

INSPECTION REPORT

SHRIVENHAM CE PRIMARY SCHOOL

Shrivenham

LEA area: Oxfordshire

Unique reference number: 123158

Headteacher: Mr. P. Causer

Reporting inspector: Mr. P. Belfield
21661

Dates of inspection: 3 – 5 July 2001

Inspection number: 192524

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	28 High Street Shrivenham Swindon Wilts.
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Appropriate authority:	Governors
Name of chair of governors:	Mrs. M. Disney
Date of previous inspection:	March 1997

Team members			Subject responsibilities	Aspect responsibilities
21661	Peter Belfield	Registered inspector	Science, Information and Communication Technology, Religious Education Foundation Stage and equal opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19693	Sally Hall	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30398	Chris Scola	Team inspector	English, History, Geography, Physical Education and special educational needs	How good are the curricular and other opportunities offered to pupils?
22788	Sue West	Team inspector	Mathematics, Art and Design, Design and technology, Music and English as an Additional Language	Pupil's attitudes, values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school mainly serves the village of Shrivenham but some pupils attend from the surrounding villages as well as from Swindon, the Royal Military College of Science and the Joint Services Command and Staff College. The school is smaller than most schools with 147 boys and girls on roll. About 10 per cent of the school's population changes each year as families move in and out of the area. Just under three per cent of the pupils are learning English as an additional language, which is higher than most schools. None of these pupils are at an early stage of language acquisition. Four per cent of the pupils are entitled to free school meals, which is lower than average. Thirty-two per cent of the pupils are on the school's register of special educational needs which is above average and two pupils have a Statement of Special Educational Needs. There are six classes: a Reception class, two infant classes and three mixed age classes in the juniors - Y3/4, Y4/5 and Y5/6. The pupils' attainment covers a broad range when they start at the school but it is above average overall. The school has appointed three new teachers during the course of this academic year. At the time of the inspection, the headteacher was absent due to illness and the deputy headteacher led the school and continued to teach her class. A temporary teacher taught the Year 1 class during the inspection week.

HOW GOOD THE SCHOOL IS

The class teachers work very hard to ensure that the pupils receive a good quality education. The pupils' work reaches a very good standard because of the very good teaching. Overall, however, the school lacks direction and planning for improvement and the governors do not receive sufficient information from the headteacher to form a view of the school's strengths and weaknesses. They are not sufficiently involved in shaping the direction of the school. The school provides satisfactory value for money.

What the school does well

- The pupils' work in English, mathematics and science reaches a very good standard.
- The teaching is very good.
- The pupils have very good attitudes to their work and their behaviour is very good.
- The children make a very good start to their school life in the Reception Class.
- There is good provision for the pupils' spiritual, moral and social and cultural development.
- The teachers know the pupils well and plan the work well to meet their needs.

What could be improved

- The co-ordination of Religious Education is unsatisfactory and standards are below average.
- The headteacher does not provide the governors with the information that they need to monitor the work of the school. The school improvement plan does not review what has been achieved and it does not shape the direction of the school's work in the longer term.
- The monitoring of teaching and learning is very limited and the newly appointed teachers do not receive effective guidance and support.
- The role of the subject co-ordinators requires further development.
- The arrangements for checking health and safety are unsatisfactory.

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 generally satisfactory progress since the last inspection in March 1997. The quality of teaching and learning has improved and is now very good overall. The results achieved by pupils in the national tests at age 11 have risen steadily and the school's challenging targets have been met. There has been a recent and significant rise in the standards achieved in reading by the age of seven. The provision for geography

and design and technology has improved. However, there has been little improvement in the weaknesses identified in the last report in the leadership and management of the school. There are still shortcomings in the way in which the school plans for future developments and evaluates its performance. The governors are given too little information to be effective in checking the school's performance. Other weaknesses are still present: the headteacher's role in monitoring teaching and learning has seen little improvement and the role of the subject co-ordinators remains underdeveloped as they are not provided with sufficient opportunities to monitor the quality of learning in their subjects

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	A	A	C
Mathematics	B	B	B	C
Science	A*	A	C	E

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

These results relate to the pupils who took the tests in 2000. They show that the pupils' performance in English was well above average; in mathematics it was above average and in science it was average. The results in English and mathematics were in line with those in similar schools; science was well below those in similar schools. Taking the school's results over the last three years together, the pupils' performance has been well above the national average. The school exceeded its challenging targets for both English and mathematics. There has been a continuing rise in standards over the past four years.

The work that the pupils were doing during the inspection was well above average in English, mathematics and science. The improvement in the pupils' performance is largely due to the class teachers' analysis of their pupils' performance in the national tests and more focused teaching to overcome weaknesses. Pupils of all abilities achieve well and they make good progress in relation to their prior attainment. This is reflected in the most recent national tests results for 11 year olds when 90 per cent of the pupils reached Level 4 or above in English; 90 per cent in mathematics and 95 per cent in science. The percentage of pupils attaining the higher Level 5 in these subjects was also high. By the time they leave the school, the pupils are very competent readers. They enjoy reading for pleasure and have a very good understanding of what they read and are able to read and research independently. They write with flair and accuracy, adapting the style of their writing confidently to suit different purposes. The pupils have a very good understanding of numbers and calculate mentally both quickly and accurately. They are very good at explaining how they have arrived at answers and find alternative methods. They are adept at solving mathematical problems.

This improvement in the pupils' performance is also evident in the infants and the standards in reading, writing and mathematics in the current Year 2 are well above average. The careful analysis of test results and the targeting of weaknesses in the pupils' knowledge and understanding has been a significant factor in raising standards. This is very evident in reading. The pupils have been provided with more challenging texts and have been taught more effective strategies for reading unfamiliar words. The pupils have been set challenging individual reading targets which they have met. The children in the Reception class make good progress. Most children are on course to reach the early learning goals in all of the areas of learning by the time they enter Year 1. A quarter of

them are likely to exceed these goals except in their physical development. There is a lack of suitable large equipment out-of-doors to enable them to achieve the same rate of progress in their physical development.

The standards that the pupils attain in information and communication technology are above national expectations. They develop good skills in word processing and are able to use computers effectively to support and extend their work across the curriculum. The work in religious education is patchy and varies in quality from class to class. The agreed syllabus has not been implemented systematically across the school and the provision is currently unsatisfactory. Overall the pupils do not achieve as well as they should and standards are below what might be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy their work and are very keen to improve. They concentrate well and take pride in their achievements.
Behaviour, in and out of classrooms	Very good. The pupils are polite, kind and considerate. They listen attentively in lessons and work hard, enjoy their lessons and give of their best.
Personal development and relationships	Very good. The pupils grow in confidence and self-esteem. They show great respect and care for property and each other. The pupils work and play together happily. They are confident when talking to adults and they enjoy helping adults in the classroom and around the school.
Attendance	Attendance levels are above average. The pupils are very eager to come to school.

The very good relationships amongst pupils and staff create a pleasant working atmosphere which supports the pupils' learning. The pupils willingly take on responsibility and the older pupils take care of the younger ones. The pupils' good attendance and punctuality 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	Very Good	Very Good	Very Good

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

The quality of teaching is very good. Sixty-six per cent of the lessons seen were very good or better. In twenty-one per cent of the lessons the teaching was good and in twelve percent it was satisfactory. There was no unsatisfactory teaching. The teachers know the pupils well. They plan interesting, challenging lessons and, as a result, the pupils are eager to learn. The teachers have high expectations of the pupils' work and behaviour. They plan work that is almost always well matched to the needs of the pupils. All of the pupils achieve well. There is a very good working atmosphere in the classrooms. The teachers make very good use of their assessments to provide work that builds on what the pupils already know and can do.

The teaching of English and mathematics, including literacy and numeracy is very effective. All of the lessons are planned well; the teacher and the pupils are clear about the targets for learning and the work is challenging. The teachers responded very positively to the advice provided by the Local Education Authority in relation to their teaching of English and

mathematics. This has resulted in work that is more closely matched to the pupils' needs and abilities. A strong feature of the teaching in mathematics is the way in which the teachers devise problems linked to real-life situations or the pupils' personal experiences and this makes the learning very relevant. The teachers use questions that promote the pupils' thinking and accelerate their rate of learning. The pupils are interested in their work and are keen to do well. They make very good progress in lessons and over time. The teaching of those pupils with special educational needs and those for whom English is an additional language is very good. The level of work ensures that the pupils make very good progress and a high number of these pupils reach Level 2 in the national tests for seven year olds and Level 4 for eleven year olds.

A high priority is given to the development of the children's language, literacy and numeracy for those pupils in the foundation stage in the reception class and the quality of teaching is very good.

There are some areas for development in the teaching. The scrutiny of the work in Year 1 reveals that the pupils' progress has slowed since the class was formed at the beginning of the Summer term. Whilst the work of the temporary teacher has been satisfactory, the management support for this teacher has been inadequate. In addition, the arrangements for teaching the class in the afternoon have been subject to frequent and often last minute changes. This has resulted in the class making slower progress than might be expected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum is very good in the Reception class. It promotes high achievement for all pupils and a full range of learning experiences that are rich and stimulating. The curriculum is good in the infants and juniors. There is an appropriate emphasis on literacy and numeracy and the pupils have good opportunities to explore their ideas, investigate why things happen and solve problems.
Provision for pupils with special educational needs	Very good. Procedures for the identification and assessment of pupils with special educational needs are in place and the needs of pupils who have statements of special need are fully met.
Provision for pupils with English as an additional language	Very good. The pupils are well supported and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides a strong moral framework. The pupils are encouraged to set their own targets for personal development and many opportunities are provided for the pupils to learn how to become caring, effective members of the community.
How well the school cares for its pupils	Although the school provides good educational and personal support for its pupils and is a caring community, the arrangements for child protection are unsatisfactory.

The curriculum is broad and balanced overall but Religious Education has not been carefully planned and standards vary from class to class. The school has maintained the very good links with parents and carers found at the time of the last inspection. The arrangements to ensure the pupils' welfare, health and safety are unsatisfactory. The child protection policy is only in draft form and has not yet been approved by the governors. The

health and safety policy is a very brief statement and contains no indication of who is responsible or how and when monitoring will be done. Risk assessments have been carried out but few of the recommendations have been implemented. Regular fire drills are not conducted or recorded.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall but there are weaknesses in the management of the school by the headteacher. The school lacks direction and planning for improvement and the governors do not receive sufficient information from the headteacher to form a view of the school's strengths and weaknesses. The deputy headteacher is very effective in managing the curriculum and supporting the drive to raise standards.
How well the governors fulfil their responsibilities	The governing body is very committed to improving the school and there is an appropriate committee structure in place. The governors are not sufficiently involved in shaping the direction of the school.
The school's evaluation of its performance	The school has an improvement plan that identifies what it intends to do to improve the school in the current year. The plan is not costed. There is no evaluation of what was done before and no information about developments beyond one year. The evaluation of the pupils' performance is carried out rigorously by the deputy headteacher and weaknesses are addressed.
The strategic use of resources	Specific grants are used for their intended purposes but there is no clear link with priorities in the school development plan. The school provides satisfactory value for money.

There is little monitoring of teaching and insufficient support and guidance available to help teachers if they encounter difficulties. The role of the subject co-ordinators is underdeveloped as they are not provided with sufficient opportunities to monitor the quality of learning in their subjects. The co-ordination of religious education is unsatisfactory. There is no co-ordinator for art and music and this affects the quality of the work in these subjects. The deputy headteacher, who has a very heavy workload, is expected to oversee these subjects. The school has an appropriate ratio of teachers to pupils and there is sufficient additional adult support available in classrooms. The classroom accommodation and the level of resources are adequate although there is limited provision for the youngest children's outdoor education. The day-to-day management of school's finances is good, but governors are not provided with information about the impact of their spending decisions on the work of the school. The governors seek to apply the principles of best value to all areas of expenditure but they lack the information to form a judgement on how successful they have been.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards attained by their children. • The good teaching their children receive. • The school expects their children to work hard and do their best. • The way the school encourages their children to become mature and responsible. • The children's behaviour. 	<ul style="list-style-type: none"> • The range of activities outside lessons • The amount of homework provided.

The inspection findings endorse all of the positive views expressed by parents. The range of extra-curricular activities is broadly average for a school of this size and the inspection team judges that the pupils are given an appropriate amount of work to do at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils' attainment covers a broad range when they start at the school in the Reception class but it is above average overall. By the time they reach the end of the Reception year, most children are likely to reach the goals expected for their age in all of the areas of learning with about a quarter of them likely to exceed the goals except in their physical development. There is a lack of suitable large apparatus for outdoor learning. The children of all abilities and those with English as an additional language achieve well because the work is planned to meet their individual needs.
2. The results of the 2000 tests for seven year olds show that the pupils performance in reading, writing and mathematics was average and below that in similar schools. Results in reading had declined since 1997 but in the most recent test results for the current Year 2 pupils there is a significant improvement. All but one of the pupils reached the expected level and a quarter of the pupils reached the higher level three or four. The writing results, which had been above or well above average prior to 2000 have also improved with half of the current Year 2 pupils achieving the higher level 2A and level 3 in the most recent tests. In mathematics, standards have fluctuated between average and above average.
3. The results of the 2000 tests for eleven year olds show that: the pupils' results in English were well above the national average and in line with those in similar schools; their performance in mathematics was above the national average and in line with similar schools; their performance in science was average but well below that of pupils in similar schools. Taking the school's results of the eleven year old pupils over the last four years together, their performance has been well above the national average. The school exceeded its challenging targets for both English and mathematics in 2000. There has been a continuing rise in standards over the past four years.
4. Overall standards have risen. The work that the seven year old pupils were doing during the inspection indicates that the standards in reading, writing and mathematics in the current Year 2 are well above average. The careful analysis of test results and the targeting of weaknesses in the pupils' knowledge and

understanding has been a significant factor in raising standards. This is very evident in reading. The pupils have been provided with more challenging texts and have been taught more effective strategies for reading unfamiliar words. The pupils have been set challenging individual reading targets which they have met. The most recent test results confirm this improvement in the standards attained by the pupils. There is no significant variation in the standards achieved by boys and girls.

5. The standards of work of the eleven year old pupils have also risen. It is now well above average in English, mathematics and science. The improvement in the pupils' performance is largely due to the class teachers' analysis of their pupils' performance in the national tests and more focused teaching to overcome weaknesses. Pupils of all abilities achieve well and they make good progress in relation to their prior attainment. This is reflected in the most recent national tests results for 11 year olds when 90 per cent of the pupils reached Level 4 or above in English; 90 per cent in mathematics and 95 per cent in science. At least thirty percent of pupils reached the higher Level 5 in these subjects.
6. Pupils of all abilities make good progress, overall, in most aspects of their work because the teachers know them well and plan work that meets their needs. However, the progress made by the pupils in Year 1 is slower than in other classes due to the inconsistency of the teaching arrangements. The pupils with special educational needs and those with English as an additional language are well supported. The more able pupils are set challenging work and so they learn at a rapid rate.
7. The pupils in the infants develop a very good sight vocabulary of commonly used words and good phonic skills, so that by the age of seven around half of the pupils reach the higher level 3 in their reading. This is a significant improvement on recent years and is due to the very effective teaching. By the time they leave the school, the pupils are very competent readers. The majority attain at the higher level, reading with interest confidence, fluency and accuracy. They enjoy reading for pleasure and have a very good understanding of what they read and are able to read and research independently. In the infants the pupils make slow progress in Year 1 but in Year 2 they quickly learn to sequence simple sentences, spell common words correctly, use punctuation well in their written work and by the start of the junior stage the majority have already developed a good cursive script. Good progress continues in the juniors and by Year 6 the pupils write with flair and accuracy, adapting the style of their writing confidently to suit different purposes. The pupils' skills in listening are good. They listen carefully to the teachers and each other and take account of what others say before they offer their own contributions to discussions.
8. By the end of the infant stage in mathematics the pupils are quick and accurate with numbers. They have a very good understanding of how the value of a digit changes according to its position in a number. The pupils count in 2s, 5s and 10s, and have a basic understanding of division. They identify odd and even numbers and can double 2 digit numbers.
9. The pupils build on this very good understanding of numbers in the juniors and by the time they leave the school they have a good knowledge of percentages, fractions and decimals and can interchange these competently. They are able to calculate mentally both quickly and accurately. They are very good at explaining how they have arrived at answers and find alternative methods. They are adept at solving mathematical problems.
10. The standards in science have risen. Following the fall in standards by the eleven year old pupils in 2000, the subject co-ordinators identified where the pupils had weaknesses. The teachers then took account of these weaknesses in their

planning which resulted in greater emphasis being placed on providing the pupils with more investigative work. By the age of seven the majority of pupils have a firm grasp of how to devise a fair test and can explain why it is necessary to observe results carefully and note what happens. In the juniors the emphasis on investigative and experimental work continues and by the time they leave the school the pupils' knowledge of the different aspects of science is good.

11. The standards that the pupils attain in information and communication technology are above national expectations. They develop good skills in word processing and are able to use computers effectively to support and extend their work across the curriculum. The work in religious education is patchy and varies in quality from class to class. The agreed syllabus has not been implemented systematically across the school and the provision is currently unsatisfactory. Overall the pupils do not achieve as well as they should and standards are below what might be expected.

Pupils' attitudes, values and personal development

12. The attitudes and behaviour of pupils in the school are very good. These, together with the very good relationships amongst pupils and staff create a pleasant working atmosphere, which supports the pupils and has a significant effect on their learning.
13. The children in the reception class have very good attitudes to school. They establish good habits and quickly adapt to routines becoming happy and confident. They cooperate well with each other sharing equipment and resources with the minimum of fuss. They are interested in the activities provided for them and concentrate for increasing lengths of time on tasks that are set by the teachers and those they choose for themselves. The children are attentive when required and follow instructions well. This is particularly evident in physical activities where they are beginning to realise the importance of obeying the rules.
14. In the infants and juniors the pupils' attitudes to school are very good and all pupils enjoy school life. They join in lessons with enthusiasm. They are eager to learn and in many of the lessons observed their attitudes were very good and sometimes excellent. They listened attentively and answered questions sensibly and thoughtfully. They approached the tasks set eagerly and worked well either independently or small groups. This was particularly evident during Literacy and Numeracy lessons in Year 6, Year 5 and Year 2 where pupils made valuable contributions to oral sessions discussing strategies with a mature attitude. In their puppet making the pupils in Year 2 persevered with their stitching and concentrated hard to produce their best work.
15. The behaviour of pupils throughout the school is very good. A useful behaviour policy is in place. The pupils behave well in lessons and during the inspection period no instances of inattentiveness or unacceptable behaviour were observed. The teachers have high expectations of appropriate behaviour and pupils understand this and a good working environment is created in most classrooms. On the isolated occasions when pupils shouted out or worked noisily, this was because of their enthusiasm for the tasks in hand. In the playground and at lunchtimes the pupils behave sensibly with older and younger pupils playing well together. To all adults they are courteous and polite. There is no evidence of bullying and no pupils have been excluded in recent years.
16. The quality of relationships throughout the school is very good and this contributes greatly to the pupils' motivation and consequently to their learning. The pupils get on well together and when the need arises they work well cooperatively, collaborating to achieve successful outcomes. This was particularly evident in Year 4 when pupils searched the school campus to investigate the habitats of minibeasts and reported their findings to the class, and also in Year 2 where pupils took turns to re-

pot plants in their investigations on growth. There were several instances during the inspection period when pupils sensitively supported friends who felt ill or distressed, or helped those who had misplaced lunchboxes.

17. The pupils' personal development is very good. They respect each other's opinions offering their own ideas without belittling the views of their classmates. They are patient when some pupils give incorrect answers and in their group work they automatically support those who need help. As they progress through the school they willingly take on small class responsibilities and frequently use their own initiative to put things away or fetch equipment that they need to use. By Year 6 the pupils have a keen awareness of the meaning of 'responsibility' and say that they are expected to adopt more sensible attitudes in helping each other and their teachers. Some pupils emphasised that they did not wait to be asked but looked for ways in which they could help their teacher when she had so much to do. The pupils are encouraged to offer ideas for school events and to put them into practise. They raise money for charity, run stalls at the school fayre and organise acts for the end of term talent competition. They leave the school as mature and competent young people aware of their responsibility to themselves and to the communities in which they live.
18. The pupils have maintained the good attendance record found at the time of the last inspection. The attendance rate of 95.8 per cent is above that found in similar schools and the unauthorised absence rate of 0.3 per cent is broadly in line with the national average. The vast majority of parents bring their children to school on time and the school day starts promptly. The pupils' good attendance and punctuality has a positive impact on their learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is very good. Sixty-six per cent of the lessons seen were very good or better. In twenty-one per cent of the lessons the teaching was good and in twelve percent it was satisfactory. There was no unsatisfactory teaching. The teachers know their pupils well. They plan interesting, challenging lessons and, as a result, the pupils are eager to learn. The teachers have high expectations of the pupils' work and behaviour. They plan work that is almost always well matched to the needs of the pupils. All of the pupils achieve well. There is a very good working atmosphere in the classrooms. The teachers make very good use of their assessments to provide work that builds on what the pupils already know and can do. Information and communication technology is used very effectively to extend the range of the work in subjects such as English, mathematics and science. This interests and motivates the pupils. Homework is set at an appropriate level and builds effectively on what the pupils learn in class.
20. The teaching of English and mathematics, including literacy and numeracy is very effective. All of the teachers have a thorough knowledge of the requirements of the National Literacy and Numeracy Strategies. The teachers' competency in teaching phonics is good in the infants and the word level work is taught systematically in all classes. The basic skills are taught thoroughly and so the pupils have a firm foundation on which to build. All of the lessons observed were planned carefully; the teacher and the pupils were clear about the targets for learning and the work was challenging. The teachers responded very positively to the advice provided by the Local Education Authority in relation to their teaching of English and mathematics. This has resulted in work that is more closely matched to the pupils' needs and abilities. Reading standards in the infants had not been high enough in recent years. However, the effective use of the improved range of reading resources and the increased emphasis on guided reading, and the provision of more challenging texts for the most able pupils, has now raised standards considerably by the end of Year 2. A very good feature of the teaching in both the infants and the juniors is the way in which the teachers make writing activities more

relevant and interesting for the pupils. In Year 2 the visit to Sutton Courtney and the topic on mini-beasts provided the knowledge and stimulus to enable the pupils to write imaginatively and at length. In Year 6, the teacher's carefully chosen text and excellent questioning enabled the pupils to understand how newspaper reporters can use language to persuade or alter the reader's views.

21. The teaching of mathematics is very good. A strong feature is the way in which the teachers devise problems linked to real-life situations or pupils' personal experiences and this makes the learning very relevant. The teachers use questions that promote the pupils' thinking and accelerate their rate of learning. The pupils are interested in their work and are keen to do well. They make very good progress in lessons and over time. In a Year 4/5 lesson the teacher matched the subtraction work to the varying ability of the pupils. All were challenged appropriately and made good progress.
22. The teaching of those pupils with special educational needs and those for whom English is an additional language is very good. The level of work ensures that the pupils make very good progress and a high number of these pupils reach Level 2 in the national tests for seven year olds and Level 4 for eleven year olds. In all of the lessons observed the classroom assistants were very well deployed and worked very effectively with groups and individual children. The pupils appreciate the help that they are given. The impact of the work of the learning support staff, particularly those working with pupils with special educational needs, is very good and significantly enhances their learning.
23. The teaching of those pupils in the foundation stage in the reception class is very good. A high priority is given to the development of the children's language, literacy and numeracy. The class is taught by two part-time teachers. The teachers have a very good knowledge and understanding of the ways in which young children learn and are sensitive to their individual needs. They plan jointly and the steps in the early learning goals are used in planning to meet the needs of the varying abilities of the children in the class. The teaching is well planned and challenging; the pupils respond well and try hard to succeed.
24. There are some areas for development in the teaching. The scrutiny of the work in Year 1 reveals that the pupils' progress has slowed since the class was formed at the beginning of the Summer term. Whilst the work of the temporary teacher has been satisfactory, the management support for this teacher has been inadequate. In addition, the arrangements for teaching the class in the afternoon have been subject to frequent and often last minute changes. This has resulted in the class making slower progress than might be expected.

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

25. The curriculum for Reception children in the Foundation Stage is very well organised and ensures that all of the children receive a very good grounding in the early skills of Literacy and Numeracy. The pupils are encouraged to learn through very well planned and carefully prepared practical activities. Tasks are planned to ensure that the children have many opportunities to develop independent learning skills and to make choices and decisions about their learning. Detailed planning, and excellent communication between all staff concerned with the Foundation Stage children, ensure that all activities are purposeful, stimulating, challenging and enjoyable. The very good curriculum for the Reception children has a very positive impact on their learning and progress and prepares them very well for their transfer to the infant stage of education. This is a considerable improvement since the previous inspection.
26. The school provides a good, well-balanced curriculum for pupils in the infants and juniors. It fully meets the requirements of the National Curriculum and provides

equality of opportunity for all of the pupils. All subjects are taught regularly and appropriate amounts of time are allocated to each subject. This has a beneficial effect on the pupils' progress and attainment. The provision for religious education has not been carefully planned into teaching programmes and coverage has been inconsistent across the school. This affects the standards that the pupils achieve. They vary from class to class but are overall below average. A new scheme of work has been devised that follows the Locally Agreed Syllabus but it has yet to be adopted by the governors and fully implemented across the school. Sex education and personal and social education are appropriately taught with health education and the use and misuse of medicines are taught as part of science and personal and social education.

27. The school has placed great emphasis on the successful introduction and implementation of the National Literacy Strategy and the National Numeracy Strategy. This has helped to raise standards in English and mathematics since the last inspection. The teachers' planning in both the infants and juniors is good and the work is well matched to the pupils' needs and abilities.
28. All schemes of work are now in place apart from religious education. They clearly show what the pupils are expected to learn from year to year. There has been a great improvement in the provision for design and technology since the last inspection and this has raised significantly the standards achieved in the subject. The key issue from the last inspection of developing the scheme of work in geography to support teachers' planning has been addressed. The only other minor weakness is that currently the balance of time allocated to the different topics in history and geography in the infants is uneven. However, the subject co-ordinator has redesigned the way in which these will be taught next year. Opportunities for the pupils to develop skills across all subjects have continued to improve, especially in information and communication technology and design and technology.
29. The provision the school makes for the assessment and support of pupils with special needs is very good and the school fully complies with recommendations of the Code of Practice. Procedures for the identification and assessment of pupils with special educational needs are in place and the needs of pupils who have Statements of Special Educational Needs are fully met. Individual education plans are in place for all pupils who are on the school's special educational needs register and these are regularly reviewed. They are of very good quality and contain clearly stated and measurable targets. Since the last inspection the policy has been updated and there is now a nominated governor for special educational needs who regularly liaises with the school and has a very good overview of special educational needs across the school.
30. The school makes good use of the resources in the community. It has strong links with local associations such as the Local History Society and the Tennis Club. Good use is made of the immediate locality to visit shops, farms, museums, nature reserves and churches. The expertise of parents and other local resources are well used. Visits take place throughout the school year to enrich the curriculum, such as to Sulgrave Manor, Legoland, the GWR and the Planetarium to develop history, geography and science skills. The school welcomes a variety of visitors from the local and wider community. Various students from local colleges and universities undertake work experience in the school. The school has good links with its partner secondary schools. Specialist teachers from these schools teach in the school and provide particular expertise, especially in physical education.
31. There are appropriate opportunities for regular extra-curricular activities such as netball, football and tennis. Each year group enjoys a number of visits outside the school to provide first hand learning experiences to support the curriculum. In addition, pupils in Year 5/6 benefit from a residential visit, for example to Swansea

to experience a range of activities to link in with history geography and science work.

32. The school's provision for spiritual, moral, social and cultural education is good overall.
33. The school makes good provision for the spiritual development of pupils. Spirituality is promoted in a variety of ways across the curriculum and teachers are good at creating calm moments during the day where the pupils have an opportunity for reflection. All pupils join in with prayers and hymns in school assemblies. The programme of assembly themes is designed to provide a stimulus for the pupils' spiritual awareness and self-knowledge. Thought has been given to developing the school grounds in such a way that there are quiet areas, set in attractive surroundings, where pupils can sit and think or talk with their friends.
34. The pupils' moral development is very good. All pupils are taught how to distinguish right from wrong and their behaviour almost always reflects this. The pupils are encouraged to set their own targets for personal development, and for some pupils, these may be related to learning to manage their own behaviour. There is a clear system of rules, rewards and sanctions prominently displayed in every classroom. There are various incentives such as class stars and recognition of special achievements in whole school assemblies.
35. The social development of the pupils is very good. They contribute actively to the life of the school. Pupils are taught to take responsibility from an early age and their help and collaboration ensures classroom and school routines are very smooth. Older pupils are involved in a range of roles to support the smooth running of the school. For example, they take visitors around the school or conduct litter patrols. Pupils are made aware of the needs of others, both in the local and worldwide communities. There is a close connection with a child in India, items have been donated to Romanian causes and various national charities receive the school's support.
36. The cultural development of the pupils is good. The pupils' appreciation of their own and other cultures is furthered by lessons in art, music, history and geography. In history and geography they learn about the cultures of different times and places. In religious education the pupils are introduced to the richness and diversity of other cultures for example a study of Islam, but there is a lack of opportunity to study other cultures at first hand.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides good educational and personal support for its pupils but there are weaknesses in its child protection procedures. As at the time of the last inspection, the school is a caring community. The staff know the pupils well and are responsive to their needs. Other adults working in the school including support staff, lunchtime supervisors and office staff make a valuable contribution to caring for the pupils. Parents whose children joined the school during the year value the way in which the pupils were integrated into the school community.
38. The arrangements to ensure the pupils' welfare, health and safety are unsatisfactory. The policy for health and safety is in need of review and procedures are not sharp enough in a number of areas.
39. The school's arrangements for child protection are unsatisfactory. The child protection policy is only in draft form and has not yet been approved by the governors. The post of designated teacher remained vacant for a considerable length of time. The school has very recently appointed a teacher (not a senior

member of staff as recommended in the guidelines). She has not received the appropriate training and not all adults working in the school have received training in basic procedures.

40. Overall the arrangements for health and safety are unsatisfactory. The health and safety policy is a very brief statement and contains no details of responsibilities or procedures. Staff and governors carry out checks of the building and the testing of electrical equipment is up-to-date. Some health and safety concerns were brought the attention of the school including:
- Ensuring that the findings from risk assessments are implemented
 - Ensuring that regular fire drills are conducted and recorded
41. The arrangements for first aid are generally satisfactory. No member of staff is qualified in first aid, but one teacher has received basic training. Pupils who are ill or injured receive good care and attention and the school keeps parents well informed about accidents. Good records are kept when staff give medication to pupils, but not all minor accidents are recorded. There is no medical room and pupils are treated in the office.
42. The school's procedures for monitoring and improving attendance are satisfactory. Registers are marked correctly and unexplained absences are followed up effectively by the classteachers. There are appropriate links with the educational social worker who visits the school each term.
43. The procedures for monitoring and promoting appropriate behaviour are very good. The school operates as an orderly and harmonious community. The ethos of good behaviour is reinforced in lessons, assemblies and by the example of adults working in the school. These are underpinned by a clear behaviour policy which emphasises the need to reward good behaviour. Rewards are effective and pupils enjoy receiving stars and certificates. Sanctions are rarely needed. The procedures for monitoring and eliminating oppressive behaviour are satisfactory. The pupils say that rare incidents of anti-social behaviour are dealt with effectively.
44. Assessment procedures have improved since the last inspection and are now good throughout the school. In the Reception class a baseline assessment is made shortly after the pupils start school and this is used to identify pupils with particular needs. Teachers make notes and record the progress of every child in the class on an on-going basis. These are transferred to an assessment folder and good use is made of the information to plan future work. These very good arrangements ensure that the children make good progress.
45. The pupils' progress is tracked through each year group and targets are set in English, mathematics and science. The teachers check pupils' achievement at stages during each year by using Assessment Tests. They look to see if targets have been met and if not, analyse the work to find reasons for underachievement. The subject co-ordinators have recently started to analyse in some detail, the pupils' test papers at the end of Year 2 and Year 6. The pupils' ability to solve mathematical problems and investigations had been identified as weaker areas. Consequently planning has been adjusted to address these areas in more detail and standards have subsequently been raised. The teachers keep on-going records of pupils' work through the year and although these are not consistent in format, they are thorough and enable teachers to know what pupils can do and to plan what they need to do next. New assessment procedures have been introduced for Information and Communication Technology. These track the improvement in pupils' skills in every class.

46. Although the school has a suitable marking policy this is not consistently adhered to. Pupils' work is dated and marked and although there is evidence that the teachers give positive praise and encouragement, there are few examples of constructive comments that would help the pupils improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents' views of the school are generally positive. They feel that the teaching is good and that their children like school. They say that their children are expected to work hard and are making good progress. They are pleased that the school works closely with parents and value the way in which staff are willing to discuss the parents' concerns. Parents say that behaviour is good and the school helps their children to become mature and responsible. Nearly half the parents who returned the Ofsted questionnaires would like more out-of-school activities. A significant minority of parents are unhappy about the arrangements for homework but the evidence obtained during the inspection indicates that an appropriate amount of information is provided for parents about the homework that is set for their children.
48. The school has maintained the very good links with its parents and carers found at the time of the last inspection. The partnership between school and home is a strength of the school and parents feel part of the community. The school makes parents welcome and the staff are very willing to discuss their concerns with them. The school takes account of parents' suggestions, for example about packed lunch arrangements. The school surveyed parents about after school clubs and invited them to comment on the new behaviour policy. The home-school contact books are an effective means of communication between teachers and parents.
49. The quality of information which the school provides to parents is good. New parents value the helpful information they receive. The comprehensive governors' annual report paints a lively picture of school life and the prospectus is informative. Regular newsletters give details of future events and celebrate the pupils' achievements. Parents value the meetings held at the beginning of the school year when the class teachers explain what the pupils will be studying. They also offer helpful advice about how parents can help their children, for example with reading. The pupils' annual reports are satisfactory and contain helpful information about how pupils can improve their work. Parent consultations are held twice a year and provide valuable opportunities for parents to discuss their children's progress. The parents of those pupils with special educational needs are regularly invited into the school to attend reviews of their child's progress.
50. The impact of the parents' involvement on the work of the school is very good. Parent governors are very supportive of the school. The active parent teacher association organises fundraising and social events that are well supported by families. Parents give up their time to help to maintain the premises and prepare displays.
51. The parents make a significant contribution to their children's learning at school and at home. The school values the help offered by the parents who assist in the classrooms, with swimming and school visits. Parents listen to their children read and help with their homework. Overall the parents are unclear about the arrangements for homework and feel that the amount of work their children are expected to do varies from class to class.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school is satisfactory overall but there are weaknesses in the management of the school by the headteacher. Some of these weaknesses were identified at the time of the last inspection and little progress has been made on them. For example, there

are still shortcomings in the way in which the school plans for future developments and evaluates its performance. The school has an improvement plan that sets out what it intends to do to improve the school in the current year, but the actions are unclear and it is not costed. There is no evaluation of what was done before and no information about developments beyond one year. The governing body is very committed to improving the school and there is an appropriate committee structure in place. However, the school lacks direction and planning for improvement.

53. The governors do not receive sufficient information from the headteacher to form a view of the school's strengths and weaknesses or to be effective in checking the school's performance. Other weaknesses are still present: the headteacher's role in monitoring teaching and learning has seen little improvement. There is insufficient support and guidance available to help teachers if they encounter difficulties. The role of the subject co-ordinators remains underdeveloped. They are not given enough time to monitor the quality of learning in their subjects. There is no co-ordinator for art and music and this affects the quality of the work in these subjects. The deputy headteacher, who has a very heavy workload, is expected to oversee these subjects. At the time of the last inspection there was limited evidence available to make a judgement about the pupils' attainment or the quality of teaching and learning in religious education. Little has changed and although a new scheme of work has recently been introduced, the scrutiny of the pupils' work indicates that the work done in religious education is patchy and the progress that the pupils make is unsatisfactory. The headteacher, who is the co-ordinator, does not ensure that the subject is taught effectively and that the agreed syllabus is followed.
54. The deputy headteacher works very effectively and is key to the drive to raise standards. She rigorously carries out the evaluation of the pupils' performance and weaknesses are addressed. This has enabled the school to make generally satisfactory progress since the last inspection. The quality of teaching has improved and is now very good overall. The results achieved by pupils in the national tests at age 11 have risen steadily and there has been a recent and significant rise in the standards achieved in reading by the age of seven. The provision for geography and design and technology has improved.
55. The school's procedures and systems for financial control and administration are efficient. Termly budget statements are prepared for the Governing Body and the Finance Sub-Committee monitors them on a regular basis. The recommendations of the latest auditor's report have been met. The school budgets carefully for all expenditure, which is closely aligned to income. Specific grants are used for their intended purposes. The expenditure on the school's priorities is not identified in the school development plan. Although the day-to-day management of school's finances is good, the governors are not provided with information about the impact of their spending decisions on the work of the school. Until very recently subject co-ordinators have had no budget allocations and the school's spending has been well below average on such areas as books and consumable resources. Although the current level of resources are adequate, if this situation persists, significant shortages in learning resources will arise and this will affect the quality of the pupils' learning. The school is carrying forward a significant underspend this year but it is all accounted for in the budget that has been set. Appropriate use is made of new technology including information and communication technology. The governors seeks to apply the principles of best value to all areas of expenditure but a lack of information makes it difficult for them to form a judgement on how successful they have been.
56. The very active Parent/Friends' Association works very hard to support the school financially. The funds raised are mainly targeted to running the school swimming pool. However this is currently being reviewed in the light of major repairs being required to the pool's heating system.

57. The school has an appropriate ratio of teachers to pupils and there is sufficient additional adult support available in classrooms to support the work of those pupils with special educational needs and English as an additional language. The school has adopted a performance management policy and teachers have agreed personal objectives. However, the lack of monitoring of their teaching means that they receive little information about how well they are doing. The induction procedures for new teachers are unsatisfactory. The staff handbook is out of date and teachers receive little guidance or feedback from the headteacher about the quality of their work.

58. The classrooms are of adequate size for the number of children in each year group for the curriculum to be taught effectively. The hall is well used for daily whole school assembly and physical education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided the headteacher should:

- (1) Improve the management of the school by:
 - a) clearly defining the role of the headteacher and ensuring an equitable distribution of responsibilities between the senior staff;
 - b) ensuring that the priorities in the school improvement plan are carefully costed and evaluated;
 - c) ensuring that consideration is given to the school's developments beyond one year to enable the governors to shape the direction of the school's work in the longer term;
 - d) ensuring that the headteacher provides the governors with the information they need to evaluate the school's work.
(Paragraphs 52, 53, 55 and 105)
- (2) Regularly monitor the quality of teaching and:
 - a) provide advice and guidance to improve the quality of teaching and learning, particularly for those teachers new to the school;
 - b) identify and act upon the teachers' training needs
(Paragraph 24,53,and 57)
- (3) Develop the role of the subject co-ordinators by:
 - a) providing opportunities for them to observe lessons;
 - b) ensuring that they are able to advise and assist other teachers with their planning;
 - c) providing opportunities for them to monitor standards across the school.
(Paragraphs 24, 57, 88, 95, 100, 105, 125 and 129)
- (4) Raise the standards in religious education in both the infant and junior classes by:
 - a) ensuring that an appropriate amount of time is devoted to religious education;
 - b) adopting and implementing the new scheme of work in all classes.
(Paragraphs 11,26,132 and 133)
- (5) Improve the health and safety arrangements in the school by:

- a) adopting and implementing the child protection policy;
- b) providing appropriate training for staff in relation to child protection matters;
- c) reviewing the health and safety policy;
- d) implementing the recommendations of the risk assessments undertaken in the school and ensuring that fire drills are carried out.
(Paragraphs 37, 38, 39 and 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	54	21	13			

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	147
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	22
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	8	10	11
	Total	16	17	19
Percentage of pupils at NC level 2 or above	School	84 (95)	89 (95)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	10	11	11
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	95 (95)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	16	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	8
	Girls	14	13	15
	Total	23	20	23
Percentage of pupils at NC level 4 or above	School	85 (87)	74 (78)	85 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	9
	Girls	12	12	14
	Total	20	19	23
Percentage of pupils at NC level 4 or above	School	77 (87)	73 (78)	88 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	143
Any other minority ethnic group	3

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)	6.8
Number of pupils per qualified teacher	25
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	55

Financial information

Financial year	2000/2001
	£
Total income	292,405
Total expenditure	277,599
Expenditure per pupil	1,888
Balance brought forward from previous year	3,345
Balance carried forward to next year	21,184

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	32	7	1	1
My child is making good progress in school.	49	44	3		3
Behaviour in the school is good.	28	69	1		1
My child gets the right amount of work to do at home.	25	47	22	3	3
The teaching is good.	50	47	1		1
I am kept well informed about how my child is getting on.	43	43	12	3	
I would feel comfortable about approaching the school with questions or a problem.	68	29		1	1
The school expects my child to work hard and achieve his or her best.	59	40	1		
The school works closely with parents.	37	54	9		
The school is well led and managed.	37	46	16		1
The school is helping my child become mature and responsible.	46	53	1		
The school provides an interesting range of activities outside lessons.	24	19	29	18	10

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

70. The children are admitted to the Reception class at the start of the term in which they reach five years of age. At the time of the inspection there were twenty-six children in the class and they were taught by two part-time teachers. The results of the baseline assessment indicate that the children enter Reception with a wide range of attainment but, overall, their attainment is above average. The inspection findings indicate that by the start of Year1 most of the children achieve well and attain the early learning goals in all of the areas of learning. A quarter of the children are likely to exceed these early learning goals in all areas of learning except in their physical development. There is a lack of suitable large apparatus for outdoor learning. There has been an improvement in the quality of teaching and learning since the last inspection. The staff work closely together as a team and their planning is very effective in providing the children with very good learning opportunities that enables them to make good progress.

Personal, social and emotional development

71. The children are developing a good understanding of what is expected of them and learning the difference between right and wrong. The quality of teaching is very good. It ensures that the children are provided with opportunities for increasing independence and encourages an eagerness in them to participate in tasks and to make choices for themselves. The children are learning to work well together either as part of a group or independently. Many children persevere with activities without direct supervision. They develop a good degree of independence in organising their work and making decisions over what to use, as when they choose the materials for making models. They are becoming increasingly sensitive to other children's feelings. They are confident in approaching adults for help and understand what they have to do because they are given clear instructions. The children have good opportunities to work together and to share their ideas and they do so happily. Strong relationships exist between the staff and children. Those who have special educational needs or speak English as an additional language are well supported in their learning. These children are well integrated into classes. The strong focus placed on daily routines and social development tasks has very positive outcomes on the overall attainment and progress made by the children by the time they start in Year 1.

Communication, language and literacy

72. The children are achieving well and make good progress in this area of learning. By the start of Year 1 many of them are achieving or exceeding the early learning goals. When all of the class is gathered together the children listen carefully to the teacher. There is a very clear emphasis in the teachers' daily planning on developing the children's language and literacy. The quality of teaching is very good and the skills of speaking and listening are developed well in teacher directed activities. This is evident in the discussions that took place about the children's *special pets* and when they celebrate *special people*. The children listen to the teacher and to each other and can take turns to speak. They are confident when speaking to adults and in front of a larger group and they are taught to speak in more formal situations when they were required to describe their pets.
73. Early reading skills are developed through the sharing of books and stories. Careful assessment by the teachers ensures that all of the children make good progress. The children listen to stories and look at the pictures to guess what might happen next. They regularly take a reading book home to share with parents and carers and this

makes a very positive contribution to their achievement. They make steady progress as they 'read' a book using picture clues and their own knowledge of the story. The teachers are clear about the children's needs and what will be learned in each lesson. The children understand that stories have a beginning, middle and end. Elements of the Literacy Hour are introduced and the children are able to make predictions about events in the 'Big Books' that are used effectively by the teachers. The children are taught the sounds of letters and combination of letters. More able children can read a range of familiar words and write many of these. The children make good progress in their writing skills. They are all able to make marks and draw pictures to share their ideas and many of the children can draw or trace letters correctly and record other information. Many opportunities are provided for writing for many different purposes. In their studies about day and night they are able to write simple sentences about the moon and the stars. They are on course to exceed the early learning goals by the start of Year1.

Mathematical development

74. In mathematics the children are making good progress. Through small group work and class activities they extend their mathematical language and learn to count, sort and measure. The teachers and the learning support assistant ensure that the children become familiar with mathematical language through stories, rhymes, discussions and activities. The quality of teaching is very good and the teachers have high expectations and take every opportunity to introduce numbers and counting activities. They build very effectively on what the children already know and this has a significant impact on children's attainment in all aspects of mathematics. The learning support assistant is well deployed and supports the children's learning. This was evident when the children were taught to measure the time it took them to travel a circuit of the playground on tricycles. They use terms such as longer and shorter and bigger and smaller when comparing objects. The children are taught to recognise shapes and they can name simple shapes and sort and classify objects by colour, shape and size. Many children are able to count up to ten and beyond, recognise numbers up to ten and record numbers up to five. More able children can write numbers up to 100 and can add and subtract with numbers up to 20.

Knowledge and understanding of the world

75. The children are provided with an interesting range of work to develop and extend their basic knowledge of the world. By the end of reception year, many of the children are likely to reach the early learning goals and a good number will exceed them. The quality of teaching is very good in this area of learning and the children achieve well in making sense of the world around them; why things happen, how things are made and observing changes. They gain an understanding of the past and the present and understand chronology in relation to their birthdays and families. All of the children develop some awareness of places beyond their own environment when they are taken on walks around the school and in the immediate locality. The children visited *Sutton Courtney Field Studies Centre*, an outdoor education centre where they carried out *pond studies*. They are taught how some animals are nocturnal and others diurnal. In a very good lesson the teacher excited the children's interest by getting them to group the animals as day or night time creatures. To the children's delight she produced them one by one from a large bag.
76. The teachers ensure that the children cover all of the early learning goals through topics such as *The Flower Shop* and *Animals*. The children know what animals need to stay healthy and that different animals eat different foods. The children find out about why plants need light to grow. Many children are able to name and order the days of the week. The children solve simple problems by making and modifying models and can use a variety of small constructional equipment. They cut, paste and

stick as they create their models out of card and paper. They learn to use the mouse to operate a number of different computer programs independently. The staff plan very effectively to cover all of the different aspects of this area of learning. Appropriate opportunities are provided for the pupils to work individually and in small groups and to carry out investigations with water and wet and dry sand.

Physical development

77. The teaching is good in this area of learning and the children are on course to meet the early learning goals in their physical development. Although the outside learning area is limited the teachers make the best use of the available facilities and provide the children with a wide range of physical activities both within the classroom and out-of-doors. The children have many opportunities for regular and frequent outdoor activity in which to develop their confidence and independence in movement. Many children steer the wheeled vehicles with confidence and reasonable accuracy. Most children are learning to move confidently, imaginatively and with good control. Proficiency is shown when moving at different speeds in the hall. The school hall is used for gymnastics, games and drama. In these lessons, the children move in a variety of ways demonstrating a good awareness of space and their own and others' safety. The children are provided with many opportunities to develop their manipulative skills. They engage in a wide range of activities such as constructing, cutting, printing, drawing, painting and gluing. They can roll out dough and use tools confidently and safely. They are able to build blocks to a considerable height and they can align nuts and bolts before tightening them. They have the necessary hand-eye co-ordination to pour water from one container to another and, when using the computer they are able to move the cursor around the screen. The teachers make very good use of the program *colour magic* to teach the children how to 'paint' pictures to illustrate their booklet *A walk through the woods*.

Creative development

78. The quality of teaching in this area of learning is very good and the children have many opportunities to experiment with colour, texture and shape and they are making good progress in this aspect of their creative development. During the inspection the teacher's careful planning and preparation enabled the children to create very good bird nests using twigs and straw. With sensitive encouragement from their teacher a small group of children drew the eye of a peacock's feather with skill and a great deal of concentration. The majority of children are likely to meet the early learning goals in this area of learning and some will exceed them by the end of the reception year. They handle pencils and crayons well and produce well-proportioned drawings. There is a wide range of activities available to the children. Most of the creative elements, including sand, water and using paint are available to the children for some part of each day. They are encouraged to listen carefully to music and have opportunities to make their own music, learn the names of the instruments and to perform using percussion instruments. They respond well to music and join in confidently with action rhymes and songs. There is an area of the classroom for imaginative play and the teachers linked this very well with the current topic that was being studied by creating a tree house for the children. During the inspection the children demonstrated good co-operative skills when working together in this area.

ENGLISH

79. The results of national tests at age eleven for 2000 show that the pupils' attainment in English is above average when compared to all schools and similar schools. Inspection findings indicate that the standards have risen by the time the pupils leave the school and are now well above average. This is an improvement since the last inspection. This is confirmed by the most recent test results for eleven year olds. All but one of the pupils reached the expected level and a quarter of the pupils reached the higher level five. There is no significant difference in the attainment of boys and girls. Inspection findings confirm that the standards in the infants have improved since the last inspection and that reading and writing have improved significantly since last year because of good quality teaching and learning. The seven year old pupils' performance in the national tests in reading and writing in 2000 was average and below that in similar schools. Results in reading had declined since 1997 but in the most recent test results for the current Year 2 pupils there is a significant improvement. All but one of the pupils reached the expected level and a quarter of the pupils reached the higher level three. The writing results, which had been above or well above average prior to 2000 have also improved with half of the current Year 2 pupils achieving the higher level 2A and level 3 in the most recent tests.
80. Pupils with special educational needs are identified early and receive very good quality support in class and from additional specialist help, if required. Their work is at an appropriate level so they make very good progress against their learning targets in developing literacy skills. Pupils with English as an additional language receive similar high quality support, enabling them to achieve well.
81. By the end of the infants, the pupils' speaking and listening skills are well above average and all pupils make good progress in this aspect of their English work. Most pupils are very confident at answering questions and will sensitively judge the moment to add a comment or put a question to the teacher. Often this is done in a confident adult manner and the sentences and language are complex and extended. The teachers encourage this. In lessons, the pupils discuss their ideas and confidently perform to their classmates such as when Year 2 pupils read back their stories to the rest of the class.
82. By the end of the juniors, the pupils' speaking and listening skills are well above average. All Year 6 pupils speak with great confidence to teachers and classmates and have no difficulty in engaging visitors in appropriate conversation. There are many opportunities to take part in group discussions and in English lessons there are almost always times when pupils read out their work to the rest of the class and receive constructive feedback from the teacher and their classmates. The school provides formal occasions for speech and drama, which the pupils enjoy. For example a pupil was so inspired by Shakespeare's poetry he learnt a speech from Macbeth by heart and performed it to the school.
83. Standards in reading are well above average at the end of both key stages. In the infants, all of the pupils have a good knowledge of letter sounds, which they use to help them sound out unfamiliar words. They have a very good sight vocabulary of commonly used words and good strategies for reading unfamiliar words, so that by the age of seven around three quarters of the pupils attain at the higher standard in their reading. A strong homework policy with very good communication between teachers and parents further supports this. The small number of lower attaining pupils and those with special educational needs receive very effective support from well-trained classroom assistants.
84. By the end of the juniors, all pupils attain well above average standards and have made very good progress in their reading. The majority attain at the higher level, reading with interest confidence, fluency and accuracy. They are able to discuss different authors and express their preferences and give reasons for liking different

books. Detailed reading records show that all pupils have read a wide range of books at their level. Many pupils belong to local libraries and use both fiction and reference books for their home reading. The reference library within the school is well used and pupils quickly locate the book they required using the Dewey reference system. The high standard of reading helps pupils in their national tests, by enabling them to read and understand the questions quickly and thoroughly.

85. The progress that the pupils make in writing is variable in the infants. There is a lack of challenge in Year 1 and progress is slower. In Year 2, the pupils make very good progress because of very good teaching. By the time they are seven most pupils sequence simple sentences, spell common words correctly, use punctuation well in their written work and the majority have already developed a good cursive script. Year 2 pupils write for a range of purposes such as narrative stories, factual accounts of their visit to a Nature Reserve. They experience a range of poetry and enjoy composing humorous poems with strong rhythms.
86. Progress in writing in the juniors is consistently good because of the very good teaching and by the time they leave school, the pupils are attaining at well above average levels. Pupils of all abilities make very good progress in their writing. Spelling homework is done regularly. Dictionaries are used appropriately. The pupils' work shows a wide range of writing for different audiences and purposes. For example, book reviews and letters to their local Member of Parliament to suggest how 'animal road crossings' could be made safer. Interviews with Victorian Flower sellers, writing play-scripts based on history work, reportage on lifeboat rescues after a visit to a lifeboat station, and composing adverts with memorable titles such as for a kitchen cleaning fluid - 'Bubble-o-seven to get your juices going,' all lead to the successful development of a range of writing skills. There are good cross-curricular links with information technology, and the foundation subjects. For example year 4 pupils accomplished some high standard instructional writing on how to use a particular computer programme.
87. The quality of teaching, apart from in Year 1 where it is satisfactory, is consistently very good throughout the school. No lessons were judged less than very good and one was excellent. The teachers' planning sets out clearly what is to be taught when and to whom, and it has improved greatly since the last inspection. The work is very well matched each pupil's ability and teachers have high expectations and set demanding targets. This is the main reason why standards have improved. Very good relationships and an interesting curriculum ensure that all pupils are well motivated. For example, pupils write to and receive replies from such authors as Jaqueline Wilson and Philip Ridley to develop their understanding of authorial techniques. All teachers make regular and accurate assessments of the pupils' progress, although the quality of teachers' marking varies from class to class. A strong feature of the teaching is the setting of individual targets for pupils. Learning assistants play an important role in lessons, enabling the lower attaining pupils to take a full and active part and helping them make very good progress. Homework is used effectively in all classes to develop reading and independent study and enquiry skills.
88. The subject co-ordinator has a very good understanding of the strengths in English and the areas for development. Many events are organised to enhance the curriculum such as Book Fairs, visits by theatre groups and a trip to the theatre to see Macbeth. The results of the national tests have been analysed to identify areas that require development. Reading, especially in the Infants, has been specifically targeted by improving the range and levels of reading resources, an increased emphasis on guided reading and the provision of more challenging texts for the most able pupils. However, the co-ordinator has had little opportunity to monitor teaching and learning through observing lessons.

MATHEMATICS

89. The results of the National Tests taken in 2000 indicated that standards in Key Stage 1 were close to the national average for all schools but below the national average for similar schools. In Key Stage 2, standards were above the national average for all schools and for similar schools. Work seen during the inspection period indicates that standards have risen in 2001 and are well above the national average in both key stages. This is because the teachers have analysed results more carefully and addressed the weaknesses, and because they have put in place recommendations made by the Local Education Authority following a recent assessment of the teaching and standards of mathematics in the school.
90. All teachers have undergone recent Numeracy training and this has led to a more effective delivery of the Numeracy Strategy. Lessons are well organised and learning objectives are clear; consequently pupils know what they are to do and settle quickly into their work. Teaching is well matched to prior attainment and pupils consistently build upon mathematical skills. This is particularly evident in both the infants and the juniors in the way pupils attempt mental calculations. At the end of the infant stage, the pupils are becoming adept at partitioning to add increasingly larger numbers. Lower attaining pupils do this with number games clearly explaining what they are doing and why. Higher attaining pupils have progressed to addition of two or three sets of tens and units realising this can be done in several ways. For example, in $5+45+16$, some add 5 and 45 to make 50 and then add the 16 to make 66 whilst others take $5+16$ to make 21 then $+40$ to make 61 and $+5$ to make 66. In whole class work they explain their methods sensibly and in recording their work look for alternative partitioning to find answers. In the juniors, the pupils are consolidating the operation of decomposition. They are 'chunking' larger numbers to subtract them. For example they are breaking 479 down, understanding that it is composed of $400+70+9$. In taking away a smaller number they can then see clearly where they take tens and hundreds to make the calculation easier. Here too some pupils consolidate the operation with games and others work from textbooks whilst higher attaining pupils work with the teacher on more complicated numbers.
91. The scrutiny of the pupils' work shows that all areas of mathematics are well covered. By the end of the juniors the pupils have a good knowledge of percentages, fractions and decimals and can interchange these competently. They calculate the area of regular and irregular shapes and are able to portray information in a variety of graphs, charts and spread sheets and extract information from them. This work is often made more interesting for pupils as it relates to the work that they are doing in other subjects. For example, pupils in Year 5/6 were solving problems by costing their residential visit and then using computer spreadsheets to itemise their findings. In both the infants and the juniors the work is well matched to the differing levels of ability and this is helping to raise standards as almost all pupils are presented with challenging work. An exception is in Year 1 where the match of work to the pupils' ability is not always accurate and slows the rate of their progress.
92. All lessons start with a timed test which pupils approach in a disciplined and mature manner. This sharpens pupils' mental calculation skills and creates in them a mature attitude to work. By the time the pupils leave the school they are consolidating strategies to solve written problems that require two or more calculations. In whole class work the pupils look at methods to calculate answers in a mature way discussing options and alternatives. They respond well to the challenge of finding which mathematical operation the teacher has thought of by choosing numbers on a 100 square and thinking carefully why their choice is correct or incorrect,

93. The quality of teaching seen was at least satisfactory and frequently very good. What the pupils were going to learn was made clear so they tackled their work confidently. The teachers had a good knowledge and understanding of the requirements of the Numeracy Strategy and they made work varied and interesting. In almost all the lessons seen the teachers had high expectations of both behaviour and what the pupils could achieve; clear boundaries were set and a very good working atmosphere was established. The teachers' were very aware of the needs of different groups of pupils and matched their work well. In the one lesson judged to be satisfactory, although the teacher worked well with the focus group she did not always have a clear overview of the rest of the class and consequently higher attaining pupils did not make as much progress as they could have done and their work rate slowed. No teaching was seen in Year 1, but the scrutiny of work indicates an over-reliance on undemanding worksheets that provide little challenge for many pupils, and work that does not match the high standards that are commonly expected in the other classes in the school.
94. All of the pupils' work is marked and dated, and although there are many positive comments to support pupils there are few constructive comments with developmental points to help pupils improve their work. The pupils' work is accurately monitored by regular assessment tests and this is used well to inform the teachers' planning. In this way the need for more practical work and problem solving has been identified as a weakness and properly addressed.
95. The management of the subject is satisfactory, but the co-ordinator has not had the opportunity to monitor learning throughout the school. She is new to the school, has only recently taken over the responsibility for mathematics and is building on sound strategies put in place by the deputy head-teacher. Annual targets are set for pupils and these are monitored regularly. New assessment strategies are to be put in place in September. An audit has been completed and a sound action plan for mathematics has been drawn up. The co-ordinator has worked closely with the local authority adviser and responded to the recommendations made recently about the way the pupils should be assessed.

SCIENCE

96. The results of the tests for eleven year olds in 2000 show that standards were average in science in comparison to all schools and well below average when compared with similar schools. Inspection evidence shows that the pupils' attainment is well above average by the age of seven and by the time the pupils leave the school. This is an improvement since the last inspection. Following the fall in standards by the eleven year old pupils in 2000, the subject co-ordinators identified where the pupils had weaknesses. The teachers then took account of these weaknesses in their planning which resulted in greater emphasis being placed on improving how investigations were carried out and the development of the pupils' subject knowledge. These strategies have been very successful and this is confirmed in the improvement in the most recent national test results. The quality of teaching seen in the five lessons during the inspection was very good and the pupils made very good progress. Although standards fell in 2000 they have remained consistently well above those seen nationally. There is no significant variation between the achievement of boys and girls.
97. The teachers' assessments of the Year 2 pupils in 2000 indicate that the pupils achieved above average standards. The evidence from the work that the pupils are doing now indicates that pupils of all abilities are achieving well above average and standards are very good. The better standards achieved by the Year 2 pupils are as a result of the teacher's analysis of the curriculum and identification of the need to improve investigative work.

98. The pupils make very good progress in science in the infants. The pupils' ability to generate ideas and communicate using scientific language is very good by the end of Year 2. The majority of pupils have a firm grasp of how to devise a fair test and can explain why it is necessary to observe results carefully and note what happens. A wide range of work has been covered. The pupils have a good understanding of the properties of materials and how they can be used in buildings. They have discovered from their experiments those that are rigid and those that are pliable. The human body has been studied and the pupils know how the function of the skeleton. The teachers expect the pupils to use their initiative in deciding how to record their work. The pupils are very confident and make sensible predictions, based on what they already know. This was evident in a lesson about plants. The pupils are able to predict how roots will grow and select appropriate sized pots to encourage growth. Their understanding of plants is very good. The pupils can name the parts of a plant and the functions of the stem and know that the soil provides nutrients for the plant to live. The scrutiny of the pupils' work reveals that the pupils understand how the senses work and how the ear receives sound.
99. Progress in the juniors is very good and there is a good match of work to ability and the pupils achieve well. A wide range of work is covered. The emphasis on investigative and experimental work continues and the pupils' knowledge of the different aspects of science is very good. They study insects' interdependence with their habitat and are able to predict what creatures they will find in areas around the school. They test rocks to find which is the hardest and which materials afford the best insulation. In talking to the pupils in Year 6 about their investigations into insulation it was evident that they had a good understanding of what they had learned from devising experiments. They have a very firm grasp of the importance of fair testing and many understand how to set up a control element. The pupils have a good understanding of circuits and can use electric symbols to illustrate switches, buzzers and circuit breakers. The pupils work well in their small groups agreeing how to carry out their investigations and how to record their work. They handle equipment such as thermometers carefully and follow safety requirements when working with very hot water. The scrutiny of the pupils' work and the discussions with the pupils indicates that they have gained a well above average knowledge and understanding of sound, reflection, filtration and forces. A significant feature is the quality of the work of those pupils with special educational needs and those with English as an additional language. They cover the same work as all of the other pupils and make very good progress.
100. The teaching is very good and is supported by a good knowledge of the subject. Good links are made with other subjects with the pupils taught to record their findings in a range of graphical forms or to present their results using computer spreadsheets. The teachers are very enthusiastic and make the work relevant by setting up investigations that require the pupils to recommend clothing to be worn in sea rescues and rocks that can be made into vandal proof statues. The approach motivates the pupils and they recognize the importance of their investigations. The teachers' planning builds effectively on what has been learned previously. In lessons in Year 2 and Year 3/4 the teachers make good use of the pupils' visit to an outdoor learning centre and link the work well with the pupils' previous learning. For example, the teacher insisted on the pupils using scientific terms and her good questions prompted the pupils to think about what might happen, based on what they had learned the previous week about how plants grow. The teachers plan good opportunities for the pupils to work together and discuss ways in which investigations can be carried out and what resources will be needed. The assessment of the pupils' progress is very effective and has provided the teachers with a very clear picture of what the pupils need to learn next. This has played a very significant part in raising standards by the time the pupils leave the school.

101. The subject co-ordinators have worked hard to raise the standards in science through their analysis of the tests set for the pupils. They are provided with no opportunity to check the quality of teaching and learning, but the teachers work closely together and so improvements have been made which have raised standards.

ART AND DESIGN

102. No lessons of art were observed during the inspection period. Evidence was gained from looking at displays of the pupils' work around the school, scrutinising pupils' portfolios of work, looking at teachers' planning and talking to pupils and teachers. The standards of art are broadly in line with national expectations for pupils aged 7 and 11.
103. The pupils in the infants have opportunities to experience a wide range of media including oil pastel, chalk pastel charcoal, paint and pencil. They design patterns, draw and paint from close observation and create pictures. Much of their work is linked to other subjects. For example, in Year 1 in connection with science, pupils have painted plants showing roots, stems, leaves and flowers. By the end of Year 2 the pupils are able to draw detailed pictorial plans of their local environment in geography. However although this is good work, because art work is mostly used to illustrate other subjects, and not as a subject in its own right, pupils are not always sufficiently encouraged to develop their individual artistic skills and their knowledge and understanding of each medium does not always develop at a satisfactory rate.
104. Similarly, in the juniors, the pupils' painting skills are not consistently developed, and so by Year 6 the characters and scenes in their pictures lack the maturity more often found in the work of pupils of this age. However, by the time they leave the school, the pupils' knowledge and understanding of artists and their work is very good. They have studied the work of Henry Moore and because of the teacher's enthusiasm and knowledge, have realised that his works contain an outer form protecting an inner one. Covering themselves completely in stockingette, they have grouped and formed shapes for their classmates to draw. Work is in pastel and smudging and shading are used effectively to give light and depth to their work. Earlier in the juniors, the pupils have looked at the work of more popular artists. Now their teacher is endeavouring to broaden their knowledge and understanding by introducing them to lesser studied artists and their more unusual techniques. Consequently they have discussed the use of 'benday' dots used by the American pop artist Roy Lichtenstein. Using the computer they have magnified magazine pictures to see how they are created and have then created their own pictures using the dot technique. Following the work of Bridget Riley they have experimented with black and white to create optical illusions. Their 3D work is cross curricula. With the help of a visitor they are enjoying creating enormous welsh dragon masks of 'papier mache' and 'modroc' ready for drama work.
105. Throughout the school pupils are building artistic skills in information technology well. They are using the program 'Colour magic' to create patterns and these are increasing in complexity and dexterity as they progress through the key stages.
106. There is no co-ordinator for art but the deputy headteacher has a watching brief until September when another member of staff is preparing to assume responsibility. The new scheme of work is being prepared and includes suggestions and advice from the local education authority as well as the guidance from the Qualifications and Curriculum Authority (QCA).

DESIGN AND TECHNOLOGY

107. Only one lesson of design and technology was seen during the inspection period and this was in Year 2. Evidence was gained from looking at displays and a splendid portfolio of work, scrutinising teachers' planning and talking to teachers, pupils and adult helpers. Evidence suggests that standards are above those expected for pupils aged seven and eleven. The provision and delivery of design and technology was a key issue at the last inspection. All of the recommendations have been implemented. There has been a great improvement in the provision and delivery and standards of design and technology since the last inspection. Design and technology has a high profile within the school.
108. Through careful planning teachers ensure that pupils have experience of all the recommended strands of the curriculum. They have made pictures and puppets with moving parts of increasing complexity. They have taken part in a technology workshop where they have made stable pyramid structures and have worked with an artist in residence to create large papier-mache animal masks that now adorn the school hall. They have had a 'space rocket challenge' where each has designed and made a paper plane measuring and folding careful and appreciating the need for re-enforced corners. They have then flown them and improved on them to make them go further. Older pupils in the infants are making splendid glove puppets. They have drawn good designs and have added detail of colours and materials they will use. As they work they have these designs close by and continually refer to them to see what they are to do next. Each group is well supported by an adult and their conversations challenge pupils and encourage them to think about their work. They have sewn the edges of their 'glove' with careful, even stitches paying particular attention to finishing off securely. All have added imaginative ideas to decorate their puppets. One girl has stuck lines of sequins to the back of her frog 'because he has patterns on his back which shine in the water'. A boy has glued yellow pipe cleaner legs on his felt parrot 'because parrots have really rough, strong feet and claws'. As work is finished pupils are eager to demonstrate their puppets and so to accommodate them and to ascertain what they have learned, the teacher skilfully encourages the 'puppets' to explain how they have been made and what parts were difficult to complete.
109. In Years 3 and 4 food technology plays a key part in the curriculum and pupils have made soups, biscuits and Celtic bread. They too, have taken part in the whole day construction workshop but have had the more complicated task of making a tetrahedron. Others have made bridge structures and these have been entered in national competitions. The whole school have also taken part in a Lego construction competition day organised by Brookes University. Two boys are to represent the school in the second round of the 'Knex' competition constructing complex models. Building on previous experiences, pupils have made vehicles with moving wheels. These become more complex so that by the time pupils are at the end of the junior stage they are planning and designing models using motors, pulleys, gears and levers. Some of their plans contain computerised diagrams, all are detailed and include thoughtful and meaningful evaluations of trials and improvements. These models are connected with a history topic about mining and all centre around mine shafts, lifts and loaded trams. They often include a computer program which controls movement.
110. The teaching seen was of high quality. The lesson was well-prepared and adult helpers well briefed to support the teacher and consolidate pupils learning. The materials provided were of good quality and the positive attitudes of adults encouraged positive attitudes in the pupils engendering an excellent working atmosphere.
111. The subject is well managed. The co-ordinator is enthusiastic and has improved her own knowledge, understanding and teaching techniques. She has raised the profile of the subject by arranging visits, activity days and competitions. The co-ordinator

has kept a detailed diary since the last inspection identifying each action she has taken to improve the subject. A new policy and scheme of work are in place and these have been checked against the revised National Curriculum to ensure all attainment targets are covered. The subject is taught in a two-year cycle to take account of the mixed age classes to ensure pupils do not repeat work. Detailed notes of each programme of study are provided for the teachers to identify a progression of skills and support packs are available if they are needed. A collection of pupils' work over the last four years shows a significant rise in standards since the last inspection. The most recent work contains good examples across both the infants and juniors and in many cases includes detailed plans, methods and evaluation sheets from Year 1 to Year 6.

GEOGRAPHY AND HISTORY

112. During the inspection, it was only possible to observe one lesson in geography. No lessons were observed in history. Evidence from teachers' planning, scrutiny of work, photographic evidence and discussions with pupils indicate that in the infants, standards in geography and history are average. All pupils, including those with special educational needs and those with English as an additional language make satisfactory progress. In the juniors, by the time the pupils leave the school, standards are above average and all pupils make good progress. This is an improvement since the last inspection.
113. In geography, in the infants, although a cycle of topics is planned, there is still no detailed scheme of work. In order to raise achievement in the infants, particularly for the higher attaining pupils, the school needs to put in place more guidelines for teaching.
114. In the infants, the pupils have a satisfactory knowledge of the local area. They examine the location and types of various buildings and start to develop an environmental awareness of their immediate locality and use the area around school to develop mapping skills. They use the travels of Barnaby Bear to develop their knowledge of other countries far from England, for example, through their studies on Australia and Portugal. The curriculum is enhanced by opportunities for pupils to undertake fieldwork. For example, a study of habitats is undertaken at a local Nature Centre.
115. In the juniors, the pupils make good progress in developing their geographical skills and achieve at above average standards. They study the River Severn drawing detailed maps and using secondary sources to develop their knowledge and understanding of the importance of rivers, their main features and the many ways man exploits them. In Year 6 very good fieldwork is undertaken looking at how, for example, caves such as those at Dan Yr Ogof are formed and how cave features such as stalagmites form. River features, weather systems, contrasting terrains such as deserts and arctic areas are studied and develop the pupils' awareness and understanding of other places and how climate and physical features affect human habitation.
116. Across the school, the standard of teaching is at least satisfactory and in the juniors it is very good. Teachers have a secure knowledge and understanding of the subject. Lessons are well planned and there are good cross-curricular links. However, effective monitoring of the pupils' work is still an area for development and although the subject co-ordinator has plans to develop the curriculum, particularly at Key Stage 1, this has not yet been implemented.
117. History is well represented in the curriculum and the pupils are given a good range of experiences to develop their understanding of the past. The school has maintained the standards found at the last inspection.

118. The pupils in the infants make good progress in their knowledge and understanding of people and ways of life in the past and in developing their understanding of chronology. In Year 1 toys and domestic objects are used as a focus to distinguish between past and present. In Year 2 the pupils have a good understanding of how homes have developed over time.
119. By the time they are eleven, the pupils have a good factual knowledge of the way of life, traditions and beliefs of the Egyptians, Greeks, Tudors and Victorians. The school makes good use of the local area to study how, for example, Swindon has developed since Victorian times and the importance of engineers such as Brunel. First hand evidence such as the 1881 Census or the School Log Books and visits to local museums such as the GWR enhance the curriculum and exploit Swindon's Victorian past. Local visits to Sulgrave Manor where pupils are taken back to Tudor times enrich the curriculum in Year 3 and 4. Very good links are made to other subjects, but especially English. Computers are used well to support the work and to allow the pupils to write and research.
120. There is insufficient evidence to make a judgement on the quality of teaching. The scrutiny of work and discussions with the subject co-ordinator are consistent with the teaching being at least satisfactory. The subject co-ordinator is currently reviewing the balance of the curriculum, particularly in the infants, and has planned a monitoring and assessment system to be introduced next term.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. The standards attained by the pupils by the end of both the infant and the junior stages are above national expectations and have improved since the last inspection. The way information and communication technology (ICT) is planned across the school and the progressive skills check list that is used by teachers to assess pupils' progress has improved and is beginning to ensure that the pupils' build effectively on their prior knowledge.
122. In the Reception class and throughout the infants and juniors the pupils are taught skills in word processing. By the time they are seven, the pupils have appropriate skills and use the mouse to point to insert text and to change the font and size of the print. They learn to use the shift key for capitals and the enter key to move to the next line. They use the keyboard with confidence and can delete and correct work and are able to save and print out their work independently. They are confident in following instructions on screen. Their ability to use art and music programs such as *Colour Magic* and *Compose* develops well and the pupils create very effective pictures and simple musical phrases.
123. By the time they leave the school many of the pupils can cut and paste sections of text and select appropriate fonts to present their work. Their word processing skills of almost all of the pupils are very well-developed. They create newspapers with the text set out in columns and insert pictures that they download from a database to illustrate their writing. Data handling skills are well developed and the pupils use computers to present and analyse data. For example, they load their results of their Five Star athletics awards and can print out their achievements. In a Year 5/6 lesson that was observed during the inspection the pupils were skilled in using *Excel* to devise spreadsheets so that they could present accounts of the expenditure incurred during their residential visit to Wales. They can use CD-ROM data bases to retrieve information. Almost all of the pupils have the skills to transfer text from information sources and integrate it into their own work.
124. Only one lesson was observed when the subject was being taught directly; this was very good and in Year 5/6. The pupils were taught to create a file and enter financial

information to calculate the totals for a range of costs and display them on a spread sheet. The teacher's good subject knowledge meant that she taught the pupils quickly and effectively the fundamentals of using the program and they made rapid progress in their learning.

125. The subject co-ordinator is very enthusiastic and knowledgeable and although she is not able to monitor the quality of teaching and learning in the subject, she provides the teachers with good support. She operates a weekly after-school ICT clinic to resolve problems that the teachers have encountered in their teaching of the subject and also circulates written guidance. She has effectively developed the use of internet facilities in the school although these have only been used in a limited way. Year 2 pupils have obtained information about animal habitats, other pupils have sent messages from class to class and some pupils email their homework to school and then print it out to be marked. Plans are in place to extend the range of this work.
126. The school has adopted the Local Education Authority scheme of work which is being implemented across the school. Assessment of basic skills is in place and effective. Resources are adequate.

MUSIC

127. No lessons of music were observed during the inspection period. Some evidence was gained from looking at teachers' planning and from this it is clear that over a year all elements of the suggested scheme of work are covered. Some evidence of pupils' work was presented in the form of tape recordings, information and communication technology and isolated examples of written work, however this was too limited to provide a secure judgement on the standards of work in appraising, composing and performing at the end of the infant and junior stages. The quality of singing was heard in assemblies.
128. Overall the standards in singing are satisfactory. The pupils' are encouraged to adopt the correct posture and take note of their breathing. They sing with clear diction and with a good awareness of tempo and pitch singing a variety of rhythms with enthusiasm. They are aware of the effect of pause and dynamics and use these effectively in the school song. Younger pupils master a difficult 'rap' rhythm well.
129. Some pupils take advantage of the opportunity to play instruments with peripatetic teachers and some to have private piano lessons. The achievements of all of these pupils are celebrated in assembly. The pupils heard playing the recorder did so with a good awareness of musical elements and notation and played with concentration and obvious enjoyment.
130. There is currently no co-ordinator for music, however the deputy head-teacher keeps a watching brief. The scheme of work has been updated to include the new QCA recommendations and that a full curriculum is planned. Resources are barely adequate and do not include sufficient large instruments like glockenspiels, xylophones, drums or cymbals, nor are there sufficient ethnic instruments to allow pupils to effectively celebrate the music of other countries.

PHYSICAL EDUCATION

131. No physical education lessons were observed during the inspection period. However discussions with the subject co-ordinator and scrutiny of teachers' planning indicate that there is a satisfactory curriculum in place which includes a range of games such as netball, cricket, football and athletics, gymnastics, dance,

swimming and outdoor education activities. Records indicate that by the time they leave the school the majority of pupils are able to swim 25 metres or more.

132. A satisfactory range of extra-curricular activities, delivered by one of the staff and parents, effectively provides support for the subject and extends learning in the juniors. The school has recently participated in a national scheme to increase teaching skills and improve resources. It has also developed good links with the local college, which has enabled the pupils to receive some specialist coaching.

RELIGIOUS EDUCATION

133. Only one lesson was observed in the Year 4/5 class. Evidence is also drawn from discussions with pupils and the scrutiny of the teachers' planning. The scrutiny of the very limited range of pupils' work that was presented to the inspection team revealed inconsistencies in both the depth and the standard of work covered in each of the classes. Overall, the standards achieved by the pupils at end of the infants and juniors are judged to be below average. Standards have deteriorated since the last inspection.
134. The co-ordination of the subject is unsatisfactory. The annual curriculum overview for 2000 identified what was to be taught across the school in all subjects except religious education. The teachers do not receive sufficient guidance about what they should teach. A new scheme of work has been written, but it is still in draft form. It is based on the Locally Agreed Syllabus for religious education and is beginning to be used by class teachers but it has not yet been formally approved by the governors. The teachers' planning indicates that in the infants the pupils cover aspects of Christianity and study the festivals of Easter and Christmas. They are taught about the symbolism involved in baptism. Other faiths are planned to be studied such as Islam. By the end of the infants the pupils have a satisfactory understanding of the stories and topics they have covered. However, more time needs to be given to the subject.
135. In some junior classes religious education is taught alongside personal and social education, but it is unclear how much time is actually devoted to religious education. Teachers' planning shows that the pupils study Christianity in greater depth and compare it with other religions such as Islam and Judaism. Some older pupils are able to explain the importance and significance of the Qu'ran and can compare Islam and Christian beliefs. Younger pupils in the juniors learn the importance of rules and responsibilities and can relate them to the life of Jesus. The lesson observed was very good. The teacher taught the pupils very effectively about the design of a mosque and made good use of a computer program to support the learning of a small group of pupils.
136. The pupils have a satisfactory knowledge and understanding of Christianity and other faiths and beliefs but, overall, the progress that they make varies from class to class and they could do better. The time devoted to the subject; the subject leadership and the guidance to staff on what needs to be taught require urgent improvement.