

INSPECTION REPORT

GODDARD PARK PRIMARY SCHOOL

Welcombe Avenue, Park North, Swindon, Wiltshire,
SN3 2QN.

LEA area: Swindon

Unique reference number: 126282

Headteacher: Mr Mike Welsh

Reporting inspector: Mr Jeff Lemon
21116

Dates of inspection: 8th – 11th May 2001

Inspection number: 192734

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Welcombe Avenue Park North Swindon Wiltshire
Postcode:	SN3 2QN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Revd. John Emmett
Date of previous inspection:	10 th March 1997

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21116	Jeff Lemon	Registered Inspector	Science, Physical Education	What should the school do to improve further? The school's results and achievements; How well is the school led and managed?
9644	Michael Whitaker	Lay Inspector		Pupils' attitudes, values and personal development; How well does the school work in partnership with parents?
25074	Joyce Cox	Team Inspector	The foundation stage curriculum, English	How well are pupils taught?
22058	Christine Richardson	Team Inspector	Special Educational Needs, Art and Design, Music	
22911	Paul Whittaker	Team Inspector	Science, Information and Communication Technology	
28010	Janet Rymer	Team Inspector	Mathematics, Design and Technology	How well does the school care for its pupils?
22434	Sandra Bradshaw	Team Inspector	Equal Opportunities, Geography, History, Religious Education	How good are the curricular and other opportunities offered to pupils?

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PART A SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This very large primary school, with a nursery and special needs unit, serves the inner area of Park North in Swindon, Wiltshire. The 489 pupils on roll are organised into the nursery with 52 part-time pupils, and the full-time pupils are organised in 16 single-year-group classes. There are broadly equal numbers of boys and girls and the number of pupils eligible for free school meals is above average. The number of pupils with special educational needs is well above average and the number of pupils from ethnic minorities is higher than in most schools. The percentage of pupils speaking English as an additional language is above average. Many pupils come from homes with very significant socio-economic deprivation. Attainment on entry to the nursery is very low as pupils have very poor language and social skills.

HOW GOOD THE SCHOOL IS

This is a very effective school which gives good value for money and serves its pupils and the community very well. Pupils are taught well and the school provides a stimulating and enriching curriculum suited to the needs of its pupils. This leads to steady progress and very positive attitudes and behaviour. The headteacher, governors and staff lead the school very effectively, and are committed to raising standards further.

What the school does well

- Leadership and management of the school are very good.
- The teaching is good leading to good learning.
- Pupils' personal development and relationships are good, they have positive attitudes and behave well within the very good framework for managing behaviour.
- The quality and range of learning opportunities provided is very good and there are excellent community links that extend the curriculum.
- Spiritual, moral, social and cultural development is very good.
- The provision for the Foundation Stage is very good.

What could be improved

- Standards in English, mathematics and science.
- The use of assessment data to set group and individual targets.
- Pupils' literacy skills in all subjects.
- The procedures for determining the effectiveness of the school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March 1997, and improvement has been good since that time. The governing body has developed a clear role for strategic planning and is now well placed to judge the effectiveness of the school. The school development plan has been improved although there is still a need to make raising standards more explicit. Comprehensive policies and very clear schemes of work are effectively used to by teachers to support learning. Day to day assessment procedures have improved and more effective use of assessment data is developing. Pupils have more opportunities to work independently and to follow their own lines of enquiry although occasionally teachers still over direct pupils.

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	C	E	E	D
mathematics	E	E	E	C
science	E	E	E	D

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

The table shows that in 2000 when compared to all schools standards in English, mathematics and science were well below the average. When compared to similar schools standards are below average in English and science but match the standards of similar schools in mathematics. Standards have not improved markedly when compared with the findings of the previous inspection. However, there is evidence that pupils enter the school with poorer language skills than previously and of an increase in the number of pupils with more severe special educational needs. Careful data analysis by the school indicates that standards are rising and that the school has set challenging targets help this process.

Results of the 2000 national tests in reading, writing and mathematics taken by seven year olds show that standards were well below average when compared to all schools. When compared to similar schools results in reading and writing are well below average and standards in mathematics are below average.

Children enter the nursery with very low levels of all-round development and maturity. Subsequent progress is steady due to the good provision in the foundation stage and the good quality of teaching. In Key Stage 1 and 2 pupils make steady progress because of the good quality of teaching overall and the very good curricular opportunities provided. Some targets are set for individual pupils, but the school does not yet make effective use of assessment data to help teachers plan future learning. Inspection evidence shows that by the end of Key Stage 1, attainment in English is well below average and below average in mathematics and science. By the time pupils come to leave the school they have continued to make steady gains in their learning, although standards are below the national average in English, mathematics and science. By the end of both key stages, standards reached in the other subjects are mostly in line with what would be expected for pupils of this age, with evidence of good learning in a small number of lessons where teaching is very good, for example, art and physical education. Standards in design and technology are below average, as pupils lack the ability to plan and communicate alternative ideas for a design brief, often as a result of weaker literacy skills. Generally, satisfactory use is made of literacy and numeracy skills across the curriculum but these areas need greater emphasis. Those pupils from different ethnic backgrounds, including those who speak English as an additional language, are suitably supported and make satisfactory progress. Pupils with special educational needs, including those who attend the Unit, make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are good. They are proud of their school and enjoy coming to it.
Behaviour, in and out of classrooms	Behaviour is good. Pupils are polite to each other, to staff and to visitors. In lessons most comply readily with school procedures.
Personal development and relationships	Personal development and relationships are good. School staff are a model of good relationships.

Attendance	Unsatisfactory; it is well below the national average but improving.
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TEACHING AND LEARNING

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

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

The quality of teaching is good and as a result good learning takes place in most lessons. Teaching was at least satisfactory in 98 per cent of the lessons observed. In 57 per cent it was good or better and in 20 per cent it was very good or excellent. Examples of outstanding teaching were seen in mathematics, science and in a physical development lesson in the foundation stage. Only two lessons were judged to be unsatisfactory. All the characteristics of good teaching are evident across the school but not all teachers consider all elements of good practice consistently.

Teachers conduct literacy and numeracy lessons to the recommended structure and time and plan work well using the national strategies allowing most pupils to make good gains in their literacy and numeracy skills. The methods and organisation used by teachers are good. One particular strength is the clear instructions given to pupils so they know exactly what they have to do in the lesson. Very skilful questioning is used by the more experienced teachers, but is not used consistently by all the staff and is one of the reasons why some pupils only make satisfactory gains in their learning.

Where teaching is less successful, planning is less detailed and does not provide adequately for pupils of all ability groups. Also, too few opportunities are taken for assessment and lesson objectives are too broad or not made clear to the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: it is broad and balanced with excellent community links and very good extra-curricular activities.
Provision for pupils with special educational needs	Good: relates closely to pupils' needs and includes them well in the life of the school.
Provision for pupils with English as an additional language	Satisfactory: support provided ensures pupils make steady progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall: pupils learn to respect each other and take responsibilities for their own actions.
How well the school cares for its pupils	Good: much of the support in this area is based on good knowledge and good relationships between all staff and pupils. Procedures for assessing pupils' attainment and progress are good.

The school provides good quality information for parents. All information - prospectus, policies, newsletters - is written in plain, parent-friendly language. Parents make a satisfactory contribution to their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher and the senior management team provide a purposeful and very clear vision which is shared by staff, thus promoting high standards of teaching and effective learning.
How well the governors fulfil their responsibilities	Good: governors are very supportive and fulfil their statutory duties.
The school's evaluation of its performance	Good: the school has sound understanding of its strengths and weaknesses although assessment data needs to be more effectively used to set and track group and individual targets.
The strategic use of resources	Very good: priorities for improvement are well supported through effective financial planning.

There are enough teachers and support staff to teach the curriculum effectively. There are many imaginative aspects to the very good accommodation including the cyber café, the space library and the quiet garden. It is clear that everyone at the school, including caretaking and cleaning staff, take great pride and care in their building and look after it very well. There is good understanding and application of the principles of best value. The management of day to day business of the school by administrative staff, very well led by the senior administrative officer is of high quality, allowing the headteacher and staff to concentrate on teaching and learning as a priority.

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 friendly atmosphere and the approachability of staff. • The good teaching. • The leadership and management of the school. • The fact that their children like school. • The progress made by their children. 	<ul style="list-style-type: none"> • The amount of work pupils are expected to do at home.

Parents' views of the school are very positive and these views are confirmed by the inspection team. Parents have confidence in their school. Some parents expressed concern about homework. The inspection team, however, concluded that the school's use of homework was good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of the 2000 national tests in reading, writing and mathematics, taken by seven year olds, showed that standards were well below average when compared to all schools. When compared to similar schools, results in reading and writing, are very low and standards in mathematics are low. The results of tests taken in 2000 by 11 year olds show that, compared to all schools, standards in English, mathematics and science were well below the average. When compared to similar schools standards were low in English and science and in line with the average in mathematics. Whilst there have been some fluctuations over the last four years improvement is below the national trend. Standards have not improved markedly when compared with the finding of the previous inspection. However there is evidence that pupils enter the school with poorer language skills than previously and of an increase in the number of pupils with more severe special educational needs. Careful data analysis by the school indicates that standards are rising and that the school has set challenging targets to help this process.

2. The school carries out baseline assessment when children enter the nursery which indicates that attainment is very low, particularly in the area of language and social development. Progress is steady due to the good provision in the foundation stage and the good quality of teaching. In Key Stage 1 and 2 pupils make steady progress because of the overall good quality of teaching and the very good curricular opportunities provided. Some targets are set for individual pupils but the school does not yet make effective use of assessment data analysis to help teachers set specific targets for groups and individuals and then to track progress towards these targets.

3. The evidence from lessons seen during the inspection and a scrutiny of pupils' work shows that by the end of Key Stage 1 attainment in English is well below average and below average in mathematics and science. However, pupils make steady gains in learning due to the good quality of teaching. Standards in speaking and listening, by the end of Key Stage 1, are well below national expectations. Most pupils appear to listen to what the teacher is saying but only a very small number of higher attaining pupils reply to questions with relevant comment and detail. In reading, pupils rely on adult support, are hesitant and lack confidence. Pupils re-write stories they have heard and instructions, but there was limited evidence of other forms of writing. Pupils have a secure grasp of number and can identify the value of digits in numbers to 100. In science, pupils observe with attention to detail when learning about plants for example, and describe what they see using simple but appropriate language.

4. By the time pupils come to leave the school, they have continued to make steady gains in their learning, although standards are below the national average in English, mathematics and science. When speaking and listening, pupils are encouraged to debate and discuss their work, but lower attaining pupils find this very difficult. A small minority of pupils in Years 5 and 6 read fluently but not with expression. Some pupils have extreme difficulty in understanding words and texts. This lack of reading skills has an impact on pupils' attainment in all other subjects. Pupils have opportunities to write in a wide range of different genres. However, many pupils in the school have great difficulty in combining neat handwriting, interesting text, correct spelling and punctuation, when producing a piece of writing. In mathematics most pupils have a sound knowledge and understanding of number. They recall multiplication and division facts, use efficient methods of addition, subtraction, multiplication and division in calculations and add and subtract decimals to at least two

decimal places. In science, pupils develop a sound vocabulary of appropriate words, such as "invertebrate" and "antenna" when looking at minibeasts, and develop an understanding of basic life processes, like the growth of a plant from a seed. They have a clear understanding of a fair test.

5. By the end of both key stages, standards reached in most other subjects are in line with what would be expected for pupils of this age, with evidence of good learning in a small number of lessons where teaching is very good, for example art and physical education. Standards in design and technology are below average, as pupils lack the ability to plan and communicate alternative ideas for a design brief, often as a result of weaker literacy skills.

6. Sound use is made of literacy and numeracy skills across the curriculum, but there is a need to ensure that teachers reinforce the development of literacy wherever possible to help raise standards. Those pupils from different ethnic backgrounds, including those who speak English as an additional language, are suitably supported and make satisfactory progress. Pupils with special educational needs, including those who attend the unit, make good progress towards the targets on their individual education plans, and in the development of self-esteem and confidence, because of the good teaching they receive and the suitability of their targets. The school makes good use of assessment data for target setting on individual education plans and for the formation of groups, so that pupils who need additional support are identified as soon as possible. Pupils with special needs frequently attain well for their capabilities.

7. The school is aware of the need to identify gifted and talented pupils and suitably supports some pupils who have shown exceptional ability in sport and dance. There is no significant difference in the performance of boys and girls.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to their work are good. They are proud of their school and parents report that almost all like school. The youngest children, in the foundation stage and Key Stage 1, bustle into their classrooms in the mornings, content to leave their parents and settle quickly to school routines. In lessons, pupils are enthusiastic. They are keen to participate and show confidence in answering questions. Pupils respond particularly well to challenging tasks set by teachers with high expectations in the context of interesting lessons. For example, Year 5 pupils were given the responsibility of organising their own warm-up in a physical education lesson, timing each other with stop watches, and in a Year 6 literacy lesson, pupils responded well to the task of analysing author Penelope Lively's fiction style. In some classes however, pupils respond passively to lessons that lack focus, pace and challenge.

9. Behaviour is good. Pupils are polite to each other, to staff and to visitors. In lessons most comply readily with school etiquette, such as putting a hand up to speak and refraining from talking when someone else is. There are, however, pockets of disruptive behaviour, particularly in classes with significant numbers of pupils with emotional and behavioural difficulties. Such instances are well handled by staff and other pupils do not allow them to disrupt their learning. Lunch is an orderly and sociable occasion with pupils and adults dining together in a cafeteria style dining hall. Pupils follow mealtime staff's directions politely and cheerfully and are happy to chat in a sensible fashion to anyone who chooses to sit down beside them. Play is vigorous but there is no evidence of bullying or threatening behaviour towards any group of pupils. Pupils respect the zoning of the playground for different activities. The school is free of racial and sexual harassment. Over the previous twelve months, there have been eleven fixed period exclusions, involving six pupils.

10. Personal development and relationships are good. School staff are a model of good relationships and pupils respond well to the example set. Staff treat pupils with respect, valuing their contributions in lessons. Consequently, pupils feel sufficiently confident to venture tentative answers to questions. Pupils work well together in pairs, a practice positively encouraged in classes where pupils share their work with 'response partners'. Pupils' self-esteem and confidence is promoted by good relations between children and support staff, such as the administration staff, learning assistants and mealtime supervisors.

11. In all classes, pupils have classroom duties, which they carry out willingly and with minimal fuss. Older pupils in Years 5 and 6 are entrusted with manning the reception desk at lunchtime and answering the telephone; they read with younger pupils, act as library monitors and help in the younger classes on wet play days. Two pupils from each year group from Year 1 to Year 6 are elected to serve on a school council; they treat meetings of the council with due seriousness and debate issues raised by classmates with commendable maturity. Whilst pupils will happily carry out allocated duties, there is little evidence of them taking charge of their own learning and organising their work using their own initiative.

12. The school's ethos ensures that pupils have a strong moral sense. They are aware of the impact of their actions on others. They respond well to fellow pupils of other faiths and cultures, for example, in a Year 4 class they listened attentively to a Hindu boy talking about his heritage. Pupils debate moral issues, such as whether a recently surrendered criminal should be returned to prison. Year 6 engaged in a thoughtful discussion in a religious education lesson on 'How and why people pray'.

13. Attendance is unsatisfactory. For the last academic year, attendance was 92.5 per cent which is well below the national average. Unauthorised absence, at one per cent is twice the national average. The current year, however, is showing an improvement, with unauthorised absence equalling the national average. The school has analysed the absence pattern and knows precisely which groups of pupils are liable to present attendance problems.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is good overall and this has been maintained since the time of the last inspection. As a result of this good teaching pupils learn well in most lessons. Teaching was at least satisfactory in 98 per cent of the lessons observed. In 57 per cent it was good or better and in 20 per cent it was very good or excellent. Examples of outstanding teaching were seen in mathematics, science and in a physical development lesson in the foundation stage. Only two lessons were judged to be unsatisfactory.

15. All the characteristics of good teaching are evident across the school but not all teachers consider all elements of good practice consistently. This is crucial if standards of attainment are to rise.

16. Teaching is good overall in the nursery and in the reception classes. The particular strengths are the very good planning, the sensitive and caring way in which the children are treated and the excellent team approach, which involves and values all the staff. This high quality provision results in children making good progress in their learning, especially in acquiring personal and social skills and in their general physical and creative development.

17. Teachers generally have a good grasp of the subjects they are teaching, and some individual teachers have particular strengths in specific subjects: for instance, English,

science and physical education. Teachers' knowledge and understanding have improved in information technology since the last inspection, and some teachers, particularly in Year 6, show great confidence when integrating computer based activities into lessons.

18. Teachers conduct literacy and numeracy lessons to the recommended structure and time and plan work well using the national strategies, allowing most pupils to make good gains in their literacy and numeracy skills.

19. Setting for English and mathematics in Year 2 and in Key Stage 2 is a useful strategy as it helps teachers to match their teaching closely to pupils' previous attainment, resulting in pupils making good progress in many lessons. However, in some lessons, teachers did not match pupils' work to their abilities, but gave all pupils the same tasks, assuming that just because all the pupils were in a particular set, they all had the same needs.

20. There are some examples, throughout the school of lessons being planned well and building carefully on what pupils know, can do and understand. Joint planning between year groups is effective and means that all pupils should have similar learning experiences. At the beginning of lessons, most teachers state clearly what it is that they want pupils to have learned by the end of a lesson. This enables pupils to focus their thinking, stimulates their interest and motivates them to concentrate and learn. For instance, in a Year 5 English lesson, the teacher referred constantly to the clear and precise learning objectives, which resulted in all pupils writing effective, clear formal letters of complaint. In some lessons, the learning objectives are too broad and lessons lack clear direction. For example, in a Year 6 English lesson, where the intention was to "compare texts in writing, drawing out different values and appeals to a reader."

21. The methods and organisation used by teachers are good. One particular strength is the clear instructions given to pupils so they know exactly what they have to do in the lesson. Some teachers consistently pose questions, which check and extend pupils' learning, for example checking that pupils understand the terminology used when exploring germination in a Year 5 science lesson.

22. However, some teachers do not appreciate the difficulties that many pupils have in acquiring specific subject vocabulary and assume that because pupils sit quietly that they are listening and understanding. A large percentage of the pupils have difficulties in understanding specific vocabulary in many subjects. Some teachers' questioning is open-ended, requiring extended answers to check comprehension. Some staff do not accept single word responses, but prompt if necessary with further, supplementary questions. Pupils are regularly encouraged to consolidate learning by offering explanations back in their own words, ensuring that understanding is quite secure. This very skilful questioning is used by the more experienced teachers, but is not used consistently by all the staff.

23. In the majority of lessons, teachers, ably assisted by non-teaching staff, positively manage the pupils' behaviour. This is a notable achievement given the much larger than average number of pupils in many classes who have emotional and behavioural difficulties. In many lessons in both key stages, a calm orderly atmosphere is established enabling all pupils to concentrate well. This is particularly so in Years 5 and 6, where the pupils display high levels of self-discipline and move between lessons calmly and purposefully, showing a desire to learn. Relationships with pupils are very good throughout the school and this has a significant impact on the quality of teaching. Teachers have clear, well-established ground rules, they value pupils' contributions and give positive praise when appropriate. In a small number of classes, teachers are not so secure in managing challenging behaviour and do not ensure that they have all the pupils' attention when teaching. They accept "muttering" and

“shuffling” from pupils which interrupts the flow of the lesson and impairs learning for all pupils’.

24. Teachers make good use of time, and lessons generally start and finish on time. The best planning includes detailed timings for the development of a lesson, which ensures a brisk pace and maintains pupils’ interest. On numerous occasions, teachers remind pupils of the amount of time left in which to complete a task – “You have only two more minutes” and “Finish the sentence you are writing before you stop”. Support staff are used well, especially in the literacy and numeracy lessons, to work with specific pupils or groups. Their presence considerably helps pupils learning, especially in the lower attaining sets. Good use is made of resources, including overhead projectors. Computers are used well in many subjects to extend and develop pupils’ learning. For instance, a group of Year 4 pupils competently used the Internet to research Indian shrines.

25. Teachers’ day-to-day assessments are good. Most teachers use plenary sessions well to evaluate progress against the learning objectives of the lesson. Marking of books, however as a means of assessing what has been learned is inconsistent. In the best examples, teachers write perceptive comments that support pupils and give suggestions on how work could be improved next time. Homework, which is usually centred on English and mathematics, is given to all pupils and this is satisfactory.

26. Where teaching is less successful, planning is less detailed, and does not provide adequately for pupils of all ability groups. No opportunities are taken for assessment; lesson objectives are too broad or not made clear to the pupils. Explanations of specific subject vocabulary may not be provided to help pupils and a slow pace leads to pupils becoming restless.

27. Teachers and teaching assistants take good account of targets for pupils with special educational needs in their planning. The targets in the individual education plans are clear and achievable, although occasionally some targets are too broad. Pupils are grouped according to their prior attainment and particular needs in literacy and numeracy. This ensures that tasks are matched well to pupils’ abilities. Pupils have high quality support from skilled learning support staff, frequently on a small group withdrawal basis, as well as receiving good care and attention whilst working with the teacher and the rest of the class. Staff maintain good records and there is regular, relevant liaison between teachers, teaching assistants and teachers from support agencies.

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

28. The curriculum is generally broad and balanced. The current demands for Curriculum 2000 are met and health, sex and drug education is part of the personal, social and health programme. The time given to each subject is appropriate, providing a curriculum that is well balanced. The school plans very good coverage of the Early Learning Goals for children under five and provides a very balanced curriculum for them. The national literacy and numeracy strategies have been successfully introduced, but their impact has not been fully evaluated. The curriculum very successfully supports the aims of the school and has been effective in promoting pupils’ intellectual, physical and personal development. In addition, the school has taken action to improve the quality of its lesson planning. The school organises workshops for parents to launch new or revised information and parents are encouraged to take part in practical activities to enable them to support their children at home.

29. All pupils, including those with special educational needs and those with English as an additional language have equal access to the curriculum. There is good provision for pupils with special educational and behavioural needs throughout the school. Teacher assistants know pupils and teachers well and they work together in an effective partnership. They make a positive and sensitive contribution to include all pupils by ensuring they have access to the full curriculum, with extra explanation and encouragement to raise their self-esteem and to remain on task.

30. The school makes very good provision for the personal development of pupils and has a very good personal, social, health and citizenship education policy, which supports the work of the school in this area effectively. Provision is made in it for sex and drugs education, supported by outside speakers and experts, as appropriate, such as the doctor, dentist and school nurse. Visitors such as the road-safety officer also foster attention to safety. The school is committed to the Healthy School's award that it has received on two previous occasions. A strength of the school is the provision of a Breakfast club and a Twilight club where pupils are well cared for and provided with snacks each day.

31. Pupils make good use of the school grounds, especially the "Quiet Garden" that the pupils helped to design and parents and friends helped to create. The school enriches the school curriculum provision by visits of historical interest to such places as Hampton Court and Bath. In addition, pupils in Year 6 go on a residential visit to Weymouth each year. The provision for extra-curricular activities is very good. These take place during the lunch hour and after school and cover a diverse range of areas, from quiet reading, art and choir to sporting activities such as football and rugby. Activities are provided for both Key Stage 1 and Key Stage 2 pupils.

32. There are excellent links with the community, especially with the playgroup who enjoy close liaison with the nursery and reception classes. Family afternoons take place each week for parents and carers of children under school age. There are also good links with other local primary schools and the secondary schools. A particularly good feature is the link fostered with the Performing Arts. One of the teachers in the secondary school organises a regular dance club for pupils who perform in their own school and in the senior school. The more recent setting-up of the Cyber café provides computer education for members of the community and also for the pupils of the school.

33. The provision for pupils' personal development is very good overall. Provision for pupils' moral, social and cultural development is very good and for spiritual development it is good. Spiritual development has improved since the last inspection. It is developed well through assemblies, religious education and in many other lessons. The sensitive approach to religious education ensures that pupils gain an understanding of how religious belief affects people's lives. Assemblies are special times and are used well to develop pupils' spiritual awareness and encourage them to reflect upon the world around them. They learn stories from other faiths and develop their understanding of right and wrong. Assemblies are calm, orderly occasions, which make a strong contribution to the warm, supportive atmosphere of the school.

34. There is a clear code of behaviour in classes and throughout the school. It is used very effectively to promote moral and social development and pupils know how their rules are to be applied in the classroom and the playground. This provides a very good moral framework in which pupils can grow. Pupils have a good understanding of right and wrong, as their reactions show when they see their classmates rewarded for doing good things. The school's rules, and use of rewards, recognise all of the positive things that pupils do and pupils from Year 3 upwards have opportunities to recognise, and comment upon, positive aspects of other children's work and behaviour. Older pupils develop their social awareness

through opportunities to help others. For example, Year 6 pupils performed and led a music workshop in the nearby special school. Relationships in the school are positive and this provides pupils with a very good example on which to model their own social behaviour. Pupils learn to respect others and take responsibility for their own actions. Through their strong links with Kenya, they are able to compare life in the First and Third Worlds and are pleased to be involved in any fund raising opportunities for projects in this country or abroad.

35. There is very good provision for pupils' cultural development. Stories, music and literature from other cultures are used thoughtfully throughout the school. In art lessons pupils appreciate the works of Picasso, Monet, Van Gogh, Hepworth, and study art and sculpture from many countries. The school meets its aim, to ensure that pupils' appreciate the multi-cultural nature of society in both this and other countries, well. In addition to the school's excellent link with a school in Nairobi, pupils learn about other countries. Several cultures and beliefs are valued in religious education, for example in Judaism, where Year 2 and 5 pupils understand why the Torah is so precious and in Year 6 when they illustrate their stories and prayers from a study of Sikhism with care and sensitivity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school's arrangements for child protection are good. The headteacher and his two senior staff have been trained in child protection procedures and all staff, including support staff, are aware of the action to be taken in cases of concern. Relationships with other agencies are good. Pupils' health and safety are well safeguarded. Both a member of the governing body and a teacher have responsibility for health and safety. The matter is regularly discussed at meetings of the governing body and periodic tours of inspection are made. Minor hazards are attended to promptly by the resident site manager. Contracts are in place for regular safety inspections of physical education apparatus, electrical items and fire equipment. Fire drills are held and the alarm tested regularly. All necessary procedures for dealing with accidents and meeting pupils' medical needs are in place. School catering staff are aware of pupils with food allergies.

37. Arrangements for monitoring and improving attendance are good. Registers are examined in detail. Absence data for various groups of pupils, such as those from ethnic minorities or pupils with special educational needs are analysed. Unexplained absences are pursued weekly. The school's education welfare assistant personally collects up to half a dozen children each morning. A trophy is awarded weekly to the class having the best attendance and punctuality. The establishment of a breakfast club has led to a reduction in lateness. The education welfare officer visits the school monthly. Although the attendance figures for the last complete academic year are well below national averages, the current year is showing results much nearer to the average.

38. There are very good procedures for promoting good behaviour. The high standard of behaviour seen around the school is the product of the school's emphasis on encouragement. Throughout the school, there are displays promoting positive attitudes to learning and self-esteem. Pupils are introduced to the school's behavioural standards and teachers' high expectations very early on. Those expectations are underpinned by a clear behavioural policy. Children are encouraged by a variety of awards - 'Star of the Week' - stickers, charts and so on. Staff approach behaviour management with consistency. Behaviour is well monitored. All instances giving rise to concern are recorded and the records are monitored by the headteacher, so that trends may be identified at an early stage. Although racial incidents are rare, (there has been only one instance) the necessary records are kept. Bullying is dealt with appropriately and, where necessary, parents are informed. The adult-style cafeteria promotes sensible mature behaviour at lunch and the division of the

playground, into activity zones, minimises contact between those who want to play ball games and those who wish to sit and chat.

39. Pupil welfare is promoted in a number of ways. There is an emphasis on healthy diet; a police officer talks to pupils about 'Stranger Danger' and an officer from the transport police talks to them about the dangers on railway lines. Internet access is screened to minimise access to unsuitable websites. Drugs education is appropriately dealt with in both key stages.

40. Procedures for monitoring and promoting pupils' personal development are good. Because of the school's focus on improving attainment, through raising self-esteem, all staff are aware of the personal needs of their pupils. Records, charting personal development, are kept in pupils' personal portfolios and are particularly effective in the foundation stage and Key Stage 1. A child's personal development is reported regularly to parents. Much of the support in this area is unobtrusive and informal, and based on good knowledge and good relationships between all staff and pupils.

41. Procedures for assessing pupils' attainment and progress are good. Detailed assessment arrangements are clearly set out based on key tasks, annual tests and other data. Particular emphasis is placed on tracking the achievements of pupils in literacy and numeracy; for example, National Numeracy Strategy key objectives are used to track each child's performance in mathematics. In other subjects, samples of work are analysed to give some indication of progress. The quality of teachers' marking overall is satisfactory with some examples of good marking where comments are positive and relate to the teaching objectives.

42. Targets are set for pupils in English, mathematics and science. In many cases these give pupils a clear indication of what they need to achieve. However, at times they are unclear because the language used is too difficult for pupils to understand and targets are not specific enough.

43. The school makes adequate use of assessment to guide planning. Assessment in literacy and numeracy is used effectively to organise pupils into teaching groups (sets) based on prior attainment. However, some staff make insufficient use of assessment information to ensure tasks closely meet the needs of pupils of different abilities within a class or set. Consequently, in these lessons, work is not challenging enough for certain pupils and is too demanding for others to be effective.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school provides good quality information for parents. All information - prospectus, policies, newsletters - is written in plain, parent-friendly language. Regular newsletters give good notice of school events. Pupil reports are satisfactory and meet statutory requirements. Good links between school and parents are maintained both formally and informally. Parents have three formal opportunities a year to meet their children's teachers and discuss progress. These meetings are generally well attended. The school, recognising that many parents did not themselves have happy experiences of school, prides itself on its informal accessibility to parents. Minor problems are resolved by a quick word between parent and teacher at the beginning or end of the day. The school reaches out to parents by providing an early morning breakfast club and an after-school club, together with crèche facilities for school events. The reception teacher makes home visits to new children as part of a thoughtful induction programme. The school offers parents information evenings and workshops on curriculum matters, such as how mathematics and science are taught.

45. Parents make a satisfactory contribution to their children's learning at home. Home-school dialogue is facilitated by the use of home-school reading records and, in Key Stage 2, homework books or diaries. For example in Year 5 and 6 a formal diary with the set homework is used and a number of parents make comments. Parents make a satisfactory impact on the work of the school. Some parents volunteer their services to the school, in helping to supervise on school visits, for example, or by joining in working parties in the school grounds. A 'Friends' association works hard to raise funds. Parent governors perform a valuable role as links between parents and school. Events involving children, such as drama performances or assemblies are well supported.

46. Parents' views of the school are positive. In particular they appreciate its friendly atmosphere and the accessibility of staff. They have confidence in their school. Parents responding to the pre-inspection questionnaire considered that the teaching and children's personal development were good but expressed concern about homework. The inspection team, however, concluded that the school's use of homework is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Leadership and management are very good. The headteacher is very clear and knowledgeable about the needs of all pupils at the school, he remains committed to the community the school serves. As a result he, and the senior management team provide a purposeful and very clear vision for promoting high standards of teaching and effective learning, which is shared by staff. There is a strong commitment from all involved at the school to improvement and good potential for further improvement. The aims of the school are clear and are set out in the prospectus and school development plan. These aims, along with the motto "Everybody learns, everybody cares" clearly underpin all the work of the school ensuring good relationships and that all children are equally treated.

48. The strong leadership noted at the time of the last inspection has been maintained and leadership and management overall have improved because of the increased involvement and understanding of the governing body. The governors are very supportive and maintain good contacts with the school on a day to day basis through regular formal and informal visits. Simple but effective forms are used to ensure that governor visits have a suitable focus and that all governors are aware of the outcomes. The senior administrative officer has excellent knowledge and, as clerk to the governors, provides a strong link alongside the headteacher between the everyday running of the school and the long term vision. The committee structure is securely based on a well thought out scheme of delegation. The governing body fulfils its statutory duties and has a sound understanding of the strengths and weaknesses of the school, although the use of assessment data needs to be more effectively analysed to focus on priorities for development.

49. Special educational needs provision is very well managed. There is a knowledgeable and very experienced special needs governor who is well involved in the life of the school. The unit is well managed and the special needs co-ordinator manages the overall provision well. Additional funding for special needs is spent efficiently and additional funds from the school general budget are suitably used to supplement these monies.

50. The school development plan is a clear working document and correctly identifies priorities. A strength is the contribution by post holders of maintenance plans with specific targets for their subjects. The plan is well understood by staff and governors and is given high profile helped, for example, by its prominent display in the staffroom. The plan is well monitored for example through regular planned reviews and the publication of an

“adjustments” document. The school understands well that improvements need to be made to standards when compared to similar schools, but this needs to be more explicitly stated in the success criteria of the improvement planning section of the plan.

51. Monitoring and evaluation by the headteacher, co-ordinators and the governing body is good and there is a clear commitment to self-evaluation. Regular observations of planning and lessons provide feedback to staff on areas for development and there is evidence that these are then included in longer term staff development. A high proportion of staff are at an early stage of their careers and although suitably supported the very good skills of more experienced staff need to be used carefully to maintain a focus on raising standards in core subjects. The performance management process is clearly understood, linked to school development planning and professional development and secure in practice.

52. There is an appropriate match of teachers and staff to the demands of the curriculum, although more than half the staff have joined the school in the past two years. There is a good system for the induction of new staff. Teaching assistants are deployed well and staff work very well together as a team. Performance management has been introduced successfully, extending the school’s positive approach to staff appraisal and development.

53. The overall standard of accommodation is very good. There are many imaginative aspects to the accommodation including the cyber café, the space library and the quiet garden. These enhance opportunities for pupils’ learning significantly and enrich the range of interesting and stimulating experiences offered to pupils. In all areas there are excellent displays, covering the full range of subjects, which celebrate pupils’ achievement with very good support for literacy and numeracy. Very good attention is paid to the impact of display, for example, the creative establishment of the “space” library to develop the interest of boys in books and accessing information. It is very clear that everyone at the school including caretaking and cleaning staff take great pride and care in their building and look after it very well.

54. There is good understanding and application of the principles of best value. The management of day to day business of the school by administrative staff is of high quality, very well led by the senior administrative officer, allowing the headteacher and staff to concentrate on teaching and learning as a priority.

55. The level and use of resources is good. The school is becoming increasingly effective in using computers and other technology in lessons and the overall provision of computers in the suite and in classrooms is very good. The imaginative space library is used well and the quiet garden provides opportunities for reflection and for extending studies in science.

56. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

Raise standards of attainment in English mathematics and science so that by the time pupils leave the school these standards are at least in line with similar schools.

To achieve this the school should:-

- Develop and share the good teaching practice to ensure that all teachers use management behaviour strategies consistently, set work which is matched to what pupils can do, develop their subject knowledge and develop pupils' literacy skills in all subjects they teach. (Paragraphs 6,15,22,23,26,96,102,113)
- Make better use of assessment data to set targets for individuals and groups of pupils and to track progress towards these targets. (Paragraphs 2,42,43,48,106)
- Ensure that the success criteria in the school's development plan are more focussed and measurable and more explicitly relate to raising standards. (Paragraph 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	16	36	41	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	436
Number of full-time pupils known to be eligible for free school meals		133

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register	7	172

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence	%
School data	6.5
National comparative data	5.2

Unauthorised absence	%
School data	1.0
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	32	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	24	26
	Girls	25	24	26
	Total	45	48	52
Percentage of pupils at NC level 2 or above	School	73(60)	77(65)	84(53)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	26	31
	Girls	24	25	25
	Total	45	51	56
Percentage of pupils at NC level 2 or above	School	73(74)	82(60)	90(81)
	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	42	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	24	27
	Girls	18	10	20
	Total	39	34	47
Percentage of pupils at NC level 4 or above	School	57(58)	50(52)	69(60)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	30
	Girls	19	18	22
	Total	39	34	47
Percentage of pupils at NC level 4 or above	School	63(65)	65(60)	76(59)
	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	2
Black – African heritage	2
Black – other	
Indian	3
Pakistani	
Bangladeshi	5
Chinese	4
White	355
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups	1	

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)	19
Number of pupils per qualified teacher	27
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	422

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	3
Total aggregate hours worked per week	104

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	990714
Total expenditure	1021527
Expenditure per pupil	2206
Balance brought forward from previous year	56631
Balance carried forward to next year	25818

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	457
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	48	1	1	2
My child is making good progress in school.	43	48	6		2
Behaviour in the school is good.	26	54	7	4	9
My child gets the right amount of work to do at home.	25	35	29	9	3
The teaching is good.	44	48	2	1	5
I am kept well informed about how my child is getting on.	27	51	12	6	4
I would feel comfortable about approaching the school with questions or a problem.	48	41	1	4	6
The school expects my child to work hard and achieve his or her best.	52	39	6		2
The school works closely with parents.	26	48	11	6	9
The school is well led and managed.	33	58		3	6
The school is helping my child become mature and responsible.	31	57	8		4
The school provides an interesting range of activities outside lessons.	28	40	14	5	13

Other issues raised by parents

Parents felt that headteacher and staff are caring and know children well.

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

57. Children aged under five are taught in the nursery and in two reception classes. They are admitted to the nursery on a part-time basis as soon as possible after their third birthday and join the reception classes in the September prior to their fifth birthday. At the time of the inspection there were fifty two children under the age of five attending the nursery part time. There were fifty six children under the age of five, attending full time in the reception classes.

58. The quality of provision for all these children is very good, and it has a significant effect on children's learning and progress. The school has improved the good quality provision that was observed at the time of the previous inspection.

59. Children enter the nursery with levels of all-round development and maturity, which are very low when compared with children of a similar age. Most children have poor language skills, immature speech and problems communicating with others. Although they make good progress in the nursery, particularly in their personal, social and emotional development, attainment on entry to the reception classes is well below expectations.

60. Baseline assessment indicates that children's attainment is very low when compared to other four year olds. Children make good progress in the reception classes. However, by the age of five, only a few children attain all the nationally identified targets or "early learning goals" on entry to compulsory schooling.

61. The nursery is a calm and very stimulating learning environment where the children feel happy, confident and secure. This was very evident, during the inspection, when a small number of children, who were unsure when attending in the morning rather than the afternoon, were handled with sensitivity, love and patience by the staff. Very good planning for a range of stimulating and exciting activities ensures that the early year's curriculum meets the needs of all children. There is a very good balance of teacher directed and child chosen activities and tasks are very well matched to the planned objectives for each session. The accommodation is spacious and organised very efficiently and provides a very attractive learning environment. The outdoor play area has been improved since the previous inspection and exciting and colourful large equipment has considerably improved the provision. Teachers and support staff in both the nursery and the reception classes work extremely effectively as a team, promoting good progress, especially in children's personal, social and emotional development.

62. Links with parents and carers are very good. There are home visits prior to admission to the nursery. Parents and carers are encouraged to work in the playgroup, which is adjacent to the nursery. Playpacks have been made to strengthen home/school links and to encourage parents to spend time with their children on purposeful activities. Detailed and comprehensive records of observations of children's learning are kept from the start of their time in the nursery. These records are passed to the reception classes, where children's progress, in all the Early Learning Goals, continues to be tracked very effectively.

Personal, social and emotional development

63. Provision for the personal, social and emotional development of children under the age of five is very good. Nearly all the children enter the nursery with very immature skills in personal and emotional development. By the time they leave the reception classes, many children are achieving the early learning goals in this area. The nursery staff place great emphasis on this area of development and the children make good progress, developing self-confidence as they learn to understand school routines. Children are encouraged to choose activities for themselves, select their own materials for artwork and share the toys amicably. They are very efficient at tidying the nursery and, during the inspection, cleaned the paint palettes and art table with vigour and determination!

64. Most children in the reception classes are learning to concentrate and persevere with an activity to finish it. The children respond positively to adults. They are learning to play co-operatively together, for example, in the "Garden Centres" where they are learning to take turns and share the soil and seeds fairly.

65. The children's personal and social development is very well promoted by the staff who are kind and caring and infinitely patient and who work together very well. The adults provide excellent role models for the children; always treating each other, parents and the children with courtesy and respect. The children are constantly encouraged to become socially independent by hanging up their own coats and by collecting and putting away their own equipment. The staff expect the children to put on their own aprons and encourage all the children to manage their own personal hygiene. The very good teaching ensures that the children under five are learning to work, play and co-operate well with other children

Communication, language and literacy

66. Provision for communication, language and literacy is good. In relation to their attainment on entry, most children make good progress in acquiring speaking, listening, reading and writing skills. Nevertheless, by the age of five only a small minority of children meet the expected standards for communication, language and literacy. Staff in the nursery and in the reception classes take every opportunity to encourage children to communicate. Daily nursery rhyme sessions in the nursery encourage children to communicate. However, only a few children know any of the words and most have very limited oral communication. Children are encouraged to listen to stories, such as "The Very Hungry Caterpillar" and to predict what will happen next.

67. In the reception classes, children are learning to interact with their teachers but are very silent when working in small groups, some children play and work side by side with very little communication. The higher attaining children in the reception classes are beginning to recognise that words and pictures convey meaning in stories and can confidently and carefully handle books. A very small number of higher attaining children can already recognise and write initial letters in response to the letter sounds. Other children, although they enjoy listening to a story, have limited concentration and experience difficulty in answering simple questions about the text. Their learning is further impaired by unclear speech and not many children speak in complete sentences. Many use one or two word utterances and some children just nod or shake their heads. They require considerable coaxing to communicate.

68. All children are learning to recognise their own names and many children can produce a recognisable version of their own name, although not with the appropriate use of upper and lower case letters.

69. The quality of teaching is good in language and literacy in both the nursery and in the reception classes. Teachers make good use of literacy sessions to raise the children's attainment and progress in speaking and listening, reading and writing. This is because they have a very good understanding of how young children acquire reading and writing skills and an enthusiasm which is successfully conveyed to the children, despite the fact that many of the children sit passively and do not communicate. Nevertheless all staff have high expectations for the children and work hard to ensure that they are all kept busy and little time is wasted. There is also good use made of resources such as big books like "Handa's Surprise" to encourage and interest the children. Finger puppets of the characters in the story provide good opportunities for the children to retell the story.

Mathematical development

70. Provision for mathematical development is good. Children make good progress in comparison to their attainment on entry to the school. Although few children are attaining at a level expected for their age most lack a wide vocabulary and do not know the right word to describe a process. In the nursery, children are learning to discriminate between and name different colours and shapes. Nursery staff help children to see the mathematics all around them. For instance, children help the teacher count the number of scoops of soil when planting "Bizzie Lizzies" in flowerpots.

71. Children in the reception classes are learning to count to five. The higher attaining children can count objects to at least ten and they can match objects one to one. They are familiar with number rhymes and songs and enjoy saying and singing them, displaying very good progress when compared to children in the nursery who knew very few words of "Baa Baa Black Sheep".

72. Teaching is very good. Planning is very detailed and teachers ensure that children have many opportunities to practise their developing mathematical skills in an exciting range of activities. For instance, children in the reception classes are very interested in cutting up fruit and in counting tangerine segments. Teachers and support staff have an enthusiasm and vitality, which ensures that learning is exciting and stimulating for all children which, raises attainment and accelerates progress.

Knowledge and understanding of the world

73. Provision to develop children's knowledge and understanding of the world is very good. Children enter the nursery with very few experiences of the world around them. The staff take every opportunity to extend the children's knowledge and understanding of the world around them, so that in relation to their prior attainment, all children make good progress.

74. Exciting activities, such as watching tadpoles change into frogs and waiting for a butterfly to emerge from a cocoon provide children with very good opportunities to look at and talk about change and life cycles. The children are fascinated and enthralled when the chrysalis wobbles and shakes as the butterfly inside practises emerging!

75. Higher attaining children, in the reception class, can answer simple questions about their homes and families. They are learning to explore and investigate a variety of materials such as wood, recycled materials, water and wet and dry sand. They enjoy these practical activities very much. They use their slowly developing literacy skills with increasing confidence to talk about their observations and to record pictorially what they have discovered.

76. The children show a keen interest in the computer and can use the mouse control with skill and confidence when using simple art programs to draw pictures.

77. Teaching is good. The early years staff skilfully provide a range of opportunities for the children to explore the environment outside the school through visits to such places as Roves Farm and Westonbirt Arboretum, and also encourage them to talk, draw and paint or model what they discover, using a range of materials.

Physical development

78. The provision for physical development is good. By the age of five some children's attainment is in line with the national targets in their general physical development. They are developing good physical control, mobility, and awareness of space. During an outdoor play session in the nursery, the children demonstrated that they have a good awareness of space and other children and successfully control their body movements when using climbing apparatus. Reception children are developing good physical control, by following the teacher's instructions carefully and are learning to use the hall safely.

79. Fine motor skills are developing well. Children are making good progress using scissors, paintbrushes and crayons.

80. The teaching, which promotes physical development, is good. In one lesson it was excellent. This is because the teacher challenges and inspires the children to develop both their physical and their designing skills, as they have to decide how they will move with their partner. The teacher keeps asking pertinent questions to motivate the children, who respond with increased effort and concentration.

81. Staff participate enthusiastically and provide the children with clear, precise instructions so that they know exactly what they have to do. Planning for outdoor activities is very good and has improved considerably since the last inspection.

Creative development

82. Children receive good opportunities to promote their creative development and by the time they are five, many achieve the expected standards for children in this age group. In the nursery the children confidently and competently mixed power paints and squealed with delight when experimenting with finger paints! Reception children produce colourful, symmetrical butterfly paintings using acrylic paints.

83. Nursery children enjoy experimenting with colour, for example when making attractive collages using the same shades as those used by Monet. They are inspired by a highly impressive Monet display. The quality of teaching is good. When playing in the garden centres and the greenhouse, the children show an increasing ability to use their imagination and to listen and observe carefully. Children enjoy music and about half of the children in the nursery could sing all the words of "Caterpillar Boogie" in preparation for a musical extravaganza involving all the children in the foundation stage.

ENGLISH

84. The results of the 2000 tests for seven year olds indicated that standards in reading and writing were well below the national average and are well below the standards achieved by similar schools. This represents an apparent decline in standards since the previous inspection. Over the four years 1996-2000, pupils' performance in reading and writing declined

rapidly until 1999 and has been well below the national average. The 2000 tests showed a rise from the low 1999 result especially in writing. The performance of boys and girls is comparable in writing over the last four years; but below that of other seven year olds. The attainment of the majority of the current Year 2 is below the national expectation for reading and writing.

85. The 2000 tests for eleven year olds showed results well below the national average. However, pupils' results were below when compared to similar schools. Over the last four years, pupils' performance has been below the national average. The present Year 6 pupils are working below the nationally expected levels in English.

86. Several factors influence these results. There are a considerable number of pupils on the Register of Special Educational Needs. Indeed one in six of all the pupils are on the register. This is one factor to remember when considering the school's English results, as is the comparatively high turnover of staff.

87. Children enter the reception class with poor language skills in comparison to children of a similar age. Many children are reluctant and hesitant communicators and only a very small number speak in sentences. Many of the children have unclear speech and difficulties in understanding instructions.

88. Attainment in speaking and listening at the end of Key Stage 1 is well below national averages. All pupils, including those with special educational needs, make sound progress in relation to their prior attainment. Most pupils appear to listen to what the teacher is saying but only a very small number of higher attaining pupils reply to questions with relevant comment and detail. Many lower attaining pupils, although appearing to listen carefully to their teachers, have difficulty in expressing their thoughts and ideas. They speak hesitantly in single words, phrases and short sentences. Some pupils struggle to find the correct word to use and have problems articulating word definitions. Teachers work hard to compensate for pupils' lack of expressive vocabulary and some modify questions well to match pupils' level of understanding, but on many occasions teachers accept single word answers instead of encouraging pupils to reply in sentences.

89. Standards in speaking and listening at the age of eleven are below national expectations for the majority of pupils. Pupils are encouraged to debate and discuss their work, but lower attaining pupils find this very difficult. For instance, when describing events in Literacy hour texts, they cannot always recall the precise vocabulary. Lower attaining Year 6 pupils struggled to recall previous learning and had no idea what the word "canvas" meant. Only a very small minority of higher attaining pupils can extend their ideas in the light of a discussion or give reasons for their opinions. This was evident when discussing reading books with inspectors.

90. Pupils' attainment in reading is well below the national average at the end of Key Stage 1 and below national averages at the end of Year 6. All pupils, including those with special educational needs and pupils for whom English is an additional language, make satisfactory progress in their learning in relation to prior attainment. Some pupils have insufficient strategies to tackle new words. For instance many pupils are aware of the names of letters but cannot connect this with the sound, so are unable to attempt new words. If pupils know the letter sounds they are unable to put them together to form words. Some pupils rely on adult support when reading and are hesitant and lack confidence. Many pupils have difficulty in understanding the book and cannot deduce or predict what might happen next without considerable support. Most pupils attempt to join in with class reading during the literacy hour. A small number of higher attaining pupils in Year 2 are reading at the expected level and read accurately, fluently and with understanding.

91. Some pupils in Key Stage 2 are not confident readers. A small minority of pupils in Years 5 and 6 read fluently but not with expression. Some pupils have extreme difficulty in understanding words and texts. Some higher attaining pupils can read the word but cannot always say what it means. This lack of reading skills has an impact on pupils' attainment in all other subjects.

92. Most pupils know how to select an information book from the library, and there was evidence of pupils being able to skim and scan texts for information. Reading records are kept in all classes, and they clearly indicate strengths and weaknesses in pupils' reading skills. The school works very hard to encourage pupils to read. There are exciting reading areas in all classes and the library has been converted into a space station to encourage boys to read more. The pupils are surrounded by an exciting collection of high quality books, but very few pupils, apart from a few higher attainers, expressed a love of literature, despite the tremendous efforts to encourage this by all staff.

93. Pupils' attainment in writing is below the national average in Key Stage 1, and at the age of eleven. The implementation of the National Literacy Strategy has not yet had a positive impact on writing standards.

94. Pupils in Key Stage 1 write accurate recounts and instructions, but there was limited evidence of other forms of writing. Work sampling indicates that "diary" writing can become tedious and repetitive for some pupils who are capable of writing in more interesting genres, which would raise attainment and also prepare pupils more effectively for Year 3 work.

95. Older pupils have opportunities to write in a wide range of different genres. For instance, work sampling indicated that pupils in Year 5 have written poetry, stories, reports and instructions. However, despite improved opportunities for writing in different forms, many pupils in the school have great difficulty in combining neat handwriting, interesting text, correct spelling and punctuation when producing a piece of writing. They need constant reminders to remember capital letters and correct punctuation. There is a consistent approach to the teaching of handwriting, although some pupils' handwriting is untidy. This was very evident in the work scrutiny. Pupils in Key Stage 2 are not confident when using spellings in their writing and many lower attaining pupils rely totally on adult support.

96. The quality of teaching and learning overall in English is good with examples of some very good teaching. In the very good lessons, teachers show confidence and good knowledge and understanding of the subject. Work is planned to be challenging and builds on pupils' knowledge, which raises attainment. Some teachers interest and inspire pupils with their own love of literature. This was evident in a Year 6 Literacy lesson where the teacher skilfully conveyed her own enthusiasm for Penelope Lively's books to the pupils. Some teachers make good use of question and answer sessions to develop pupils' speaking and listening skills, skilfully adapting questions so that pupils of all levels of ability can succeed and respond. Target setting is developing, for example there is good practice when targets are set out at the front of exercise books. There is a lively pace and high expectations of pupils' work and behaviour. Where teaching is not so successful, the teachers' expectations of what the pupils can achieve are too low, and work is not planned for different needs. There is an acceptance of and praise for mediocre work and a lack of rigour and challenge. Some teachers are unaware of the precise levels of attainment of their pupils and in many instances, pupils receive the same work regardless of their learning needs.

97. The school has successfully introduced the National Literacy Strategy and the "literacy hour" is established in all classes. The strategy has thus far had little impact on pupils' standards of attainment. The school does not always promote literacy skills sufficiently across the curriculum and this often means that the quality of pupils' writing in other subjects suffers.

For instance, on some occasions, pupils are given simple worksheets to complete instead of being encouraged and expected to write their own sentences. The difficulties most pupils experience in converting spoken into written English affects other subjects, such as science, history, geography and religious education where pupils experience problems when recording new learning.

98. The leadership and management of the subject are good. The co-ordinators are enthusiastic, experienced and very hard working and are committed to raising standards of attainment. They lead by example with their own very good teaching. There have been some observations of teaching and learning but so far this has failed to bring about a significant increase in pupils' levels of attainment in English. Nor is there sufficient focus given to developing pupils' poor communication skills, through drama or role-play for instance. There is an urgent need to share the very good English teaching, which exists in some classes, to raise standards for all pupils. The English policies have been reviewed in the light of Curriculum 2000. Resources are good and the attractive library is used well.

MATHEMATICS

99. Results of the National Curriculum tests for 2000 showed pupils at age seven attained standards well below the national average for their age and below the results gained by similar schools. At the age of eleven, in the National Curriculum 2000 tests pupils' performance was well below the national average but similar to that of pupils in similar schools. Inspection evidence shows pupils' attainment as below average at both age seven and eleven. There are no marked differences between the performance of girls and boys. Pupils with special educational needs and for whom English is an additional language are effectively supported and make progress in line with their peers.

100. By the age of seven, pupils have a secure grasp of number and can identify the value of digits in numbers to 100. They use a ruler to draw and measure lines in centimetres, can name common shapes and read the time to at least the hour, half hour or quarter hour. By age eleven, most pupils have a sound knowledge and understanding of number. They recall multiplication and division facts, use efficient methods of addition, subtraction, multiplication and division in calculations and add and subtract decimals to at least two decimal places. They calculate area and perimeter of rectangles and can construct simple line graphs.

101. A whole school focus on teaching mathematical vocabulary and developing problem solving skills has ensured pupils in all years understand a range of vocabulary appropriate to their age and have some understanding of how to tackle word problems. However, some aspects of problem-solving are weak, for example, checking that the answer actually answers the question. Many pupils find it difficult to explain their reasoning or to express a precise general rule and insufficient opportunity is made to use investigational work to develop these skills.

102. The quality of teaching and learning is good overall although there are variations in teachers' skills. Nearly half of the teaching seen was good or very good and there were no unsatisfactory lessons. In the best lessons, the teaching was focused and purposeful, work was well matched to pupils' ability, instructions clear and the pace brisk. In these lessons teachers were quick to take advantage of any opportunity for learning. Good practice is developing in setting individual targets which are pasted into the pupil's exercise book. In some lessons teaching was less successful because work was not sufficiently matched to the full range of abilities within the group. In others, some teachers showed less skill in enthusing the pupils and managing behaviour; consequently pupils put in less effort and made less progress.

103. Teachers have a good knowledge of the National Numeracy Strategy and use its structure effectively to promote learning. In particular, many teachers work hard to make mental/oral sessions lively, interesting and challenging. For example, in one very effective session in Year 6, pupils devised quickfire questions involving 'multiple' and 'factor' and were challenged to ask and answer a target number of questions in a set time, with the added challenge of matching or exceeding performance in another Year 6 set. In the main part of the lesson, all teachers give clear focused instruction, choose tasks appropriate to the purpose of the lesson and use the plenary effectively to reinforce or extend understanding.

104. Overall, satisfactory use is made of information and communication technology to develop pupils' mathematical knowledge and understanding. In a few classes, computers are used very well to promote learning in mathematics. In one Year 2 lesson, for example, the teacher carefully chose a program which would interest and involve pupils and used it very skilfully to demonstrate the use of place value on a 100 square.

105. Throughout the school, teachers use the classroom environment effectively to promote learning, through lively, attractive and interactive displays with a clear focus on mathematical vocabulary, problem-solving and number skills.

106. Pupils' progress is assessed and recorded effectively and these assessments are used to organise pupils into ability groups. However, assessment is not used sufficiently to plan work which closely matches pupils' abilities, so that in some lessons work is insufficiently challenging for more able pupils and too demanding for the less able.

107. The leadership and management of the subject is good. Both subject co-ordinators have a very secure knowledge of the subject and a good understanding of the areas needing development. Some monitoring of teaching and learning has taken place. As a result, the school has already started to take action to raise standards with good effect; for example, developing mathematical vocabulary. Although there has been an apparent drop in performance, since the last inspection, standards are now improving, and since 1998 there has been a steady increase in the proportion of eleven year olds reaching the expected standards in national tests.

SCIENCE

108. The results of the 2000 tests for eleven year olds showed that compared to all schools standards reached were well below average. Standards are low when compared to those reached by similar schools. The previous report found that standards at the end of both key stages were in line with the national averages. However, the present inspection findings are that by the end of both key stages standards are below those expected nationally, this is because pupils enter the school with poorer language skills than previously and of an increase in the number of pupils with more severe special educational needs

109. Planning for science is appropriately detailed and ensures adequate coverage of the curriculum. The quality of teaching is good, but there is a lack of consistency in assessing pupils' work and then using this information to best meet the identified abilities and learning needs of the pupils. However, the school is working hard to improve assessment techniques and to raise standards.

110. In Key Stage 1, pupils observe with attention to detail, such as when learning about plants, and describe what they see using simple but appropriate language. In the school's grounds they recognise different habitats, like the field and the garden, and appreciate that

different plants are found in different places. Pupils understand how to use a simple record sheet with column headings to note and classify what they find. The work links well with mathematics, in measuring plant heights, and with English through speaking and listening to each other when the pupils work in pairs. The pupils know the names of the main parts of a flower and understand something of the purposes of each part of a plant - such as the roots to hold it secure and to take in water. In work on materials, pupils sort items according to given properties, such as magnetic and non-magnetic.

111. In studying life processes and living things in Key Stage 2, pupils develop a sound vocabulary of appropriate words, such as “invertebrate” and “antenna” when looking at minibeads, and develop an understanding of basic life processes, like the growth of a plant from a seed. They provide simple explanations for changes in living things, for example, the lack of light affecting the growth of a bean plant. Through work on sound, using musical instruments, pupils learn about physical properties. They make comparisons between the loudness and pitch of sounds using tests, as in muffling a sound source, as a part of their scientific enquiry. Further work on physical processes is done when pupils learn about electrical circuits in Year 6 and see the application of a parallel circuit to make a buzzer and bell come on at the same time. This work develops the pupils’ appreciation of experimental and investigative science very well. They have a clear understanding of a fair test.

112. Pupils’ attitudes to science are good. They enjoy the subject and take pride in their work, presenting it well. When working in the school grounds, they show care and respect for the environment. In pairs and small groups, they collaborate well, taking turns as necessary and sharing their thinking.

113. The quality of the teaching is good at both key stages. Teachers have a good knowledge and understanding of the subject and use the appropriate vocabulary to equip the pupils with the correct scientific terms. Teachers manage the pupils well, ensuring they remain focused on their work, and make good use of time to see that the planned work is covered in the lessons. Planning is undertaken by year groups and is based on the guidelines of the Qualifications and Curriculum Authority. However, insufficient flexibility is built in to make adjustments in the planning so that work can be better matched to the outcomes of previous lessons and provide improved continuity of learning for the pupils. Teachers identify targets for the pupils and these are pasted in the front cover of their exercise books. This is good practice and gives the pupils an understanding of their own learning. Displays are of a high quality; they balance information with pupils’ work in a stimulating way and they often link with reference books and equipment, like magnifying glasses. Resourcing is good and used to effect. It includes a natural “woodland” area and a delightful garden with a large pond.

114. Science is well led and co-ordinated effectively by a team of three teachers who have put together a co-ordinators’ file and assembled a useful portfolio of pupils’ work. This document contains work presented according to the National Curriculum level descriptors and serves as a guide for judging the standards of pupils’ work. Work has begun on teachers observing lessons and on the monitoring of pupils’ work. However, these activities have yet to be developed in a more consistent and coherent way to contribute to raising the quality of teaching further and to the improvement of standards.

ART AND DESIGN

115. By the time they are seven and eleven, pupils produce work that is in line with national expectations, using a very wide variety of media and techniques. There has been an improvement in the amount of three dimensional work since the last inspection. All pupils, including those with special educational needs, achieve well as they move through the school. Pupils with special needs benefit particularly from the additional support of teaching assistants.

116. By the time they are seven, pupils use paint, collage, pens and pencils to create an appropriate range of imaginative and illustrative work of high quality. For example, Year 1 pupils weave with paper strips and use a magnifying glass to examine a range of materials very carefully to see how they are made and woven. They make their own dictionary, drawing accurate pictures to illustrate their letters and words. In Year 2 pupils consolidate their drawing and observational skills. The quality of learning is good because skills are taught carefully and ably, building on pupils' strengths as they grow more confident; the work is creatively challenging and satisfying. Good learning is seen when pupils in Year 2 make collages of 'a favourite place' using natural materials, such as sand, cones, and leaves. When they talk about their collage to the rest of the class, pupils demonstrate their developing skills in planning their work before selecting the materials that they consider to be the most appropriate. Some pupils offer suggestions about how their work could be improved and the rest of the group clearly admire the work that is being shown. They are pleased to be able to suggest a few improvements in a friendly, uncritical manner. The teachers' careful research for sculptures in a natural setting provides an opportunity for pupils to look thoughtfully at a collection of sculptures on the computer screen. They are inspired by what they see and look forward to making a sculpture for 'their favourite place'.

117. Seven to eleven-year olds are taught well, learn effectively and make good use of their sketchbooks. These sketchbooks contain interesting planning ideas and preparation for using certain techniques, for instance, drawing a portrait of a face. Pupils build on skills and techniques well. They sketch with increasing accuracy, using their pencils appropriately to provide shading to give added form and depth to their line drawings. They have been taught how to mix colours effectively and from Year 3 practise this independently, achieving some subtle tones to add interest to the features when painting a portrait of a friend. Year 5 pupils are encouraged to look carefully at different types of containers and design one in their sketchbooks before experimenting with a variety of methods to make their own clay pot. Pupils are engrossed in the activity and learn how to rotate a three-dimensional shape by forming coils into a spiral. They make decorations for their container. During the lesson the teacher provides many opportunities for pupils to use their knowledge of measurements and to practise their writing in their planning. At the end of the lesson pupils explain how they have constructed their container and any problems they have had in a clear, confident manner. In a similar way, Year 6 pupils evaluate the theatrical head dresses they made the previous week and use the knowledge gained to make another model. They think carefully about the improvements they are to make and work with very good levels of concentration to produce an imaginative array of designs. Pupils demonstrate very good skills when cutting intricate designs and sticking on individual sequins.

118. Teaching of art and design is good throughout the school. Pupils are taught new skills and then enabled to practise and improve them. For example, teachers use the work of other artists sensitively and effectively to show pupils examples of what others have done, pointing out and suggesting how their work can be improved. This leads pupils to reflect upon their work and to try to improve it. Teachers use sketchbooks effectively and this helps pupils realise that they can rehearse their ideas and skills before trying out a final piece of work. The subject is very effectively co-ordinated and there is a vision and enthusiasm for

improving standards and ensuring that pupils receive a continuous learning experience as they move through the school. Artistic experiences, including workshops, provide valuable additional learning opportunities for learning new techniques and working together.

119. Pupils' work, along with that of other artists, is displayed very effectively around the school and classes have particularly good displays of two and three-dimensional work that enliven the environment. Art makes a significant contribution to the spiritual, moral, social and cultural development of the pupils.

DESIGN AND TECHNOLOGY

120. During the inspection little teaching of design and technology was observed and only a limited amount of work was seen. However, from this limited sample of work and the small number of lessons seen, standards would appear to be below national expectations. By age eleven, pupils' ability to plan and communicate alternative ideas for a design brief is underdeveloped and their evaluations are expressed in simple terms often unrelated to the original purpose for the design.

121. Pupils are not routinely encouraged to discuss their ideas and methods or share their views about the quality of manufacture and product. This, together with pupils' weak literacy skills, restricts pupils' ability to express and develop their ideas, particularly when planning and evaluating work.

122. On the evidence of the few lessons seen, pupils' attitudes are good. They are involved and interested in the work and generally use tools and materials thoughtfully and safely. Many pupils take care over their work, but this could be encouraged more to ensure all pupils pay attention to quality of finish. Pupils work well together, helping each other and sharing tools and resources well.

123. There was insufficient evidence to make a reliable judgement on the quality of teaching across the school. In one lesson teaching was very good; the teacher's clear, explicit and continual focus on the objectives of the lesson enabled pupils to gain considerable knowledge and understanding of simple mechanisms and how to make them successfully.

124. Effective use of the QCA scheme of work provides a sufficiently broad range of contexts, tools and materials with which pupils can develop their design skills. For example, using food preparation techniques in Year 1; using fabrics and other materials to design and make puppets in Year 2; using simple mechanisms with paper and card in Year 4; using wood to construct controllable vehicles in Year 6.

125. There has been an apparent decline in standards since the last inspection. However, as other areas of the curriculum took priority there has been less of a focus on developing teaching and learning in design and technology. Opportunity to develop teaching and learning has been further reduced due to a high proportion of staff being relatively new to the school. The school has now begun to focus on developing this area and appropriate targets have been set. The co-ordinator is well qualified, has a thorough understanding of the subject and has correctly identified areas for development to raise standards of teaching and learning across the school.

GEOGRAPHY

126. During the week of the inspection it was possible to see only one lesson in Key Stage 1 and two lessons in Key Stage 2. Together with additional evidence from pupils' past written work, displays and discussions with pupils, it appears that pupils make satisfactory progress and attain standards that are similar to those expected for pupils at the end of both key stages. At the time of the last inspection there was reported to be insufficient evidence to make a judgement on attainment and progress.

127. By the age of seven pupils develop their skills of drawing and interpreting plans and maps satisfactorily, looking for instance at their local area. The youngest pupils are introduced to simple mapping skills by plotting their addresses on a plan of the immediate area. They acquire appropriate geographical words in relation to the topic, like terraced, semi-detached, detached, flats and maisonettes. By the end of the key stage pupils become more adept at using simple maps as they walk around the immediate locality and note particular features such as shops, other schools and a church. They are able to give explanations of traffic calming measures and suggest how the locality might be improved.

128. At Key Stage 2, pupils build on their previous knowledge and develop a sound understanding of geographic vocabulary. Pupils in Year 3 extend their knowledge of the immediate locality and consider their hometown in relation to the County and to England. Pupils in Year 4 build on the experiences gained in Key Stage 1 and develop their understanding of another location. They consider the life style of Hilary, a ten-year-old boy living in Kenya. In Year 5 pupils are able to use secondary sources to interpret globes, atlases and maps. By the end of the key stage the pupils begin to recognise physical processes when, for example, they study rivers. Throughout both key stages pupils develop a good understanding of a community in Kenya that has built up a very special relationship with the school over the past few years. Pupils benefit from the first-hand experiences and information that is provided by several members of staff who visited Kawangware in Kenya.

129. Overall, the quality of teaching is satisfactory. Consequently pupils, including those with special educational needs and for whom English is not their first language, make sound progress. Lessons are well planned, in accordance with the school's scheme of work, and are appropriately prepared with learning resources readily available at the start. Teachers have a good knowledge and understanding of the geography curriculum. The work presented captivates the interests of the pupils from the start, as in the work of the surrounding area in Year 1. In a very good lesson in Year 5, the teacher made good use of maps and globes to enable the pupils to locate Kenya and identify the surrounding countries. In this lesson pupils were also encouraged to use the Internet to access information relating to human and physical features. The sound quality of the teaching ensures pupils behave well and enjoy the subject. Geography makes a sound contribution to the development of the pupils' literacy skills – as in looking at maps and globes at Key Stage 2 and discussing their findings.

130. The co-ordinators have given good leadership to the development of planning and provision of resources. Pupils' work is monitored at the end of each topic and the monitoring of teaching and learning has just begun. A useful file contains samples of pupils' work. The co-ordinators are aware that there is a need to extend the resources for information and communications technology in Key Stage 1 and to develop the work of monitoring throughout the school. Visits to places in the locality and to Bath, make a positive contribution to the pupils' learning experiences. Resources are good and are well used.

HISTORY

131. During the inspection it was possible to observe only one lesson in Key Stage 2. Judgements are made on evidence gained from a scrutiny of pupils' previous work, work on display, discussions with pupils and teachers about their topics and an examination of the school's planning and records. The indications are that at both key stages standards appear to match national expectations. These standards have been maintained since the previous inspection. All pupils, including those with special educational needs and pupils who have English as additional language, make satisfactory progress in both key stages. There are no differences between the attainment of boys and girls.

132. At Key Stage 1, most pupils develop a satisfactory knowledge and understanding of the differences between the past and present. They have satisfactory understanding about changes in household equipment and are aware of the similarities and differences between children's toys used in the past and in the present. In Year 1 children developed their understanding of artefacts, representing the past, when they engaged in a study about Mrs Armitage on Wheels. They were able to see an example of a Penny Farthing bicycle that the teacher had displayed in the classroom.

133. At Key Stage 2, most pupils begin to have a satisfactory understanding of different periods of history. In Year 3 pupils are able to draw comparisons between the lives of the rich and the poor in Tudor times. They are able to use simple research skills to find information about this topic. Pupils in Year 4 show that they have acquired a satisfactory knowledge of life in Ancient Egypt and pupils in Year 5 of Ancient Rome. They develop their independent research skills even more at this stage. In Year 6, pupils have used historical artefacts to understand many of the happenings during the Second World War. They have used them to identify and hypothesise about what occurred during the Blitz, especially in the south west of England.

134. As only one lesson was observed during the inspection, there was insufficient evidence to make a secure judgement about the quality of teaching and learning in either Key Stage 1 or Key Stage 2. The co-ordinators are enthusiastic, have a good overview of the subject and have worked hard to establish a clear and relevant plan of priorities. They are compiling a useful portfolio of pupils' work, linked to National Curriculum standards. Policies for the subject, and a recently produced scheme of work are in place. There are plans to provide further training for the co-ordinators and enable them to disseminate the information to all teachers in the next academic year. The co-ordinators have recently started to monitor teaching and there is a need to continue and develop these procedures to raise standards. There are some opportunities to make links with literacy as for example, when pupils in Year 1 wrote about the story of Mrs Armitage on Wheels and observed an historical artefact to aid understanding but these opportunities could be further developed. Assessment of pupils' work is carried out at the end of each topic. Resources in the subject are good although they could be improved by developing links with local museums. Inviting members of the community into school to talk and discuss with pupils could enhance pupils' experiences. The school makes regular visits to places of historical interest. The subject makes a satisfactory contribution to pupils' cultural and social development in their studies of their own and other cultures in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. During the week of the inspection it was possible to see only one lesson in information and communication technology (ICT). Judgements, therefore, are based also on the observations of pupils' work in ICT in other subject lessons and on the analysis of pupils' work displayed in the school.

136. The previous report stated that attainment at the end of Key Stage 1 was generally average to above and at Key Stage 2 it was average to below. Attainment in both key stages is now in line with national expectations and there are examples of where this standard is exceeded. The school has in place a well documented policy statement and a scheme of work, supplemented by commercial schemes. These together ensure full coverage of all elements of the subject. All pupils, including those with English as an additional language and those with special educational needs, make good progress. There is no evidence of a difference in the levels of attainment of boys and girls.

137. In Key Stage 1, pupils know the main parts of a computer, such as monitor, mouse and keyboard, and know how to use them with appropriate confidence and skill for their age. They know how to give instructions and make things happen. For instance, they use a word processing program to write, for example about a visit to a local church in religious education and a painting program to draw pictures (for example in the drawing of bicycles and pictures for books they are making). In mathematics they put together a number sum from a problem and solve it on the screen. Pupils use roamers to plan and give instructions to make them move in determined ways and they describe the effects. Pupils understand that ICT can be used to store information and know how to retrieve it using, for example, a CD Rom.

138. Pupils in Key Stage 2 extend their word processing skills and are familiar with desk top publishing. They enter text, select font size and colour, edit their work, produce illustrations, decide page lay-out and print work, such as on the planets in science. Pupils are confident in using the Internet to access information, as in a Year 3 history lesson to find out more about the Tudors and in a religious education lesson in Year 4 to look up information on Hinduism. In geography, pupils in Year 5, for example, use a search machine to locate particulars on Kenya and a CD Rom to investigate weather and climate. In the one observed lesson, Year 6 pupils showed a high level of understanding of Internet facilities to link with their work on Ancient Greece. They use a "favourites" list and are familiar with "benchmarking"; they know of "hyperlinks" as links with a "uniform resource locator" to access information. Pupils understand the principle of electronic mailing and use e-mail to correspond, for example, with children in Kenya. Pupils apply their knowledge and understanding of data logging to generate graphs such as class attendance figures. The ready access to computers, with at least two in each classroom, allows pupils to work on them routinely and they see their application to all subjects across the curriculum.

139. Pupils enjoy work on the computers and they show respect for the equipment. When working in pairs they collaborate well, taking turns and sharing ideas, and other pupils in the class sensibly leave them to get on with the work.

140. The joint co-ordinators are very knowledgeable of ICT and of ICT applications across the curriculum. They lead and manage the subject well. With colleagues and a governor they put together a development plan for ICT which helped in securing National Grid for Learning funding. The plan identifies staff development, for instance, which includes teachers working towards the qualification of the European Community Driving Licence for ICT. The teachers' raised confidence and knowledge of ICT is evident in the classrooms where lesson plans systematically show the effective contribution of this technology. This enhances the range and quality of the pupils' experiences of ICT and assists well in their overall progress in the subject. However, opportunities for whole class or group teaching of ICT skills are limited and the monitoring of teaching and the assessment of the pupils' work to track individual progress, and to inform curriculum planning, are underdeveloped.

141. Information and communication technology features prominently throughout the school - in stimulating displays which combine well pupils' work with information provided by the teachers and in general notices and signs, as in the "sports cafe".

142. The status of ICT in the school is very high. There has been an appreciable investment in resources and time to ensure very good provision of hardware and software and the expertise of teachers and support staff to use it to optimum effect to help the pupils' learning. A cyber cafe administered by Swindon College is located at the school. The school is timetabled to use this facility on a regular basis which enables the pupils to have access to high quality technology and to learn skills which are then applied to work in the classrooms. A room designated as the school's ICT suite has yet to be fully equipped but houses hardware, such as laptops, for use in class lessons. Two computers are located in the school library which, together with the other networked machines, allow for research on the internet. There are proposals for the further development of ICT to include, for instance, the setting up of a community Intranet which will allow access to school information, for example, parents will be able to find out what homework has been set for their children.

MUSIC

143. Pupils at the end of both key stages attain as expected for their age and enjoy their music making activities, especially their singing. The standard of teaching and learning is good throughout the school and pupils, including those with special needs, achieve well as they build successfully on their learning as they move through the school.

144. Pupils sing a range of songs pleasantly. Their diction is clear and they listen very carefully to the music between verses. Older pupils are clear about the difference between verses and the chorus. Pupils concentrate well, sing tunefully and learn melodies and words quickly. The older pupils make a good contribution to the singing in assemblies which helps the younger pupils to learn words and tunes more quickly.

145. Younger pupils sing sweetly and match sounds and actions accurately because they enjoy singing and watch the teacher carefully. Lessons are planned and prepared so that pupils build on skills and techniques learned previously. Teachers are very specific in their questioning and demonstrate clearly. For example, in Year 1, pupils quickly learned to sort instruments into groups which made high or low sounds, were made of metal or wood, because the task was made clear to them.

146. In Year 3 pupils are able to clap rhythms accurately whilst singing and they show an immediate response when the teacher changes the music they are listening to, finding the rhythms of the jazz music very interesting and requiring different patterns. Year 4 pupils are intrigued by the music of Africa, unable to keep hands and fingers still whilst they listen to the drums. Pupils listen very well and give imaginative answers to the skilful questions of the teacher. They use knowledge gained in science to explain why the sound changes when the teacher alters the strings as she plays a small drum. "The tightening of the strings gives the vibration a shorter journey to make," suggests one pupil. In Year 5 the teacher's careful use of resources helps pupils to demonstrate their increasing musical knowledge and ability to play together. Playing a range of different instruments they keep a steady beat whilst they read a series of rhythm patterns from a grid. Year 6 pupils listen very carefully to an African song and, through high levels of concentration and very good management by the teacher, they learn to sing the song in a three-part harmony by the end of the lesson. They work very hard and are delighted by their success. Pupils volunteer to sing a solo line and, when it is time to finish, they all want the lesson to continue.

147. The quality of teaching and learning throughout the school is good. The standard of work in the lessons is high and pupils are always keen to make their singing interesting by adding variety to their tone, volume and changes of emphasis. Teachers provide a wide range of interesting opportunities and musical experiences that enable pupils to learn to listen to music and improve their skills in playing instruments and composing. A feature of the lessons is that there is a warm atmosphere for learning and teachers respond to pupils' progress very positively.

148. The co-ordinators lead the subject well and provide good support for colleagues who have less confidence in teaching music. The curriculum has been developed well so that all elements are taught effectively over the year and staff use the published scheme confidently as a basis for their lessons. Music in the school is greatly enhanced by visiting musicians and participation in events in theatres and centres in the area. Music makes a very good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

149. Standards in physical education (PE) are in line with expectations by the end of both key stages. This is broadly in line with the findings of the last inspection. Pupils throughout the school make steady progress in the acquisition of physical skills. At Key Stage 1 pupils move appropriately to music and explore the space around themselves with controlled and confident movements and begin to create their own sequences. They are beginning to understand the importance of exercise and the effect it has on their bodies. Through Key Stage 2 pupils continue to develop their skills. During the inspection the focus of lessons was on athletics and pupils showed sound standards in throwing the javelin and discus and in developing sprinting techniques. There is evidence that almost all pupils reach the requirement to be able to swim 25 metres by the time they leave the school and many do so before because of the good focus on swimming in Year 3 and 4.

150. The satisfactory standards and the gains in learning are a result of the overall satisfactory quality of teaching. Teaching is almost always satisfactory with some very good teaching. Teachers usually plan lessons well, making good use of the scheme of work. Teachers give clear instructions and mostly manage behaviour well, although when pupils are given too little activity, for example, when having to wait too long for their turn to run or throw, they become restless and learning slows. Teachers set challenges, for example, when introducing the complex skill of discus throwing, which make pupils think and extend their learning. In the best teaching the teacher shows very good knowledge and is able to point out to pupils where they are going wrong and how to correct it. Opportunities to reinforce literacy skills by getting pupils to talk more about their performance or the performance of others are missed. Similarly, opportunities are missed to use numeracy skills accurately. For example, although pupils were encouraged to time how fast they could run certain distances or to measure how far they could jump, these measurements were not systematically recorded or discussed. Pupils with special educational needs are well supported by teaching assistants in PE lessons, enabling them to join in as fully as possible.

151. The subject was a key focus in school development planning in the last year and, as a result, a clear and comprehensive scheme of work has been produced which is an improvement since the last inspection. Teachers' planning is well supported by this scheme although there is some repetition of skills particularly in Key Stage 2, which should be addressed when the school comes to evaluate the scheme. Co-ordinators are knowledgeable and enthusiastic and have suitably monitored teaching and standards in the subject. Very good links have been established with neighbouring secondary schools for example when newly qualified specialist teachers come to the school and teach groups of pupils. This has a very positive impact on pupils' learning.

152. Resources are good. The school's own hall is spacious and is equipped with good quality large and small apparatus. Good use is made of the hall of a special school on the same site which gives classes more opportunities for PE. The playground and field are spacious, the use of wooden walls to break up the playground helps to give more pupils the opportunity to play ball games and promote games skills outdoors. Most pupils dress suitably for PE although a small number do not always bring the correct dress and some wear earrings despite the best efforts of the school to implement its agreed policy. This practice does constitute a health and safety risk and is not satisfactory.

153. The school broadens pupils' cultural awareness by providing a very good range of activities both within the curriculum and as extra curricular clubs for example dance, tag rugby, kwik cricket. A wide range of matches are arranged against other schools and the school enjoys regular success. Such activities develop good attitudes to competition and teamwork and sportsmanship. The dining hall is set up as a sports café with pictures and questions to interest and enthuse pupils about this subject.

RELIGIOUS EDUCATION

154. At the time of the last inspection attainment was judged to match the standard expected by the Locally Agreed syllabus at the end of Key Stage 1 and Key Stage 2. Evidence from this inspection show that standards have been maintained and are in line with the requirements of the Locally Agreed syllabus for religious education at the end of both key stages. Pupils' progress in their learning is satisfactory overall. Pupils' study the faiths of Christianity, Judaism, Hinduism and Islam.

155. Pupils in Year 2 show a sound understanding of the importance of the Torah in the Jewish religion. They are able to draw comparisons with rules of everyday life and the rules of the Torah. Pupils in Key Stage 1 understand the importance of various artefacts, such as the Seder plate and the skullcap in the Jewish faith, and the relevance of festivals, such as the Passover and Hanukah. They have visited a Christian church and are aware of the function of important structures such as the font and the pulpit. The minister visits the school on a regular basis to meet with the staff and talk to the pupils as well as leading some assemblies.

156. By Year 6 pupils have a satisfactory knowledge of Christianity and other major world religions. They understand that sacred writings are central to the traditions of the various faiths and have a sound knowledge of many of the stories in the bible. In Year 4 pupils could relate their own special place to the shrines of the Hindu religion. Pupils in Year 5 discussed their feelings as they imagined what it would be like to go on a pilgrimage. Pupils are familiar with various Christian festivals such as Christmas, Lent, and Easter. Throughout the key stage pupils develop their understanding of prayer and by Year 6, many pupils have a very good knowledge of the meaning of the Lord's Prayer. Pupils respond well in discussions and respect the views and values of others. The majority of pupils have learned to reflect in moments of stillness and are able to express their thoughts and observations with sensitivity.

157. The quality of teaching is satisfactory overall, with some very good teaching in Year 6. This quality overall has been maintained since the last inspection. Teachers have good relationships with pupils, value their opinions and keep them focused on the point of the lesson by reminding them of what is to be learned during the lesson. Teachers plan well and make very good use of resources. In a lesson in Year 4, when pupils were learning about Hinduism the teacher involved an Asian boy well by encouraging him to explain the use and importance of the artefacts on display. In Year 6 the teacher created a very good atmosphere for the pupils to discuss the meaning of the Lord's prayer and to compare it with

the 'Early morning' prayer of the Hindu religion. This had the effect of enabling pupils to express their observations and thoughts with trust and a deep understanding.

158. A range of good quality resources is easily accessible to all staff. There are topic boxes for Christianity, Judaism, Hinduism and Islam and resource books to help teachers with their planning. There are many attractive displays around the school celebrating the work of the pupils in religious education. The co-ordinators have recently produced a new scheme of work that provides a good framework for the teaching of the subject. In addition one of the co-ordinators led a training day for all staff relating to the new documentation. The co-ordinators are aware of the importance of monitoring the teaching and learning of the subject and will continue to do this on a more regular basis. Assessment of pupils' work takes place at the end of each topic and the outcomes are used to inform planning. The work in religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. The school has good links with the local church and visits from members of the community to talk about other faiths are to be extended.