school. All major spending decisions are discussed fully at governing body meetings. Issues raised in the most recent audit report in June 1999 have been satisfactorily addressed.

- 52 There is a satisfactory match of staff to meet the needs of the school. However the accommodation is unsatisfactory and does not meet the needs of all subjects. Due to the low

ceiling, the hall is unsuitable for some aspects of physical education curriculum, including gymnastics and games. There is no designated secure outside area at present for the under fives. These factors have a negative impact on pupils progress. The school is attractively decorated and reflects its welcoming and caring ethos. The pupils are encouraged, through the care and considerable thought teachers have put into creating this positive learning environment, to care for the resources and their surroundings. There are sufficient resources to support the teaching of all subjects except some aspects of religious education and some aspects of physical education and some areas of learning for the under fives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve the provision for children under five by:
 - a) producing a whole school policy for the early learning goals. (Paragraph 28. 53)
 - b) fully implementing the planning for the early learning goals. (Paragraph 54)
 - c) providing appropriate resources where necessary for the early learning goals. (Paragraph 54. 61)

2. Raise standards in information technology at Key Stage 1 by:
 - a) meeting the statutory requirements to consistently and rigorously teach all elements of the information technology curriculum at Key Stage 1. (Paragraph 97. 100)
 - b) assessing pupils' progress in information technology on a regular basis. (Paragraph 100)

3. Raise standards in physical education by:

Where accommodation allows implementing most areas of the physical education curriculum at both key stages. (Paragraph 108)

4. Monitor and evaluate the targets set in the school development plan more closely so that their impact on pupils learning is monitored by:
 - a) identifying the person responsible for the subject. (Paragraph 50. 70. 77 .83)
 - b) having clearly defined success criteria. (Paragraph 50)
 - c) setting a time scale. (Paragraph 50)

Other minor weakness

1. Governors to form all of the required statutory committees. (Paragraph 49)
2. Review the match of interest for pupils in "together time". (Paragraph 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	44%	56%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		19
Number of full-time pupils eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	83
Pupils who left the school other than at the usual time of leaving	81

Attendance

Authorised absence

	%
School data	91.9
National comparative data	94.1

Unauthorised absence

	%
School data	1.6
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	15
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	10
Average class size	8

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	

Financial information

Financial year Note the school is funded for 35 pupils.	1998/9
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	£
Total income	99670
Total expenditure	98478
Expenditure per pupil	4924
Balance brought forward from previous year	2892
Balance carried forward to next year	4084

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	14
Number of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	50	8	0	0	42
Behaviour in the school is good.	58	25	0	0	17
My child gets the right amount of work to do at home.	25	33	25	17	0
The teaching is good.	42	58	0	0	0
I am kept well informed about how my child is getting on.	25	42	17	17	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	33	58	0	0	8
The school works closely with parents.	42	17	33	0	8
The school is well led and managed.	42	58	0	0	0
The school is helping my child become mature and responsible.	42	33	17	0	8
The school provides an interesting range of activities outside lessons.	33	8	17	17	25

Twelve questionnaires were received, eight questionnaires written by four parents, each with two children in school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 53 During the inspection there were six children under five in the school. When children come to the school their attainment varies but it is generally below average. Progress in the areas of learning for children under five varies, this is because the provision is not always planned effectively. Children's learning is satisfactory overall in their personal and social development, in language and literacy, mathematics and creative development, however, it is unsatisfactory in their physical development and in the area of knowledge and understanding of the world. Lack of structured play activities was a key issue in the previous report. This has been addressed in some measure by the setting up of an early years area but the school lacks a whole school coherent under fives policy.
- 54 The quality of observed teaching for children under five is satisfactory overall. The children are taught for most of the time in a group with Year 1 and 2 pupils and for some of the time they work in a separate early years area with a classroom support assistant. Staff manage the children effectively and with great consideration. Routines are quickly established for children and adults. However teachers' planning, resources and activities are not effectively linked to the desirable learning outcomes. (Early learning goals from September 2000). This limits children's progress. Support staff effectively share responsibility for the teaching of the children, but are not sufficiently guided by teachers' planning. Resources are generally adequate except for physical development. Staff assess children through ongoing observation which they record in note form and then transfer to children's records.
- 55 The curriculum for the under fives is unsatisfactory overall. Children under five do not always have their entitlement to an appropriate early years curriculum and the activities offered are not always appropriately planned for the learning of early skills through structured play activities.
- 56 Children make satisfactory progress in their **personal and social development**. The quality of teaching in this area is satisfactory. Children become familiar with the school routines quickly. They begin to feel confident about being left, although some of the very youngest children still need some extra attention and reassurance. Most listen to their teachers attentively. They respond well to the praise and encouragement that they receive from the adults. Many play co-operatively in a variety of situations, while some are still happy to stand and watch. Relationships are very good between staff and children and children are beginning to learn how to relate to one another well. Children learn to take turns, for example in circle time, but some still need reminding. Some find it difficult to share appropriately. Most will attain the desirable learning outcomes by five.
- 57 Children make satisfactory progress in their **language and literacy development**. The quality of teaching in this area is satisfactory. Speaking and listening skills are developed effectively and the school places appropriate emphasis on developing these skills, although more adult intervention for individuals or small groups would promote greater progress. Children enjoy listening to stories and they learn about books and how to use them. Children learn that books tell a story and they correctly manage the book following from left to right, turning the pages appropriately. They enjoy responding to stories. However when asked about a story they sometimes reply in short sentences. Children are encouraged to write their names and a few do so well while others are still at the mark making stage. Children learn the sounds that letters make and some are able to combine two sounds, for example, a and m to make am, a few children were able to make three letter words such as Sam, Pam, ham and jam. Most children will achieve the desirable learning outcomes by the age of five.
- 58 Children make satisfactory progress in their **mathematical development**. The quality of teaching in this area is satisfactory. Children are given many opportunities and resources to explore number, shape and measurement. Many of the children are still happy to explore the materials. They begin to learn mathematical language through practical activities. Children create patterns using beads and shapes. Role play provides them with opportunities to think about

money. They enjoy playing in the shop, buying and selling fruit and snacks. Some children make regular use of simple language to describe objects and their relationships. Children enjoyed counting frogs to five and a higher attaining child knew that if she had six frogs that was one too many for the game. Most children will achieve the desirable learning outcomes by the age of five.

- 59 Children make satisfactory progress in **creative development**. The quality of teaching is satisfactory in this area. Opportunities are provided for imaginative play and children have opportunities to respond to the stimulating areas created for them, reacting in a variety of ways to what they see, feel, hear and touch. The children join adults in singing familiar lines from favourite songs. They play untuned percussion instruments confidently. Children draw, paint, and make models with growing control. Children worked hard at developing cutting and sticking skills when making teddy bears and a patchwork quilt. Their work is carefully displayed and they are always praised and encouraged to do their best. Many will achieve the desirable learning outcomes by the age of five.
- 60 Children make unsatisfactory progress in the development **of knowledge and understanding of the world**. The quality of teaching in this area is unsatisfactory. When they come to school many children have a limited awareness of the world around them. The curriculum provides children with limited opportunities to gain knowledge about what goes on in the world about them. Few opportunities are offered for them to explore and recognise features of living objects and events in the natural and man made world, and to look closely at similarities, differences, patterns and change. Activities requiring the selection of materials and tools for folding, joining and building to extend their practical skills. are limited. Few gain experiences using a technology to support their learning. Most will not achieve the desirable learning outcomes in this area by the age of five.
- 61 Children make unsatisfactory progress in **physical development**. The quality of teaching in this area is unsatisfactory. They are given few opportunities to use and exercise their whole bodies. There is little equipment which will encourage them to run, hop, skip, balance and throw. They have few opportunities to move confidently and imaginatively developing increasing body control and co-ordination and an awareness of space. There is no safe, well resourced and interesting outdoor play area with a range of small and large equipment and balancing and climbing apparatus for them to use, and develop their skills. Children are not given sufficient opportunities to develop the manipulation of tools. There is a poor balance between indoor and outdoor activities. Most children will not achieve the desirable learning outcomes by the age of five.

ENGLISH

- 62 It is inappropriate to judge the attainment of pupils for whom this school caters against national averages. Most pupils are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those with special educational needs, make satisfactory progress in English at both key stages. This is an improvement since the previous inspection. This is evident in pupils' speaking, listening, reading and writing across the curriculum, with writing, slightly below the other areas. Pupils make satisfactory progress in speaking and listening. Pupils gain in their capacity to sustain concentration in listening to teachers in lessons across the curriculum. Pupils are willing to answer teachers' questions in ways that show they have understood what has been said or read to them and they feel that their answers will be valued.
- 63 At both key stages progress in reading is satisfactory. Older pupils become increasingly able to read simple text without adult help. Most younger pupils progress soundly in recognising familiar simple words by sight and in relating sounds to letters or combinations of letters. Phonic skills are taught to all pupils and those having difficulty receive an appropriate level of reinforcement in their learning.
- 64 Satisfactory progress is made at both key stages by pupils in forming letters correctly, legibly and with consistent size. However, some older pupils are still not using a cursive script, although

standards of legibility and neatness are generally satisfactory. There is steady progress in attempts to write sentences with short, common words properly spelt. The vocabulary and forms used show some imaginative thinking. Pupils wrote interesting poetry in the style of Peter Dixon. Punctuation shows satisfactory progress in knowledge about using capital letters and full stops, although the habit of using them regularly still needs reinforcing.

- 65 Pupils generally respond well to their lessons in English. They enjoy listening to and discussing stories and particularly poetry when a feeling of awe and wonder is sometimes created. Most pupils are more enthusiastic about reading than writing for themselves. Attitudes to books are generally good. Behaviour in lessons is almost always good and sometimes very good. Most pupils co-operate well with each other, with teachers, with support staff and with other adults who volunteer their help in the classroom. Older pupils often support younger pupils particularly in the guided reading sessions.
- 66 The quality of teaching is satisfactory overall. Often it is good. This results in a good response from the pupils and sound progress being made by them. Teaching of individual literacy lessons within the National Literacy Strategy is almost always good. The school has adapted the strategy to meet the needs of this unique school. It adheres closely to the strategy for three days of the week and is more flexible on the other two days. The guided reading groups are well planned and effectively improve learning. Pupils enjoy the range of activities offered and are well motivated by the structured reading programmes provided especially those used for some older, lower attaining pupils.
- 67 Teachers have good knowledge of the subject and of their pupils. They plan their lessons appropriately and have suitable learning intentions for all pupils. However some lessons are too short for the oldest pupils. Teachers generally match the tasks to pupils' wide-ranging ages and levels of attainment effectively. Planning is also often imaginative in the ways it tries to capture pupils' interest, for example through use of the two bears Sam and Pam in sound work for the youngest pupils.
- 68 The strongest feature of the teaching is the effective management of pupils which leads to calm, orderly and purposeful lessons. These qualities also reflect sound skills of organisation and provision of resources to support learning. Teachers generally have a very good rapport with pupils while very effective use of rewards, and stimulating presentation of tasks, encourages good attitudes and behaviour. Teachers keep a sound check on the progress individual pupils are making.
- 69 Less able pupils, including those with special educational needs, are generally given appropriate work and extra help. This is most effectively done when teachers or support assistants take a small group for intensive, well-focused tasks using special resources. The school exploits well its very good partnership with parents by involving parents through reading diaries in hearing their children read. Other appropriate homework tasks are also set. Pupils at Key Stage 2 use information control technology skills appropriately to develop literacy skills, for example, through word processing. There are good links with art and design and technology as pupils make and illustrate many of their own books. Resources are attractive, well maintained and capture pupils interests.
- 70 The co-ordination for literacy in the school is shared. This means that no one person is at present responsible for monitoring the literacy curriculum and evaluating the impact of the teaching on pupils progress. Since the previous inspection planning of the curriculum has improved at Key Stage 1.

MATHEMATICS

- 71 It is inappropriate to judge the attainment of pupils for whom this school caters against national averages. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those with

special educational needs, make satisfactory in mathematics at both key stages. Standards have been maintained since the previous inspection.

- 72 At Key Stage 1 pupils count confidently to 100 and beyond and by the end of the Key Stage are developing a good understanding of place value being able to partition numbers into tens and units. They are beginning to use this knowledge to add two two-digit numbers accurately. Learning is most effective in those lessons where games are used well by the teacher to motivate and sustain interest. Pupils are beginning to learn the properties of simple two-dimensional shapes and the language associated with this. However when pupils learn to add and subtract mentally the work is not always focused sufficiently on specific learning objectives therefore pupils learning is less effective.
- 73 Pupils at Key Stage 2 continue to develop an understanding of place value and use this knowledge to successfully add two three-digit numbers. Some pupils are able to check their answers and work out mentally whether an answer is correct. In one lesson pupils partitioned numbers into hundreds, tens and units with the intention of using the skill to develop their adding and subtraction. Scrutiny of the pupils books and display around the walls showed that pupils have a secure knowledge of the properties of shape, know their tables and are able to multiply and divide by ten.
- 74 Pupils respond well to mathematics. Pupils enjoy their work and are enthusiastic, particularly when they are working on their individual targets. Many are keen to continue beyond the allotted time in some lessons. These lessons help pupils develop good working patterns and habits. Younger pupils work well together, in pairs co-operating effectively on group tasks.
- 75 The teaching of mathematics is satisfactory overall. Teachers plan activities which are interesting and lively. The school has adapted the national numeracy strategy to meet the needs of this unique school. It adheres closely to the strategy for three days and is more flexible on the other two days. However, some numeracy lessons are too short for older pupils to complete their work or to extend their learning. When pupils work towards individual targets, learning is effective.
- 76 The curriculum is broad and balanced and meets statutory requirements. The National Numeracy Strategy is used as a basis for a scheme of work and those very few pupils who stay at the school for longer periods benefit from the continuity and progression it provides for the curriculum. There are good links made with history through the study of Egyptian and Roman calendars, and the use of graphs to record results in science. There was little evidence of the use of information communication technology to support learning.
- 77 The co-ordination of numeracy in the school is shared. This means that no one person is at present responsible for monitoring the numeracy curriculum and evaluating the impact of the teaching on pupils progress. Since the previous inspection the school has continued to make effective initial assessments, so that they know what pupils are able to do when they first arrive. Assessment is good and targets are clearly set for pupils but they are not always linked effectively in the National Numeracy Strategy lesson.

SCIENCE

- 78 It is inappropriate to judge the attainment of pupils for whom this school caters against national averages. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils including those with special educational needs, make satisfactory progress in science at both key stages. Standards have been maintained since the previous inspection.
- 79 At Key Stage 1 pupils work on life processes related to plants, they recognise and name the leaf, flower, stem and root of a flowering plant accurately. They know that plants need light and water to grow and that flowering plants produce seeds which in turn produce new plants. Pupils make accurate recordings of what they see and find out. At Key Stage 2 pupils extend this knowledge further by identifying the parts of a flower including stigma, stamen and anther. They use this

knowledge and their understanding to identify scientific similarities and differences between plants.

- 80 Older pupils begin to classify plants according to their individual features effectively. They look at ways of measuring and recording the growth of plants and whether any patterns emerge in the graphs that they efficiently construct. Pupils use information communication technology effectively to research and gather information about plants and animals in other parts of the world. Pupils are taught new scientific vocabulary effectively and an appropriate emphasis is placed on the development of skills through scientific investigation, for example, through experimenting and investigating to see which type of ball bounced the highest.
- 81 Pupils respond well to science. They enjoy the practical activities planned in science lessons. Younger pupils listen well to the teacher and show interest in their work. They are keen to contribute and know that their observations will be valued. Older pupils particularly enjoy games linked to scientific work such as building the parts of a flowering plant, these activities give the teacher a good opportunity to assess the pupils' understanding. Pupils patiently wait for their turn and wish each other luck to throw the correct number which allows the flower to be completed.
- 82 The teaching of science is satisfactory overall. The interesting and interactive teaching helps to keep all pupils motivated well. Resources are used effectively to focus pupils' attention and to gain their interest. In one lesson where pupils were being taught about the rate of growth of a flowering plant, learning was made more effective and interesting because the teacher used previously collected data to construct a graph with the pupils. Pupils showed sustained concentration as the graph was constructed and discussed the results effectively.
- 83 The curriculum is broad and balanced and meets statutory requirements. The school uses the Wiltshire and Quality and Curriculum Authority guidelines. They effectively support teachers in their planning for appropriate learning objectives for a wide range of pupils who enter the school. The co-ordination for science in the school is shared. This means that no one person is at present responsible for monitoring the science curriculum and evaluating the impact of the teaching on pupils progress.

ART

- 84 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations during the inspection indicate that the majority of pupils, including those with special educational needs, make satisfactory progress at both key stages. Pupils have a worthwhile art experience while at the school. This is similar to that found during the previous inspection.
- 85 Pupils experiment with a range of media and are given a sound foundation in the development of the creative, imaginative and practical skills, needed to express ideas and to record their observations. Pupils have sound opportunities to use and select from a range of materials for pattern making, printing and drawing. They develop appropriate terminology to express ideas extending their literacy skills, for example, when they described the different textures of modelling clay. Pupils develop skills in painting and observational drawing, they use clay and other materials and experiment with visual colour, shape and form. Younger pupils have observed and painted bridges effectively and made an attractive collage of the story about the Three Billy Goats Gruff. They have printed with leaves well. Pupils have looked at the style of different painters, for example, Rembrandt and Monet.
- 86 Older pupils have made attractive collages, using a variety of skills and media, for example, of "Tiddalick" and Joseph, "Any Dream Will Do". Pupils have made careful observational mask drawings. An attractive space display in the main entrance welcomes parents into the school. Some pupils have their own sketch books for developing individual work. There are good links with literacy, for example pupils travel through Narnia each time they go to the hall and pupils make and illustrate many of their own books. Pupils enjoy their work in art and are keen to talk about what they have achieved. They take a pride in their work and it is always displayed attractively by the staff.

DESIGN AND TECHNOLOGY

- 87 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations. Most pupils are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those with special needs, make satisfactory progress at both key stages. Standards have been maintained since the previous inspection.
- 88 At Key Stage 1 pupils use construction kits to design and build models appropriately. In cooking sessions they plan, design, make and evaluate sandwich fillings and cake ingredients effectively. There are good links with literacy, for example, in the work displayed about 'The Mouse House' pupils made different houses for a mouse from old Wellington boots and a selection of recyclable materials. Younger pupils use scissors safely and join straws and tissue paper successfully to make their models of flowering plants.
- 89 At Key Stage 2 pupils further develop their designing and making skills. They learn how to use a wider range of materials and mechanisms to build structures and control movement. Pupils learn new and appropriate vocabulary. Pupils cook on a weekly basis. Two boys learnt about and were enthralled by the texture, smell and taste of demerara sugar, an ingredient they say they have never come across before. Pupils are encouraged to talk about their mixtures and to consider the range and amount of spices to add for additional flavour when making spice buns. They learn to evaluate the out come of their work.
- 90 Pupils response to design and technology is good. They particularly enjoy cooking and listen carefully to the adult. They show great interest asking and responding to questions well. Younger pupils concentrate well, they are enthusiastic and respond effectively to the interesting resources, for example, in the 'Garden Centre' role-play area and potting shed, where they plan and design their own gardens. They are confident with a range of materials and equipment and use tools safely. All except the very youngest pupils are able to clear away independently.
- 91 The quality of teaching is satisfactory overall at both key stages. A strength of the teaching is the very good relationships that teachers develop with pupils. The emphasis of teaching is placed upon effective making skills with planning and evaluating not always systematically included in all activities. There is a policy and long term overview which supports teachers planning. However, there is no scheme of work as the school is awaiting further guidance on the curriculum for September 2000.

GEOGRAPHY AND HISTORY

- 92 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those with special educational needs, make satisfactory progress in both subjects at both key stages. Standards have been maintained and geography now receives an appropriate amount of time.
- 93 At Key Stage 1 pupils learn appropriately about their environment and the people who live there. They are beginning to develop an awareness of the wider world. Pupils investigate their surroundings using geographic enquiry skills. They learn about their lives and the lifestyles of familiar people in the recent past and about famous people, such as musicians and artists. Pupils are beginning to develop an understanding of time by listening to stories and asking questions.
- 94 At Key Stage 2 they have used dates and historic events to place people and developments that have taken place during the last millennium. Pupils learn satisfactorily how places in the wider world are linked to one another. They have looked at changes in the environment over the last millennium. In one lesson pupils using original source material effectively learnt about pupils who had attended Lypiatt School since it was opened. They discover where the pupils had come from and they collected and recorded this information well.

- 95 Teaching is satisfactory at both key stages. A strength of the teaching is the way that teachers use pupils personal experiences from living abroad to develop new skills and knowledge. There is a satisfactory policy and a brief long term plan but no scheme of work.

INFORMATION TECHNOLOGY

- 96 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those with special needs, make unsatisfactory progress at Key Stage 1 but satisfactory progress at Key Stage 2. Standards have not been maintained since the previous inspection.
- 97 At Key Stage 1 pupils have too few opportunities to use information control technology to generate and communicate ideas in different forms, such as tables, pictures and sound. They have few opportunities to retrieve and store their work or to use information technology to sort and classify information. Pupils work through talking books regularly during guided reading session.
- 98 At Key Stage 2 pupils make satisfactory progress. Pupils learn to search the Internet to research and support their learning in science, geography and history. They are familiar with the mouse and the keyboard and have good secretarial skills. Many are able to use the cut and paste facility on the computer, for example, to complete a science worksheet.
- 99 Pupils have very positive attitudes to information technology activities. They work collaboratively on modelling programs to find clues to reveal the identity of a burglar. Pupils work well in pairs to enter data onto the computer screen before being shown how to manipulate the data around the screen. They treat the resources with respect taking care to replace software to its rightful place. Pupils are proud to show off their skills and talk effectively through programs they know.
- 100 The quality of teaching is satisfactory at key stage 2 but unsatisfactory at Key Stage 1. At Key Stage 1 too few opportunities are offered to pupils to extend and monitor their information technology skills. At Key Stage 2 the learning support assistant and a volunteer parent have good expertise and make a positive contribution to pupils learning. The strength of the teaching lies in the very good relationships created between pupils and adults.
- 101 The curriculum is broad and balanced at Key Stage 2 but not at Key Stage 1. Information technology is not identified as a discrete subject in the long-term plan, although it is included as a cross-curricular theme in some subject areas. The school is aware of the need to address this and has already identified it as a priority in the school improvement plan. The school has adopted the Wiltshire and Qualifications and Curriculum Authority schemes of work, but these have not yet been fully implemented and are not used systematically to teach all pupils the necessary information technology skills.
- 102 The school has been able to purchase new computers, a scanner and printers through the national grid for learning initiative. It also has two laptops and access to the Internet through an ISDN line. This has significantly raised the profile of the subject throughout the school and has enabled standards to rise at Key Stage 2. The school plans to develop the scheme of work to include the use of information technology through all subjects. There is a satisfactory number and range of resources to meet the demands of the national curriculum.

MUSIC

- 103 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those with special educational needs, make satisfactory progress at both key stages. Standards are not as high as reported in the previous inspection.

- 104 At both key stages singing is satisfactory, although some pupils are reluctant to sing up, due to being new in school and feeling unsure about things. However pupils are soon put at their ease and they sing the school hymn 'One More Step' enthusiastically. Pupils sing this hymn to their friends, who already know that they are moving to a new school. Pupils play simple pieces of accompaniment effectively. They sing a variety of familiar songs to piano and guitar accompaniment satisfactorily, however some pupils do not always know the words. Pupils listen attentively and compare sounds using simple musical terms. Older pupils have studied the different styles of composers over the last millennium including Handel and The Beatles. There are good links with other subjects, for example, Handels fireworks music was used as a stimulus for art.
- 105 In the one lesson observed during the inspection, most pupils at both key stages joined in willingly although a small minority of pupils displayed challenging behaviour. This behaviour was dealt with well by the teacher. She skilfully included them in her own group which allowed all pupils to learn about the musical signs denoting crescendo and diminution. The majority of pupils worked well together to produce and perform a rhythmic composition, incorporating newly taught elements of music getting louder and quieter. There is an opportunity for pupils to perform for parents at special assemblies and at Christmas.
- 106 The quality of teaching is satisfactory at both key stages. All pupils are able to take part in the after school music club which gives them good opportunity to extend their musical knowledge, understanding and skills, through many musical activities. There is a policy and long term overview which supports teachers planning. The school uses a commercial scheme of work satisfactorily.

PHYSICAL EDUCATION

- 107 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those with special educational needs, make unsatisfactory progress at both key stages. This is in part due to the limitations of the building. The hall ceiling is low and this limits gymnastic activity. The hall is also used for storage of furniture and equipment which further limits its use. However unsatisfactory planning also contributes to unsatisfactory progress.
- 108 The school has taken the decision to teach swimming on a weekly or fortnightly basis to all pupils. However, this does not always occur because of transport limitations or the number of pupils involved. Whether pupils swim or not, there are no other planned physical education activities for pupils. Therefore pupils at both key stages have few opportunities to participate in games, developing skills of throwing, rolling, bouncing and striking or to learn the elements of games play including chasing, dodging and using available space. Pupils gymnastic activities are limited because of the inside space restrictions, however, opportunities are missed for floor work. Opportunities to develop control, co-ordination, poise and evaluation in dance are also missed. Pupils do not always have the opportunity to respond to the moods of music and express their feelings through dance. At Key Stage 2 pupils do not have sufficient opportunities for athletic activity.
- 109 Teaching is unsatisfactory at both key stages. The curriculum is neither broad nor well balanced. There is a policy statement but long term planning is unsatisfactory and does not support teachers in their practice.

RELIGIOUS EDUCATION

- 110 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations. Most are only at Lypiatt School for a short time and few were at the end of a key stage. However, observations made during the inspection indicate that pupils, including those

with special educational needs, make satisfactory progress at both key stages and meet the requirements of the locally agreed syllabus. Standards have been maintained since the previous inspection.

- 111 Pupils progress well in reflecting on their own and others thoughts, feelings and beliefs. This happens effectively not only in religious education but also in school assemblies and within the programme of personal and social education. The whole life of the school supports the process of helping pupils to reflect on, value and respect their own and others' feelings and beliefs.
- 112 Younger pupils learned effectively about the "Foolish Man" who built his house on sand. Pupils have learnt the story of Joseph. Pupils think carefully and effectively about the morals in stories and begin to relate it to their own lives. Older pupils know mainly about Christianity but some recall the differences between other world religions. They know, for example, that symbols, artefacts and celebrations are important to Christians and people of the Jewish faith. In collective worship pupils learn effectively about Baptism. They listened attentively to the story of John the Baptist. Pupils learn appropriately about the symbolism of the cross, water and a lighted candle.
- 113 Pupils show a good level of interest in their work, listening well to the adults and joining class discussion thoughtfully. Pupils satisfactory progress and positive attitudes are the result of very good relationships between pupils and other adults in the school. Sensitive promotion of pupils' willingness to reflect on personal thoughts and feelings is a strength of the teaching in religious education lessons and at other times.
- 114 Teaching is satisfactory at both key stages, teachers follow the locally agreed syllabus but focus mostly on Christianity. Resources are adequate for Christianity but other faiths are not so well represented.