

INSPECTION REPORT

WALWAYNE COURT PRIMARY SCHOOL

Trowbridge

LEA area: Wiltshire

Unique reference number: 126289

Headteacher: Mr R Brown

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 18th – 21st June 2001

Inspection number: 192744

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Brook Road Trowbridge Wiltshire
Postcode:	BA14 9DU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Judy Holton
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20893	Mr D J Curtis Registered inspector	English, Information and communication technology, Physical education, Special educational needs, English as an additional language.	What sort of school is it? How high are standards? (Results and achievements) How well are pupils taught?
9644	Mr M Whitaker Lay inspector		How high are standards? (Attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
2756	Mr M Barron Team inspector	Science, Religious education, Equal opportunities.	How good are curricular and other opportunities?
13307	Mr I Hancock Team inspector	Art and design, Design and technology, Geography, History.	How well is the school led and managed?
20977	Mr R Thelwell Team inspector	Mathematics, Music, Areas of learning for children in the Foundation Stage.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walwayne Court Primary School is situated in Trowbridge, Wiltshire and takes pupils from the ages of four to eleven. There are 287 pupils on roll in ten classes, with 157 boys and 130 girls. This is an above average sized primary school. There are two children from homes where English is not the first language. There are 64 pupils on the school's register of special educational needs; this is not significantly different from the national average. There are no pupils with a statement of special educational need under the terms of the DfEE Code of Practice¹ for special needs, proportionally this is below the national average. Four pupils are known to be entitled to free school meals; this is well below the national average. Children enter school with standards which are average for the local education authority.

HOW GOOD THE SCHOOL IS

This is an effective school which is working hard to raise standards. It has received a national award in recognition of the year on year improvements in the results of National Curriculum assessments. The quality of both teaching and the school's leadership and management is good and has a positive impact on pupils' good attitudes to learning and to the improving standards. Pupils' behaviour is good and relationships within the school are good. The school provides satisfactory value for money.

What the school does well

- By the ages of seven and eleven, standards in mathematics and art are good, with standards in science good at seven.
- Standards achieved in, and provision for, the Foundation Stage², are very good.
- Pupils' attitudes, behaviour, personal development, and relationships are good.
- Teaching is good and has a positive impact on the improving standards in the school.
- The leadership and management of the school are good.
- The provision for pupils with special educational needs, and those for whom English is an additional language is good.

What could be improved

- Standards in information and communication technology and ensuring that the school meets the requirements of the National Curriculum for the teaching of the subject.
- Curriculum planning for more able pupils, and those who are in mixed age classes.
- The use of assessment and teachers' marking to plan for pupils' future learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its previous inspection in March 1997. It has addressed successfully most of the key issues. Reorganisation of the curriculum means that pupils are no longer taught through 'topic-based' activities, with the result, particularly in science, that their thinking is challenged. The pace and rigour of teaching has improved in Years 3 and 4. Schemes of work are now in place to identify the knowledge, skills and understanding to be taught as pupils move up through the school. Standards have improved significantly as measured against the results of the National Curriculum

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

² From September 2000, the term 'Foundation Stage' refers to children's education from the age of three until the end of reception year.

assessments. However, the school is still not meeting the requirements of the National Curriculum for the teaching of information and communication technology (ICT).

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores³ in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	E	E	C	E	well above A average above B average average C below average D well below E average
Mathematics	D	C	B	D	
Science	E	D	C	D	

Similar schools are those with up to 8 per cent of pupils entitled to free school meals.

Results of Year 2000 National Curriculum assessments for pupils in Year 6 show that standards in mathematics were above the national average, with those in English and science average. Standards have improved as the result of good teaching linked to the effective implementation of the National Literacy and Numeracy Strategies. These results confirm the year on year trend of improvement. In comparison with those in similar schools, results were below average in mathematics and science and well below average in English.

Inspection findings judge that by the end of Year 6, standards in mathematics and art are good. In English and science, standards are average. In information and communication technology, standards are below national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In design and technology, geography, history, music and physical education, standards meet expectations for pupils of this age. Pupils apply their literacy and numeracy skills successfully in other subjects. However, more able pupils are not achieving as highly as they should.

By the time pupils are seven, standards in mathematics and science are above average, with standards in reading and writing average. Standards in information and communication technology are below national expectations. In religious education, standards meet the requirements of the locally agreed syllabus. In art and design, standards are good. In the remaining subjects, standards meet expectations for pupils of this age.

By the end of the Foundation Stage, children are meeting the expectations of the Early Learning Goals⁴ in all areas of learning, with many exceeding expectations.

Pupils with special educational needs, and those for whom English is an additional language achieve well and make good progress as a result of good teaching and very effective support from learning support assistants.

³ Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁴ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the time they enter Year 1. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy coming to school and have positive attitudes to their work; they work hard and persevere with their tasks. Pupils work well individually, in pairs and in groups; they support each other effectively in lessons.
Behaviour, in and out of classrooms	Good: pupils behave well in lessons, when moving around the school and at breaks and lunchtimes.
Personal development and relationships	Good: pupils are polite, friendly and welcoming. They relate well to each other and to all adults with whom they come into contact.
Attendance	Good, pupils arrive on time and lessons start punctually.

Pupils' positive attitudes and good behaviour contribute to the good progress they make in learning.

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.

During the inspection, the quality of teaching was good. Good teaching has a positive impact on the improving standards achieved and on pupils' positive attitudes to learning. In 64 per cent of lessons teaching was good, including 15 per cent which was very good. One lesson was unsatisfactory.

Strengths of good and very good teaching include high expectations of what pupils can achieve and detailed planning which meets the individual learning needs of most pupils, particularly those with special educational needs, and those for whom English is an additional language. However, planning for more able pupils is inconsistent. Teachers' planning for, and the use of learning support assistants to support pupils' learning, is a strength. Successful management of pupils is a strong feature of teaching which contributes successfully to pupils' positive attitudes to learning. However, the quality of teachers' marking is inconsistent.

Teaching of key skills, including literacy and numeracy, is good. Teachers have a good understanding of the National Literacy and Numeracy Strategies and these are implemented effectively. Expectations are high, with the result that pupils achieve well.

Teaching of pupils with special educational needs, and those for whom English is an additional language is good. Teachers work effectively with learning support assistants to support pupils in their learning.

The teaching of children in the Foundation Stage is good, with a third of lessons very good. This enables children to make good progress in the stepping stones of the Foundation Stage curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory, the school is not meeting the National Curriculum requirements for the teaching of information and communication technology; and the needs of more able pupils are not fully met. In the Foundation Stage, the curriculum is very good.
Provision for pupils with special educational needs	Good: pupils' individual education plans contain clear, detailed and achievable targets. These pupils' learning is supported by the effective partnership between the special educational needs co-ordinator, class teachers and learning support assistants. Such pupils are fully included in the life of the school.
Provision for pupils with English as an additional language	Pupils are fully included and supported effectively in lessons by teachers, particularly through good planning, which addresses individual learning needs. Learning support assistants support pupils well. Good monitoring from the EMAS (Ethnic Minorities Advisory Service) team.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory for spiritual and cultural development; moral development and social development are good. This contributes significantly to good behaviour and positive attitudes. Insufficient planned opportunities to develop pupils' awareness of multicultural issues.
How well the school cares for its pupils	The school has effective procedures for ensuring that pupils are cared for in a safe and welcoming environment. However, the use of assessment to plan pupils' future learning is unsatisfactory.

Parents are very supportive of the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher is committed to improving standards. He is supported effectively by the senior management team.
How well the governors fulfil their responsibilities	Good, statutory responsibilities are fulfilled with the exceptions of ICT and completing an equal opportunities policy. Governors work hard to support the school and the headteacher in moving the school forward.
The school's evaluation of its performance	Satisfactory: the headteacher and governors are aware of the school's strengths and weaknesses. They are determined to improve standards and all aspects of the life of the school.

The strategic use of resources	Good: resources are used effectively to support pupils' learning.
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The school applies the principles of best value satisfactorily in its planning and spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school has high expectations of their children. • Their children make good progress at school. • Teaching is good. • Behaviour is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Nine parents attended the meeting with the registered inspector before the inspection and eighty-eight questionnaires were returned. Inspection findings confirm the positive views of parents. The school provides a good range of activities for pupils in Years 3 to 6, but as in many primary schools does not provide activities for pupils in Years 1 and 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter reception at the start of the school year in which they become five. Nearly all attend pre-school groups before joining the school. Assessment on entry shows that standards are average for the local education authority. The school makes very good provision for its young children. Teaching is consistently good, and, in a third of lessons observed, very good. Those now in the reception year make good progress, and a number of more able children have already achieved the Early Learning Goals. Nearly all others are on line to achieve the expected levels by the time they leave reception.

2. Results of Year 2000 National Curriculum assessments for pupils in Year 2 were well above the national average in mathematics, above average in writing and average in reading. These results continue the trend of year on year improvement since 1997. In comparison with similar schools⁵, results were above average in mathematics, average in writing, but well below average in reading. The main reason why the school is achieving less well in comparison with similar schools is that insufficient numbers of pupils achieve the higher Levels 2a⁶ and 3 in reading in the National Curriculum assessments. Although no national comparative data is available, the school's results for 2001 show that improved standards have been maintained. The results of teacher assessments for science were very high and placed the school in the top five per cent of school's nationally. In comparison with similar schools, results were well above average.

3. Inspection findings show that standards in reading and writing are average, although more able pupils should be achieving higher standards. In mathematics,

⁵ Schools with up to eight per cent of pupils entitled to free school meals.

⁶ It is the national expectation that pupils should achieve the expected Level 2 or above by the age of seven. Level 2 is divided into Levels 2c, 2b and 2a, with 2a being the highest.

standards are well above average. In science, standards are very good and remain well above the national average. Standards in information and communication technology (ICT) are below national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in art and design are good and exceed expectations for pupils of this age. In design and technology, geography, history, music and physical education, standards meet expectations for pupils of this age. There is no significant variation in the standards achieved by boys and girls.

4. Results of Year 2000, National Curriculum assessments for pupils in Year 6 were above average in mathematics and average in English and science. These results continue the trend of significant year on year improvement which resulted in the school receiving a national achievement award for the progress it has made. In comparison with similar schools, results were below average in mathematics and science, but well below average in English. This is a result of the number of pupils achieving the higher Level 5⁷ in reading being below that found in similar schools.

5. Inspection findings are that standards in mathematics are above average, with those in English and science average. More able pupils are not challenged sufficiently and are not achieving as highly as they should. Teachers' planning does not address sufficiently the needs of these pupils. There is no significant variation in the standards achieved by boys and girls.

6. Standards in information and communication technology are below national expectations as a result of significant gaps in pupils' learning. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, standards are good. In the remaining subjects, standards meet expectations for pupils of this age.

7. Across the school, pupils with special educational needs achieve well and make good progress as measured against the targets in their individual education plans. Teachers plan effectively for these pupils and work in close partnership with learning support assistants to enable them to make good progress. In Years 1 and 2, pupils with English as an additional language make good progress as the result of good teaching and effective support.

8. The school has demonstrated through year on year improvement that it has set realistic targets and that it has the capacity to meet these targets. Inspection evidence confirms that the school has the ability to sustain improvement, although current weaknesses in planning to meet the learning needs of more able pupils indicate that improvement will not be as fast as it should be.

9. Standards, as measured against the results of the National Curriculum assessments, have improved significantly since the last inspection. Good teaching, linked to the effective implementation of the National Literacy and Numeracy Strategies is the main factor contributing to improvement. However, standards in information and communication technology have not improved sufficiently and are not high enough.

Pupils' attitudes, values and personal development

10. Pupils have good positive attitudes to school, as was the case at the time of the previous inspection. At the start of the day, pupils arrive in a happy relaxed frame of mind. Most are in their places well before the appointed start time. Young children in the Foundation Stage are content to leave parents; older pupils with jobs to do - such as seeing to the school animals - get on with them without need of reminding. Attitudes in lessons are good, especially in the Foundation Stage, Key Stage 1⁸ and the lower part of

⁷ It is the national expectation that pupils should achieve Level 4 or above by the age of eleven.

⁸ Key Stage 1 refers to pupils in Years 1 and 2 aged five to seven.

Key Stage 2. Pupils respond well to high expectations, stimulating lessons and good relationships, such as a reception/Year 1 class studying 'The Rainbow Fish' in a literacy lesson or Year 3 modelling clay thumb pots to the accompaniment of Beethoven's 'Moonlight Sonata'. Whilst pupil attitudes are good in Years 4, 5 and 6, there is a minority of pupils, chiefly boys (and not necessarily those with diagnosed behavioural problems), who demonstrate inattention and a lack of enthusiasm for lessons. Instability of staffing (through long term illness) in some classes has contributed to negative attitudes.

11. Pupils' behaviour is good, as it was at the last inspection. The school makes its expectations clear as soon as children join the reception class. Children rapidly learn to put a hand up to speak and how to move about the school in an orderly fashion. At lunch, pupils are lively and sociable, but well mannered. Play is co-operative with pupils complying with agreements on the use of the outdoor facilities: for example who may use the adventure play equipment, and when and where ball games may be played. Play is inclusive; older pupils play with young children, boys and girls mix well and nobody is left out. There is an absence of any sort of gender or racial harassment; the school's very small number of children from ethnic minorities is fully integrated into the life of the school. Pupils are polite and welcoming to visitors and school premises and equipment are treated well. In lessons, pupils show respect to staff and consideration to their classmates. However, as with attitudes, behaviour amongst a minority of older boys in the middle and upper part of Key Stage 2 is occasionally disruptive. There has been one fixed term exclusion, for one day only, over the preceding twelve months.

12. Pupils' personal development is good. Pupils respond well to the school's ethos which stresses personal responsibility. Most pupils have classroom duties which they carry out promptly and with minimal fuss. Older pupils take responsibility for younger ones without hesitation; to see older pupils of both sexes leading younger children into assembly, hand in hand, with no apparent show of embarrassment is impressive. Pupils care for the school animals with genuine concern and consideration, read with younger pupils in paired reading sessions and stand for election to the school council. In lessons, pupils show initiative and work well alone or in groups. They are encouraged to evaluate their own work: for example in history or science topics. Pupils' responses to 'Circle Time'⁹ discussions about friendship show that they are beginning to appreciate the impact of their actions on others. The actions, however, of a minority of immature boys in Key Stage 2 shows that some pupils still have to appreciate this impact. Relationships between staff and pupils are good. In some classes, there is a very real warmth between teachers, learning support assistants and pupils, thus creating an atmosphere in which pupils are confident to 'have a go'. Relationships between pupils themselves are particularly strong. Older pupils take their responsibilities towards young children seriously and numerous acts of quiet kindness were seen. The quality of relationships between younger and older pupils is one of the strengths of the school.

13. Attendance, at 96.3 per cent is good. Unauthorised absence at 0.2 per cent is less than half the national average. Pupils arrive promptly for school.

HOW WELL ARE PUPILS TAUGHT?

14. The previous inspection report judged the quality of teaching to be 'mainly good or very good in reception and Key Stage 1'. In Key Stage 2, teaching was 'more varied', with 'a small proportion, particularly amongst the youngest pupils' judged to be 'unsatisfactory'. The statistics showed 92 per cent of teaching to be satisfactory or better, with eight per cent very good. In eight per cent of lessons, teaching was found to be unsatisfactory. As a result, a key issue was identified to 'improve the quality of teaching for the younger pupils in Key Stage 2 by ensuring: they are on task; time is well used; teachers intervene effectively in pupils' learning to move them forward'.

⁹ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

15. Current inspection findings judge the quality of teaching to be good; it has a significant impact on the improving standards in the school and on pupils' good attitudes to school. The key issue from the previous inspection report has been addressed successfully.

16. During the inspection, the quality of teaching was good or better in 64 per cent of lessons, including 15 per cent which were very good. In the remaining lessons, 34 per cent were satisfactory, with one per cent (one lesson) unsatisfactory. Teaching in the Foundation Stage is consistently good, with 33 per cent of lessons very good; this makes a significant contribution to the good progress made by children. There is no significant variation in the quality of teaching between Key Stage 1 and Key Stage 2.

17. Teaching of children in the Foundation Stage is good and a strength of the school. Teachers have a strong understanding of the needs of young children and of the Foundation Stage curriculum. Very good teaching of basic skills, including letter sounds (phonics), writing and number enables children to make good progress in these key areas of learning. Teachers plan an imaginative and exciting range of activities which are adult led or which are chosen by children themselves. Learning support assistants make a very effective contribution to children's learning.

18. Teaching of literacy is good and is having a positive impact on the year on year improvement in pupils' literacy skills. The National Literacy Strategy has been implemented effectively. Lesson introductions are good and teachers are confident, explaining new ideas to pupils: for example how poets write in different styles. Planning for the group work part of the lesson is good for pupils with special educational needs and those of below and average ability. However, for more able pupils planning does not always provide specific learning targets to challenge their thinking and understanding. There is evidence in both key stages of an overuse of commercially produced worksheets, including some which have been coloured in; such activities are insufficiently demanding of pupils.

19. Teaching of numeracy is good and makes a significant contribution to improving standards. Teachers apply the National Numeracy Strategy to good advantage. Planning is thorough, with clear learning intentions for each lesson being shared with pupils at the start. The mental and oral sessions at the start of lessons are conducted at a brisk pace, and pupils are given good opportunities to explain the different ways they arrive at their answers. The main teaching activities successfully involve pupils practising their skills, and in this part of the lesson, teachers manage pupils and resources well. Although teachers make effective use of day to day assessment, to help determine what is to be taught next, the quality of marking is inconsistent. Too frequently, teachers fail to inform pupils, through marking, as to what they need to do to improve.

20. Teaching of pupils with special educational needs is good and has a positive impact on the good progress made. Planning for these pupils is good and teachers plan effectively for the work of learning support assistants who provide pupils with high quality support. Pupils are supported well in lessons, particularly in group work where their learning needs are clearly identified. Pupils benefit individually or in small groups on occasions where they work with learning support assistants away from their own classroom. This enables pupils to focus and concentrate on their work.

21. Teaching of pupils in Years 1 and 2 with English as an additional language is good and contributes significantly to the good progress they make. As a result, these pupils no longer receive specialist teaching from an EMAS (Ethnic Minorities Advisory Service) teacher, although their progress is monitored by the service. Pupils are supported effectively in class by their teachers, who ensure that they take a full part in all lessons. There is a strong emphasis on ensuring that pupils understand the work they are required to do.

22. In the best lessons, teachers show good subject knowledge and enthusiasm which is passed on to the pupils, with the result that pupils enjoy learning. In a Year 1 literacy hour, the teacher introduced the lesson by saying, "We are going to find ways of reading new words and we are going to write our own books about our island." The teacher made very good use of 'post its' to cover up words in the story of the 'The Rainbow Fish'. When she revealed the word 'beautiful', to her amazement, there was a chorus of, "That's 'beautiful!'" On asking how they knew it, pupils replied, " We looked at the 'b' and the 'f'".

23. In successful lessons, teachers organise and manage group work effectively. Instructions for work to be completed are clear and pupils are expected to settle down quickly and to start work immediately. Teachers support groups or individuals in lessons, particularly in developing key skills and knowledge. For example, in an information and communication technology lesson in Years 5 and 6, the teacher moved around the class checking that all pupils were meeting the task of resizing pictures of Trowbridge which had been imported from floppy disk. In addition, when pupils wrote text to describe the historical significance of these pictures, the teacher ensured that pupils understood how to use the spell and grammar check features of the program. As a result, all pupils made good progress in the lesson. In addition, they worked hard and recognised their own achievements.

24. The final or plenary part of lessons is used effectively by teachers to assess the progress made by pupils in the lesson. For example in a literacy lesson in Years 5 and 6, pupils were asked to read their poems which had been written in the style of Michael Rosen. The teacher and fellow pupils discussed confidently whether the poems had captured the particular style.

25. Relationships between teachers and pupils are good and this contributes to pupils being confident in their work. Resources are used effectively, with teachers making good use of the fifteen laptop computers to teach ICT to pupils. In a lesson in Year 1, pupils applied their literacy skills successfully when they retold the story of 'Goldilocks and the Three Bears' through 'clicking and dragging', for example the porridge bowls, and placing them in the kitchen. The teacher used the opportunity to teach ICT skills and to assess pupils' ability to retell a story.

26. Teachers' planning successfully addresses the learning needs of pupils of average and below average ability, including those with special educational needs. However, planning for more able pupils is insufficiently detailed, with the phrases 'by outcome' or 'by task' the only indication of planning. Planning is not specific enough in identifying specific tasks and targets for more able pupils to achieve in lessons and this contributes to these pupils not achieving as highly as they should.

27. Marking across the school is inconsistent. Whilst there are good examples of helpful marking to guide pupils in their learning, there are other examples of work being ticked or not marked at all. This is a noticeable feature of work completed on photocopied worksheets. However, homework is used effectively to support pupils' learning.

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

28. The school provides a broad and balanced curriculum of variable quality. At the Foundation Stage the quality of the curriculum is very good and it is satisfactory overall at Key Stage 1. However, at both key stages, and particularly at Key Stage 2, the curriculum is unsatisfactory because it does not meet statutory requirements with regard to the provision of information and communication technology. The provision for pupils with special educational needs is good; the school complies fully with the requirements of the Code of Practice. Pupils in Years 1 and 2 with English as additional language are

supported effectively by teachers and learning support assistants. Their progress is monitored by EMAS. Because of the way in which the curriculum is planned within the school, equality of access and opportunity is not offered to all pupils, particularly where they are in mixed age classes.

29. The previous inspection noted that in reception and Key Stage 1 the quality of the curriculum was good. However, there were weaknesses at Key Stage 2, as science had too low a profile for a core subject¹⁰ both in terms of depth of coverage and time allocation within a topic based curriculum model. It noted that the provision for information technology was lacking as this subject was not covered sufficiently either in time or depth. Other findings from the previous report with respect to the curriculum were that although work was usually matched to pupils' needs, it sometimes lacked challenge at Key Stage 2. The report addressed a deficiency in whole school, long and medium term planning. Another finding was that some pupils' work was not appropriately commented on and that improvement was required in marking.

30. Since the last inspection, there has been a move away from 'integrated teaching' to lessons in which only one subject is taught. There has been a large recent investment in information and communication technology equipment aimed at improving provision for teaching the subject. A curriculum map has been drawn up and there are now schemes of work for all subjects; together these show what is to be taught and when. There has been an increase in time allocated to literacy and numeracy and the school has tried to develop a consistent approach to termly and weekly planning. Much hard work has gone into improving planning and the school has been successful in meeting the needs of many pupils and this is reflected in the year on year improvements in the National Curriculum assessments. However, there is no policy for the identification and teaching of more able pupils.

31. Despite the improvements in planning, there are still shortcomings particularly for pupils in mixed age classes. At present, six out of ten classes in the school are in this category and in order to plan for such classes the school has embarked on a two year planning cycle. Teachers plan in groups; the teacher of the Years 4 and 5 class plans work with the Years 5 and 6 classes and the teacher of the Year 4 class plans work with the Year 3 class and Years 2 and 3 class. This has the effect that whilst some pupils in Year 4 cover the same work as pupils in Year 6, other pupils in Year 4 cover the same work as pupils in Year 2. Furthermore as planning and lesson delivery is usually done on a whole class basis, the way in which the curriculum is presently delivered is not meeting the needs of all pupils. For example, pupils in Year 4 may cover the same subject matter to a similar depth as they did when in Year 2. Two lesson observations in science, one of the Year 4 class and the other of the Years 2 and 3 class, showed this, as each lesson covered exactly the same content to a similar depth of study. In addition, pupils in Year 2 do not receive the same curriculum because some are in a class with Year 1 pupils and others are in a class with Year 3 pupils.

32. The school does not have an equal opportunities policy; the governors are presently writing one. The school actively promotes equality of access to the curriculum for all pupils regardless of gender, ethnicity or background. However, termly planning does not ensure equality of access for all pupils to the curriculum, especially those in Year 4 and in the mixed Years 2 and 3 class. Furthermore, as lesson planning and delivery is class based, work is sometimes not sufficiently modified to meet the differing needs of individual pupils: for example the more able. Where these needs are taken into account, for example in the way mathematics groups are set in the upper age groups, most pupils make satisfactory individual progress in their learning over time.

¹⁰ Core subjects are English, mathematics, science, information and communication technology and religious education.

33. Whilst teachers' daily and weekly planning is mainly of good quality, there is little evidence of the use of assessment to inform planning. From the evidence presented marking of pupils' work is not consistently carried out and, when it occurs, sometimes it is not constructive. Most planning is for whole class lessons and seems to be aimed at the average pupil. Planning scrutinised during the inspection often contained little in the way of extension work for the more able.

34. Although the recently adopted school improvement plan concentrates on just four target areas – Key Stage 1 reading, Key Stage 2 writing, information and communication technology and classroom climate - the school is aware of deficiencies in its monitoring arrangements and evaluation procedures. Curriculum co-ordinators have recently carried out audits of their subject areas in order to identify developmental needs. Some subjects, such as science, have now developed monitoring schemes which are presently in use in certain classes.

35. The school is not fulfilling statutory requirements with regard to the provision of information and communication technology. Whilst the school has invested in fifteen new laptop computers, pupils are still not receiving the statutory curriculum in this area. Not all aspects of the subject are taught and skills are not progressively developed. However, the school recognises this as a weakness and has identified it as an area for improvement through a clear, detailed and costed action plan.

36. The school offers a wide variety of extracurricular activities with a good level of participation by pupils. Clubs include football, cricket, netball, skipping, gymnastics, library and literacy. However, these activities are only available to groups of pupils in Key Stage 2. There is an *'artist in residence'* and special arts projects are organised. There are regular whole school musical productions. Educational visits, such as residential trips to study centres in other parts of the country, are an integral part of school life and enrich pupils' learning.

37. Pupils are taught to distinguish right from wrong and to value both their own culture and the cultures of others. They are actively encouraged to take responsibility, show initiative and develop an understanding of living in a community. All pupils in Year 6, for instance, take responsibility for looking after the school's animal enclosure. They feed the animals and care for them and give younger pupils access to them. Older pupils look after younger pupils during playtimes.

38. Provision for pupils' personal, social and health education is good. Pupils' personal development is formally tracked through individual report folders which contain a section relating to social and personal development. 'Circle Time' is frequently used to promote this area of the curriculum. 'Circle Time' is used effectively to enable pupils to think and talk about issues meaningful to them as individuals. Provision for health education is good. The school has drawn up good policy documents on drug awareness, sex education, child protection and safety. The governing body has agreed the content and organisation of its programme of sex education.

39. Links with the secondary school, to which most of the pupils transfer at eleven years of age, are very constructive. Staff from both schools meet several times during the school year to discuss the needs of pupils. The headteacher of the secondary school, the deputy headteacher and the special educational needs co-ordinator visit the primary school, and Year 6 pupils are given the chance to visit the secondary school. Data transfer between both schools is very good.

40. The school's provision for pupils' moral and social development is good. Provision for spiritual and cultural development is satisfactory. This indicates a slight decline since the last inspection when the findings were that the provision for all aspects of this curriculum area was at least good and that provision for social development was excellent. The school

actively promotes self esteem and the school's prospectus states that an overall aim is to provide a happy, caring environment in which all pupils feel valued, respected and enjoy learning. There are many references in school documentation to the importance of the spiritual, moral, social and cultural development of the pupils and the school's curriculum policy reflects this.

41. Spiritual development is promoted satisfactorily within the classroom and through acts of collective worship. Religious education provides opportunities to develop spiritual awareness and self knowledge. There are class visits to places of worship. School assemblies have a relaxed and friendly atmosphere about them. In a whole school assembly, pupils were encouraged to reflect on 'sharing' and did so in a meaningful way. In a Key Stage 2 assembly, taken by the local vicar, pupils showed a good awareness of the need for prayer as a means of reflection on the plight of others.

42. High moral standards are encouraged within the school as a whole and a sense of community is actively promoted. The school places a strong emphasis on developing a sense of right and wrong and a respect for the beliefs of others. Pupils' moral development is promoted successfully through adherence to the school's behaviour policy and to the *Golden Rules* the pupils have devised themselves. Positive behaviour is rewarded and is sometimes recorded in the *Golden Book of Exceptional Behaviour and Achievement*. Pupils seem clear about their code of conduct and what is expected of them.

43. Good provision is made for pupils' social development. A clear emphasis is placed on raising each pupil's self esteem, confidence and awareness of others. Careful attention is given to developing social skills. Good relationships between all pupils are encouraged and pupils are taught to be self reliant and to relate positively towards each other. Pupils are given responsibilities appropriate to their age. Older pupils, for example, look after the needs of the animals in the school's animal enclosure. Social interaction is encouraged between all groups of pupils; younger pupils hold the hands of older ones when coming into assemblies, pupils are placed on mixed age range tables when eating at lunchtime.

44. Provision for cultural development is satisfactory overall. Although pupils have initially limited multicultural awareness, they are given the opportunity to explore the cultures of others through the curriculum in subjects such as religious education. However, there are insufficient planned opportunities to develop multicultural awareness through other subjects. Sometimes visitors, for example an Arabic mother, give talks in assemblies. Cultural experiences are further extended through trips and visits. The school plans residential trips for pupils in Year 5 and Year 6 to places such as East Anglia on a regular basis

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. There are good procedures for child protection and ensuring pupils' welfare. A governor with considerable professional experience of the matter oversees the health and safety policy. He has guided staff through the process of conducting a health and safety check. The premises are regularly inspected and contracts are in place for safety inspections of fire equipment, physical education and outdoor play apparatus, and electrical items. Fire drills are held regularly and there are competent arrangements for first aid and pupils' medical needs. Pupils are reminded of the health and safety implications of practical subjects such as science and design and technology. The deputy headteacher is the designated person for child protection purposes. She has received appropriate training. Classroom staff are aware of the procedures to be followed in cases of concern. The necessary arrangements are in place for 'children looked after' (the term for children in the care of local authorities).

46. Satisfactory arrangements are in place for the monitoring and promoting of good attendance. Currently class teachers are responsible for keeping track of attendance but

the school plans to transfer the records to the office computer system in September. An education welfare officer visits the school regularly to check registers. Lateness is not a problem. A number of parents take family holidays in term time. That number, however, though increasing, is not sufficient to affect the school's good attendance levels.

47. High standards of behaviour are promoted successfully. Consideration for others is a key element of the school's philosophy and underpins the approach to discipline. The climate in the school is one of positive encouragement. Pupils discuss class rules with teachers at the beginning of the academic year and they revisit them during the year in their 'Circle Times'. The range of activities provided helps good behaviour in the playground. Lunchtime supervisors have their own 'Green Card' system for maintaining order. Sanctions for unsatisfactory behaviour are understood and staff implement them with consistency. In cases of difficult behaviour, the school will, in co-operation with parents, draw up behaviour contracts. Where necessary, outside experts, such as the local education authority's behaviour support team, are involved. Any cases of bullying are dealt with by the headteacher - the emphasis is upon what the victim feels is fair. Instances are monitored for signs of re-occurrence. The necessary record of racial incidents has been set up; there have only been two, both of a mild nature.

48. The school's procedures for monitoring and supporting pupils' personal development are good. Comprehensive records of children's activities and progress, including personal development, are kept from arrival in reception and built upon, year by year. The records include achievements in out of school activities: for example in swimming or with the Brownies. These records are supplemented by teachers' own records. Much of the personal support offered to pupils is informal and founded upon the good relationships between staff and pupils.

49. Since the previous inspection, insufficient attention has been given to developing procedures for assessing pupils' attainment and progress. Currently, there are no agreed, 'whole school' procedures for assessment and record keeping in any subject. However, teachers know their pupils well, carry out their own informal assessments of what pupils know and can do, and, in the main, keep thorough records. From early on in school, pupils are involved in evaluating their own performance at the end of each topic covered. Information from these support teachers' comprehensive records that culminate in the writing of clear and informative annual reports, where pupil attainment in both core and non core¹¹ subjects is stated clearly.

50. Teachers carry out detailed assessments at particular points of pupils' time in school, including a thorough assessment profile when children start school. This is used to good advantage to inform future teaching and learning. The school gathers information on pupil achievement through results of statutory and optional end of year assessments. This enables the school to track an individual pupil's progress and predict future performance. However, it has not effectively used the results of such assessments to target pupils' learning, and is only at the early stages of analysing year group data to determine how curriculum provision should be modified in order to raise attainment.

51. Whilst assessment and monitoring procedures for pupils with special educational needs are good, the school has yet to devise and implement a policy for the identification and ongoing assessment of more able pupils. The school has a useful policy regarding the marking of pupils' work, but it is used inconsistently. Although staff give pupils good oral feedback and encouragement in lessons, the quality of written marking is inconsistent. Too often, pupils are given insufficient information on what they must do to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

¹¹ Non core subjects refer to art and design, design and technology, geography, history, music and physical education

52. The school has built good, effective links with parents. The governors have set up a parental involvement group, which works hard to act as a bridge between school and parents. A number of parents work voluntarily in school assisting in practical lessons, such as art and in hearing children read. Those parents feel themselves to be valued members of the school community and are properly prepared for the tasks they are given. Reception teachers visit all children at home before they start school and there are introductory meetings for prospective and new parents. In addition, the school has effective links with the school nurse who, in turn, liaises with health visitors. Once a year, parents are given the opportunity to work in class with their children for an hour.

53. Good quality information is provided for parents. Regular newsletters keep parents informed about school events and provide advance information regarding the topics children will be studying. Parents have three formal consultation meetings with staff annually; in the autumn term, they are introduced to their child's new class, in spring, pupil progress against targets is discussed, and in summer, parents are offered a discussion about the child's annual report. Reports themselves are good. For children in the Foundation Stage, they provide detailed information about the child's progress towards the Early Learning Goals. For pupils in Key Stages 1 and 2, reports are particularly informative regarding progress in the core subjects of the National Curriculum and in the child's personal development. Parents are involved in discussing targets for their children. Reports make provision for the child's view of the year and for parental comment. The school arranges an information meeting to explain the National Curriculum assessments to parents.

54. Parental involvement makes a good contribution to the work of the school. The parent, teacher and friends association raises considerable funds, from which pupils directly benefit; the association has raised about £6,000 towards its target of £10,000 for laptop computers for pupils. Parents support the school's homework policy, assisted by the school's useful notes to parents on homework. Many support their children at home by hearing them read. The children's reading records form a useful vehicle for home-school dialogue.

55. Parents' views of the school are positive. Parents, who attended the pre-inspection meeting, responded to the Ofsted questionnaire and who were spoken to during the inspection, particularly appreciated the friendly, family atmosphere in school, the approachability of staff and the confidence the school gives their children. However, 24 per cent of those responding to the Ofsted questionnaire could not agree that the school provided an interesting range of activities outside lessons. Whilst it is true that the school, as a matter of policy, does not provide extracurricular activities for Key Stage 1 children, the inspection evidence is that the school provides a good range, including two residential visits, of out of school activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher successfully creates a caring and supportive atmosphere to provide a clear educational direction for the school, which focuses on providing equal opportunities for its pupils to develop as individuals and to continue to raise standards. He is well supported by the deputy headteacher who provides a good role model for effective teaching and learning. The senior management team meets regularly to provide supportive leadership to staff based on the school's aims and positive ethos. Subject co-ordinators are involved with the whole staff in preparing policies and schemes of work and have insight into teachers' plans to monitor subject provision across the school. However, the co-ordinators' roles are underdeveloped due to the lack of opportunity to monitor and evaluate pupils' attainment and progress in learning, which limits their effectiveness in raising standards in teaching and learning.

57. The governors are committed to the school and provide good support to the headteacher and staff. The chair and vice chair of governors visit regularly, are well informed and have a clear understanding of the strengths and weaknesses of the school. The governors fulfil all statutory obligations except the full implementation of information and communication technology, which was identified as a weakness in the previous inspection; and as yet, not having completed an equal opportunities policy. The governors have a nominated governor for all subjects including provision for early years and special educational needs and receive regular presentations from staff on various aspects of the curriculum. They have set up a number of committees, with clear terms of reference, to help them discharge their duties. The leadership and support given by the governing body has a positive impact on the work of the school.

58. The headteacher and governors have appropriately identified its priorities in the recently revised school improvement plan for raising achievement. It contains appropriate detail on costings, timescales and success criteria to judge effectiveness. The school makes good use of specific grants and additional funding provided for school improvements, including special educational needs, making good use of the expertise of the chair of finance. Decisions on spending are appropriately linked to educational priorities, such as improving information and communication technology resources, but as yet the governors have no formal procedures to evaluate the impact of financial decisions on pupils' attainment and progress.

59. Effective use is made of learning support assistants and resources to support pupils' learning. The administrative staff are both pleasant and efficient, and appropriately use new technology for financial control and school administrative work. The 'Friends of Walwayne Court School' work hard to provide valuable extra funds to support the school budget.

60. The headteacher and governors appropriately apply best value principles. The school has begun to analyse test results and monitor standards achieved by pupils. Staff give their time freely to enhance the National Curriculum by providing a wide range of extracurricular activities, inviting visitors into school to give first hand experiences, and offer numerous trips including residential visits to older pupils. Parents are regularly consulted and their views valued. The governors are successfully attempting to achieve best value on expenditure by taking appropriate advice regarding contractors and suppliers and gaining tenders on larger items of expenditure. The school provides satisfactory value for money.

61. The school is sufficiently staffed with appropriately qualified teachers to meet the requirements of the primary phase of education, together with those who have special educational needs. However, this is only achieved through the ongoing use of short term supply teachers to cover a long term absence of a member of staff at Key Stage 2. The lack of teacher continuity has had a negative impact on the attitudes and performance of pupils in the class concerned. Appropriate procedures are in place to support either newly qualified teachers or those new to the school. A clear and helpful staff handbook provides further support for short term and supply staff. Since the last inspection, good procedures have been introduced for performance management. Professional development of staff is linked well to the school improvement plan, and includes training requirements for National Curriculum initiatives. One such example is the government funded training for information and communication technology, on which the staff are soon to embark. The satisfactory number of learning support assistants is well deployed and highly valued. They work in effective partnership with teachers to give good support, particularly to children in the Foundation Stage, and to pupils with special educational needs. Staff responsible for administration, premises upkeep and school meals are efficient, and contribute well to the smooth running of the school.

62. Accommodation is satisfactory. In addition to the main building, opened ten years ago, provision includes two temporary classrooms. The premises are clean and well kept,

with classrooms of adequate size for the delivery of the curriculum. However, the sliding doors that separate the paired classrooms, together with their shared open areas, allow for the easy transfer of noise which at times distracts pupils from their work. The spacious corridor that runs the length of the main building, houses most of the school's library resources and is used to good advantage for individual and group tuition. Outdoor provision is very good. Pupils' games activities are supported well by the extensive fields and large playgrounds, together with an impressive adventure/activity play area. The school has created an interesting trail that runs through the grounds. This, together with the 'animal compound' and enclosed pond area, enhance pupils' environmental studies. Whilst resources are satisfactory overall, the school plans to develop further the already very good provision for children in the Foundation Stage by creating a secure outdoor playground, and by providing wheeled toys for their individual and co-operative play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To raise standards and improve the quality of education, the headteacher, staff and governors should:

- **Raise** standards in information and communication technology and ensure that the school meets the statutory requirements of the National Curriculum for the teaching of the subject by:
 - Rigorous monitoring of the implementation of the very effective action plan already drawn up by the subject co-ordinator.

(Paragraphs: 3, 6, 35, 124, 125, 126.)

- **Improve** curriculum planning for more able pupils, and those pupils who are in mixed age classes by:
 - Writing a policy for the identification and teaching of more able pupils; and by ensuring that teachers' planning meets the needs of these pupils by providing challenging extension activities;
 - Reviewing curriculum planning for pupils in mixed age classes to ensure that pupils are taught the National Curriculum requirements for their own year group.

(Paragraphs: 3, 5, 8, 18, 28-32, 78, 82, 104, 106.)

- **Improve** the use of assessment and teachers' marking to plan pupils' future learning by:
 - Monitoring rigorously the implementation of the school's marking policy.

(Paragraphs: 19, 50, 51)

In addition the governors should consider the inclusion of the following in their action plan:

- Providing pupils with more planned opportunities to develop their awareness of Britain as a multicultural society;

(Paragraph: 44.)

- Completing an equal opportunities policy.

(Paragraphs: 32, 82, 88, 108.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

73

Number of discussions with staff, governors, other adults and pupils

29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	49	34	1	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Due to rounding percentages do not total 100.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	287
Number of full-time pupils known to be eligible for free school meals	4

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	66

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.5
National comparative data	5.2

School data	0.2
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	22	18	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	20	22
	Girls	14	15	18
	Total	30	35	40
Percentage of pupils at NC level 2 or above	School	75 (70)	88 (76)	100 (84)
	National	83 (82)	84 (83)	90 (97)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	22
	Girls	17	18	18
	Total	37	40	40
Percentage of pupils at NC level 2 or above	School	93 (76)	100 (84)	100 (97)
	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	24	20	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	22	22
	Girls	18	17	18
	Total	35	39	40
Percentage of pupils at NC level 4 or above	School	80 (63)	89 (63)	91 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	19
	Girls	18	17	13
	Total	33	37	32
Percentage of pupils at NC level 4 or above	School	75 (63)	84 (71)	73 (63)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	251
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	138

Financial information

Financial year	2000 - 2001
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	£
Total income	553,167
Total expenditure	519,866
Expenditure per pupil	1,793
Balance brought forward from previous year	24,191
Balance carried forward to next year	57,492

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	287
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	0
My child is making good progress in school.	49	45	5	1	0
Behaviour in the school is good.	27	67	3	0	3
My child gets the right amount of work to do at home.	24	61	8	6	1
The teaching is good.	42	52	1	5	0
I am kept well informed about how my child is getting on.	28	57	10	3	2
I would feel comfortable about approaching the school with questions or a problem.	63	32	3	2	0
The school expects my child to work hard and achieve his or her best.	53	43	0	2	2
The school works closely with parents.	35	53	12	0	0
The school is well led and managed.	35	49	8	5	3
The school is helping my child become mature and responsible.	36	53	6	0	5
The school provides an interesting range of activities outside lessons.	11	52	20	3	14

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

64. Currently, 31 children are in the reception year of the Foundation Stage. Of these, eight share a class with pupils in Year 1. Children enter reception at the start of the school year in which they become five. Nearly all attend pre-school groups before joining school. Assessment on entry shows the majority have levels of attainment broadly in line with those expected for their age. The school makes very good provision for its young children. Teaching is consistently good, and, in a third of lessons observed, very good. Those now in the reception year make good progress, and a number of higher attaining children have already achieved the officially recommended learning goals. Nearly all others are on line to achieve the expected levels by the time they leave reception.

Personal, social and emotional development

65. Children's progress in personal, social and emotional development is good. Staff are extremely sensitive to the needs of children in their early years of schooling. They have successfully created a happy and purposeful atmosphere where children settle quickly into the routines of school. Children work together in a friendly and supportive manner, and show respect for each other, friends and visitors. Sensitive talk and guidance from adults helps children understand the difference between right and wrong, and reinforces their understanding of what is acceptable and unacceptable behaviour. This results in children being well behaved, able to make sensible choices from a range of activities, and to sustain concentration when working. They take part in a good number of self chosen and adult led activities, and handle resources with care. Where staff have set up activities that require children to share or take turns, they do so willingly. Children follow instructions well, listen to what they are told, and begin activities eagerly. They are sensitive to the needs of others, and show pleasure in friends' successes as well as their own.

66. Teaching is designed to provide many opportunities for the development of children's self esteem and independence. For example, in 'Circle Time', after having talked about what makes a good friend, each child received a friendship sticker from a classmate who then explained why they thought this person was a good friend. At other times, children carry out their class monitor responsibilities well. They line up and move around the school in a sensible manner, put on and take off aprons when working with paints or water, and clear away after themselves sensibly and quickly.

Communication, language and literacy

67. Children make good progress in this area of learning. They have many opportunities to speak and listen to adults and to each other, in groups or as a whole class. For example, they listen attentively, and, when required, answer questions about, or join in with the story of 'The Rainbow Fish'. The use of talk and questioning by staff is very effective, and the

many opportunities created to develop and extend children's language are a marked feature of the good practice observed. Children demonstrate growing confidence when taking part in discussions and answering questions. Their communication skills are developed further, when children use the book corner to retell stories they have heard, to an attentive audience of soft toys and dolls.

68. Carefully chosen stories are used well to help children recognise an increasing number of words in familiar contexts. Through a well structured and taught programme of phonics, children recognise the letters of the alphabet, and associate sounds with them. Whilst a number of more able children confidently read challenging texts from the school's reading scheme, others use picture clues and their developing phonic ability, to help them enjoy story books. Children develop good book skills and enjoy sharing books. They understand the terms 'author' and 'illustrator', and correctly explain what each does.

69. Children undertake much 'pretend' writing as part of their activities in their role play and writing areas, where they make lists, write cards and take down telephone messages. By the end of reception, most write simple sentences. For instance, after having enjoyed the story of 'Rosie's Walk', they write simple sentences about the hen and her adventures. In another lesson observed, most children, with adult help, wrote their own sentence that helped record the story of the 'The Rainbow Fish'. Children are taught the correct way to shape letters, and copy examples of writing with increasing control.

Mathematical development

70. Mathematical development is good. Children recognise and count numbers to ten, many to 20 and beyond. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Through a variety of carefully directed activities, children develop their understanding and capability regarding addition and subtraction. They sort objects in a variety of ways, for instance, by colour, shape and size and by threading objects and repeating patterns. In a lesson on ordinal numbers, the teacher provided a range of enjoyable tasks which enabled children to develop and use their knowledge. Questioning was used to good advantage to elicit children's understanding. For example, having re-arranged an assortment of numbered objects into the correct ordinal sequence, children had to explain why they had arrived at their decisions.

71. Children use correct mathematical language for simple shapes, and, when on a walk in the school grounds searching for different shapes and patterns, they correctly used the term 'symmetrical' to describe the shape of leaves. They measure and record their height, and compare measurements such as 'more than' and 'less than'. Children become familiar with handling and naming coins, and develop an awareness of capacity and volume through regular play tasks with sand and water. In so doing, they use quantitative words such as 'empty' and 'full'. Throughout all activities, classroom assistants were used well to support learning of those requiring further help.

Knowledge and understanding of the world

72. Thorough planning that results in a good range of purposeful activities, enables children to make good progress in this area of learning. They observe and discuss weather, and understand why we wear different clothes for each season. Children develop awareness of place when walking and studying the layout of the school and its grounds. They make plans of 'Rosie the Hen's' travels, and of the underwater world of the 'The Rainbow Fish'. Children work in pairs to make three-dimensional model 'treasure islands' within sand trays. They include coastlines, cliffs, mountains and jungles. They responded well to the teacher's involvement and questions designed to add authenticity to the activity, as well as to develop their understanding and use of language. Children's understanding of chronology and change is helped by the creation of a class museum of old and new toys,

photographs and household items. Children understand the difference between living and non living things. They study newts from the school pond, and eagerly look to see whether their tadpoles have grown legs. Children learn of the needs of animals when examining the range of animals kept in the school's 'pet compound'. They explore the textures of different objects, attempting to use their sense of touch to identify them when inside the 'feely box', or in the teacher's 'treasure chest'. They conduct simple investigations on the properties of several materials, and decide which is most suitable to use when making an umbrella.

73. Children receive a good introduction to 'design and make' activities. They are set several tasks, including drawing a plan, then making a vehicle, and constructing a container to hold five pebbles. Good opportunities are given for children to develop their skills of information and communication technology. In an observed lesson, children were given a clear explanation and demonstration on how to use the 'click and drag' procedure. Children operate computers with growing confidence. They use them to enjoy interactive story programs, and to control, colour and move items on screen.

Physical development

74. Children make good progress in their fine manipulative skills. They handle tools, scissors, paint brushes, construction kits and malleable materials safely, and with increasing control. When in an indoor movement and drama lesson, children became 'The Rainbow Fish', they showed good control and inventiveness of movement and gesture, as first they swam gently, then more vigorously as they explored the deep and had various adventures. They responded well to clear instruction. Such lessons are well managed, with effective use of children who demonstrate their work to the rest of the class. In outdoor activity lessons, children make thoughtful use of the activity area where they show good ability to climb, balance and travel along, through and under the structures. In all activities, children show growing confidence, together with willingness to share and take turns. Although currently children do not benefit from having their own secure play area or wheeled toys either to ride or push, plans are at an early stage of development to address this need.

Creative development

75. Children make good progress in this area of learning. They use a range of media to draw, paint, print and make models. Teachers provide good opportunities for children to evaluate their work, and to explain what they have done, and what they have learnt. For instance, having painted a green leaf, a child was asked how this was achieved considering there was no green paint in the palette. The child confidently explained that mixing the blue and yellow had given him exactly the colour he wanted. Children create small imaginary environments and act out scenes in them, exploring ideas and feelings. They have good opportunities for structured role play. During the inspection, children enacted adventures in their impressive 'underwater world'. Children enjoy singing songs from memory. They sing enthusiastically, tunefully, and as with their playing of percussion instruments, with a developing sense of rhythm.

76. Provision for children in the Foundation Stage is well managed. The deputy headteacher, in her capacity as early years co-ordinator, liaises and plans with her colleague, evaluates children's work, and monitors the quality of teaching. Very good procedures are in place to assist children's induction into school. Appropriate documentation supports planning for the six areas of learning. A thorough assessment of children's skills and understanding is carried out shortly after entry, and provides information that is then used to inform subsequent planning and teaching. Children's development in learning is aided by careful observations and record keeping, and on going assessment.

ENGLISH

77. Results of Year 2000 National Curriculum assessments for pupils in Year 2 were above the national average in writing, but average in reading. In comparison with similar schools, results were average in writing, but well below average in reading. These results confirm the trend of year on year improvement since 1997. Early indications from 2001 assessments appear to show standards have been maintained. The school is doing less well in comparison with similar schools because insufficient pupils achieve the higher Levels 2a and 3 in reading. Current inspection findings judge standards in reading and writing to be average. More able pupils are not achieving high enough standards because teachers' planning does not fully meet their learning needs.

78. Results of Year 2000 National Curriculum assessments for pupils in Year 6 were average, but well below average when compared with similar schools. These results continue the trend of year on year improvement since 1998. The school is doing less well in comparison with similar schools because insufficient pupils achieve the higher Level 5 in reading. Current inspection findings judge standards to be average, although more able pupils are not achieving high enough standards because teachers' planning does not fully allow for their learning needs.

79. Pupils with special educational needs, and those in Years 1 and 2 with English as an additional language make good progress in their learning and achieve well. They are supported effectively by teachers and learning support assistants, particularly in the key skills of reading and writing. In addition, the school uses successfully 'Booster' lessons and the Alternative Literacy Strategy (ALS) to support the learning of below average pupils.

80. By the end of Year 2, standards in speaking and listening are good. Pupils are confident in answering and asking questions in whole class introductions. They enjoy listening to stories, particularly in Year 1 where they were totally enthralled in an end of day story time when the teacher read 'The Vanishing Cream'. By the end of Year 6, speaking and listening skills are good. Pupils are reluctant to take part in whole class discussions, but will respond positively when teachers direct a question at them. In discussions with inspectors, pupils spoke clearly and confidently. At the end of lessons, pupils are happy to read their work and in physical education lessons, they comment constructively when evaluating the performance of each other.

81. By the end of Year 2, standards in reading are average. Pupils enjoy reading and talk about the characters in the story with interest and enthusiasm. Pupils use successfully their understanding of letter sounds and blends (phonics), together with picture clues when reading new and unfamiliar words. They understand and explain the terms, author, illustrator and publisher and know the difference between fiction and non fiction books. By the end of Year 6, standards are average. Pupils recall the story so far and talk confidently about the plot and characters. They make sensible predictions as to how the story might finish. Pupils express preferences for stories and authors: for example one pupil said that she liked 'Charlie and the Chocolate Factory' by Roald Dahl because, "I can make good pictures in my mind – it helps me understand the story." Reference skills are satisfactory

and pupils know how to use the school library and the contents, index and glossary pages in non fiction books.

82. By the end of Year 2, standards in writing are average. However, the overuse of photocopied worksheets, including colouring-in activities does not extend pupils' writing skills, particularly for more able pupils. Year 2 pupils in the Years 2 and 3 class achieve higher standards than Year 2 pupils who are in the Years 1 and 2 class. In the Years 2 and 3 class, pupils' skills in handwriting and presentation are good. Punctuation is used accurately, including the use of speech marks and commas. Pupils understand past and present tense and the use of syllables. In writing stories, for example 'The Grumpy Snowman', pupils showed good use of adjectives in writing descriptions of characters. However, in the Years 1 and 2 class, standards in handwriting and presentation are inconsistent and there is a narrower range of writing.

83. By the end of Year 6, standards in writing are average. Standards of handwriting, spelling, grammar and punctuation are satisfactory. Pupils show a good understanding of how to plan a story. They write successfully for a range of purposes and apply confidently their literacy skills. Summaries of the book, 'The Lion, The Witch and The Wardrobe' are good; pupils write detailed character profiles of Aslan and show good imagination when writing the story from the viewpoint of The Witch. They write interesting and convincing letters of complaint, for example about the rubbish at Heslington Hall. There are good examples of factual writing: for example under the headline, 'Trowbridge Sinks as Floods Rise', there is a detailed account of the impact on the town of the winter floods. In poetry, pupils write creatively in presenting poems based on 'Kenning Cats' (Kenning is an Old Norse form of poetry writing). Pupils enjoy poetry writing and in a Years 5 and 6 literacy lesson, pupils worked hard at writing a poem in the style of Michael Rosen. The following is an example of what was achieved in the lesson:

' From the summer sunset
A hunting hedgehog
Came to play with my ball
Where we were standing in amazement
And popped it with its spikes'.

84. Pupils have good opportunities to apply their literacy skills across the curriculum. They use their reading skills successfully in reading and solving mathematical problems and in researching information in history. In writing, they record the results of scientific investigations and their evaluations of products made in design and technology. In Years 5 and 6, pupils write their own information books on Ancient Egypt, including a contents and index.

85. Teaching of literacy is good and has a positive impact on improving standards; teachers have a good understanding of the National Literacy Strategy and implement it effectively. Lesson introductions are good, with teachers using skills of demonstration and explanation effectively to engage pupils in their learning. In a Years 5 and 6 lesson, the teacher made very good use of a poem by Michael Rosen, with the verbs covered up, to lead a discussion as to what the verbs might be. Through encouraging paired discussion and allowing pupils to write their ideas on small whiteboards, pupils came up with a wide and imaginative range of suggestions. This improved their vocabulary skills. In addition, pupils had a good 'word bank' from which they could draw when writing their own poems.

86. The group work part of the lesson is managed effectively, although planning does not fully meet the needs of more able pupils. Good support is given to pupils with special educational needs, and, in Years 1 and 2, pupils with English as an additional language. There is a strong emphasis on teaching the basic skills of reading and writing and an expectation that pupils should apply these in their work.

87. The plenary or final part of the lesson is used effectively to assess the progress pupils have made in the lesson. For example in Year 1, pupils read their sentences from the non fiction books they were writing about holidays. The teacher discussed with pupils, "How did you make your sentences really interesting?" Pupils replied by showing how for example they changed the sentence, 'The weather is hot' to 'The weather is boiling hot'.

88. The subject is managed effectively by the co-ordinator. Currently, she has insufficient opportunities to monitor teaching and learning in the subject, particularly as she sees teachers' planning at the end of a half term rather than at the beginning. In addition, she does not look at pupils' work on a regular basis and this, for example means she was unaware of the overuse of the colouring-in of photocopied worksheets in some classes. She recognises the need to update the subject policy and scheme of work. Currently, the school is using a reading test which is based purely on word recognition and gives a maximum reading age of 10.6 years; this is inadequate for identifying the reading standards of more able pupils.

MATHEMATICS

89. The previous inspection reported that whilst standards in mathematics exceeded national expectations for pupils at the end of Key Stage 1, they were in line with required levels for those at the end of Key Stage 2. However, results of end of key stage assessments showed standards for those pupils to be average at Key Stage 1, and below average for pupils at the end of Key Stage 2.

90. Since then, the school has successfully implemented the National Numeracy Strategy at both key stages, and has begun teaching pupils in Years 5 and 6 in groups that are set according to ability. Additionally, the school has implemented the nationally funded 'Springboard' and 'Booster' classes for pupils in Years 5 and 6. Together, these factors have resulted in a marked improvement in pupil performance and achievement at both key stages. Results of end of Key Stage 1 assessments for 2000 showed all pupils achieved the expected level, with the proportion reaching the higher level being above average. However, assessment results for pupils at the end of Key Stage 2 in 2000, showed that whilst the proportion gaining the expected level was well above the national average, that gaining the higher level was below average. When compared with similar schools, the school's performance at Key Stage 1 was above average, but below average at the end of Key Stage 2.

91. Inspection evidence shows that overall levels of attainment are maintained. Analysis of Key Stage 2 assessment data showed the need for more attention to be paid to number and data handling. Lesson observations, together with review of pupils' work, confirms the school's assessment predictions that the overall proportion of pupils currently in Year 6 reaching the expected level has been maintained, with an increase in that gaining the higher level. Results at Key Stage 2 are particularly creditable when taking into account over a quarter of those assessed have special educational needs. There is no marked differences in the performance of boys or girls. Pupils with special educational needs are supported well, and make good progress.

92. The successful implementation of the numeracy strategy has ensured that pupils develop proficiency and confidence with number. In lessons observed, progress for this element of mathematics was satisfactory, and, on occasions, good. By the end of Year 2, nearly all pupils have a clear understanding of place value. They understand odd and even numbers, read, write and order numbers to 100 and beyond. They correctly add and subtract, using hundreds, tens and units; carry out simple multiplication tasks, and divide groups and objects into halves, thirds and quarters. When working with money, pupils understand equivalent values of coins, and make purchases and sales, often giving as few coins as possible when offering change. Teachers use questioning well to help pupils

develop a variety of mental strategies for addition and subtraction calculations. For example, they often ask, "How did you do that?" or "Can you do that another way?"

93. By the end of Key Stage 2, pupils find solutions to a range of mental problems that include negative numbers. They add and subtract to hundreds of thousands, and multiply and divide four and five digit numbers by those with two or three. They have a sound understanding and use of fractions, decimals and percentages, together with the 'impossible – certain' probability continuum. The emphasis on pupils finding their own strategies for calculations has a beneficial impact on their understanding of number, and consequently their attainment.

94. Standards in work relating to shape, space and measures, are satisfactory at the end of Year 2. Pupils know and recognise a range of two-dimensional and three-dimensional shapes. They measure lines using centimetres, and understand the language of weight and volume, and conduct simple activities to predict, measure and record. By Year 6, standards meet those expected nationally for their age. Pupils understand, measure and construct acute, obtuse and right angles, know the relationship between the radius, diameter and circumference of a circle, and calculate the perimeter and areas of shapes. They have a good understanding of symmetry and orders of rotation.

95. Pupils handle data effectively in a variety of situations. Younger pupils present their data, such as details concerning their classmates, as tables, pictograms and bar graphs. At Key Stage 2, where greater attention has been given to this aspect of mathematics, pupils draw their own axes, label them correctly, convert their raw data into the most appropriate visual form, including tables, graphs and pie charts. They interpret information from these and other sources of data, using the terms mean, median and mode.

96. Pupils have positive attitudes towards mathematics. They participate enthusiastically in the 'mental agility' sessions. In nearly all cases, they listen attentively to teachers' instructions, and willingly join in question and answer sessions. They settle quickly to work and sustain interest and concentration in the main part of the lesson. Pupils talk confidently about their work in discussion time during the final part of the lesson.

97. The quality of teaching at Key Stage 1 was judged as good in three-quarters of lessons observed, including a quarter very good. The remainder was satisfactory. At Key Stage 2, 60 per cent was good, including 20 per cent very good. The remaining 40 per cent was satisfactory. Teachers apply the National Numeracy Strategy to good advantage. Planning is thorough, with clear learning intentions for each lesson being shared with pupils at the start. The mental and oral sessions at the start of lessons are conducted at a brisk pace, and pupils are given good opportunities to explain the different ways they arrived at their answers. The main teaching activities successfully involve pupils practising their skills, and in this part of the lesson, teachers manage pupils and resources well. Teachers successfully provide work that meets the needs of all pupils, ranging from those with special educational needs, to more able pupils. In Years 5 and 6, where mathematics groups are set according to attainment, teachers provide tasks that challenge all pupils within each of the sets. Although teachers make effective use of day to day assessment, to help determine what is to be taught next, the quality of marking is inconsistent. Too frequently, teachers fail to inform pupils as to what they need to do to improve through written comments on their work.

98. Pupils make appropriate use of mathematics to help learning in other subjects. For example, in design and technology they measure carefully when designing and making; in geography they use co-ordinates and scales; and in science pupils use various charts and graphs to record the findings of their investigations. However, pupils' use of information and communication technology to develop mathematical knowledge is underdeveloped. The school has already identified this, and has plans for its development in the near future.

99. The subject is managed effectively by an enthusiastic and capable co-ordinator. She has prepared a scheme of work that incorporates recent National Curriculum guidance and meets requirements. In addition to evaluating standards of pupils' work, she monitors the quality of teaching across the school, and has been involved with analysis of end of key stage assessment data. The co-ordinator has a clear understanding of what is required to raise further the standards of mathematics, and is now developing a 'whole school' approach to assessment, utilising recent documentation from the local authority, together with that from the Qualifications and Curriculum Authority. The school is now at the early stages of compiling a moderated portfolio of pupils' work across each aspect of mathematics, to support teachers' assessment procedures.

SCIENCE

100. By the end of Key Stage 1, standards in science are above average and pupils make good overall progress. The school's performance in science teacher assessments at this key stage for the Year 2000 was very high in comparison with the national average and high in comparison with schools in a similar context. There was no significant difference between boys and girls in terms of attainment.

101. The previous inspection found that by the end of Key Stage 1 pupils had gained the knowledge, understanding and skills required to make good further progress in this subject. Evidence gained from the current inspection confirms that this is still the case. Scrutiny of pupils' work and evidence from classroom observations shows that standards are similar or better than those found during the last inspection.

102. By the end of Key Stage 2, standards in science are mainly average. Results of the national tests in 2000 were in line with national averages, although they were below average in comparison with schools in a similar context. The trend over time in attainment in this subject when compared with the national average was above the national trend. There was no significant difference between boys and girls in terms of attainment.

103. The previous inspection found that by the end of this key stage, attainment was 'mainly average' and pupils made satisfactory progress, although 'higher attaining pupils' were not sufficiently extended by the tasks set. It commented that, as science was integrated into topic work, the curriculum lacked depth, as it did not receive time to develop an adequate programme of study.

104. Science is now taught as a single subject and evidence from the current inspection shows that, whilst the present programme of study has depth, the way science is now planned and delivered means that the curriculum now lacks breadth. Because of the way long term subject planning is organised into a two year cycle on a cross yearly basis, pupils in both key stages, especially Key Stage 2, find themselves sometimes studying very similar topics to the same levels whilst in different year groups. An example of this became evident during the inspection when pupils in a Years 2 and 3 class were observed in one lesson engaged on exactly the same work on the properties of materials as pupils in a Year 4 class.

105. In the lessons observed, the quality of teaching was good overall and consistently good in Year 5 and Year 6. Teachers displayed a good knowledge of primary science and the confidence to deliver it effectively. There was ample evidence of good pupil and classroom management and in most lessons, the pace was brisk, with sessions which were well structured, time used effectively and tasks well defined. Pupils settled quickly, showed initial interest and worked with both enthusiasm and enjoyment. Across both key stages, there was an emphasis on scientific process and investigative enquiry. Pupils were encouraged to participate actively in experimentation and full investigations. In one lesson, a Year 1 class was introduced to the idea of a 'fair test' and encouraged to guess, or 'predict', outcomes of experiments. In another lesson, pupils in Years 5 and 6 were involved

in refining their understanding of the importance of control and variable factors when conducting a fair test into the properties of materials as heat insulators.

106. Teachers' lesson planning is on the whole satisfactory and always closely matched to weekly and termly planning. However, there is a tendency for lesson planning to be whole class based and, as a result, there is little evidence of planning attempting to match work to the individual learning needs of pupils of differing abilities. This sometimes results in pupils losing interest in the activities they are involved in either because the level of difficulty is too high or they find the tasks insufficiently challenging.

107. Few cross curricular links are evident in either the planning or teaching of science. There is some evidence of planning the use of information and communication technology to support pupils' learning. The grounds of the school were well used to support science, especially the wildlife area, the animal enclosure, the pond, and the marshy area.

108. The school meets all the requirements of the National Curriculum in science at both key stages and pupils make satisfactory or good progress in acquiring skills, knowledge and understanding. All areas of learning are covered but the breadth of coverage is too limited. Resources are good and are kept both in a central location, where they are well labelled, and in individual classrooms. At the end of Key Stage 2, most pupils have developed the skills they need to carry out full scientific investigations. Pupils with special educational needs make satisfactory progress in line with prior attainment but there is too little evidence of extension work to match the needs of the more able.

109. As a result of effective work by the co-ordinator, assessment in science is now under review as part of the current school improvement plan and a new policy is on trial in some classes. At present, however, assessment in science is not used on a regular basis as part of the planning process. During the scrutiny of pupils' work it became evident that marking was too often absent and, when marking of books did occur, it was usually just a tick. Constructive comments were not normally used.

ART AND DESIGN

110. Standards in art and design exceed national expectations at the end of both key stages. Standards have improved since the last inspection where they were reported to be in line with national expectations. During the inspection, in addition to lesson observations, a wide range of pupils' work was examined including sketchbooks and evidence of pupils' past and present work around the school. All pupils including those with special educational needs make good progress in art. Numerous high quality interactive displays in classrooms and corridors provide the school with an active, lively environment besides giving a good stimulus to pupils.

111. Infant pupils mix colours and demonstrate good control of brushes to paint their pirate faces. They effectively use pastels and chalk to produce portraits in the style of Mackenzie, Thorpe and Kandinsky. They are introduced to clay at an early age to make their own clay tiles. Junior pupils have the opportunity to use a wider range of media and techniques including printing, weaving and producing very good three-dimensional models. Pupils study the life and work of famous artists such as Lowry to inform and influence their own work. Many pupils were seen to capture mood to reproduce their own Lowry-style pictures using paint and pastels. High quality three-dimensional sculptures clearly depicted in the style of Picasso together with drawings and clay models, help to make an impressive display in the corridor. Older pupils have a good eye for detail and produce impressive watercolours of imaginary landscapes. Pupils have good opportunities to work with artists in residence. During the inspection, pupils were effectively working with a professional artist using acrylic paint on wooden frames covered by various fabrics and natural materials to make impressive three-dimensional abstracts.

112. Pupils enjoy art work and their attitudes are good. Many are keen to produce pleasing work and complete the tasks they are set. They share their resources well and discuss their work with other members of the group. They listen attentively to instructions and throughout activities pupils can be trusted to behave well and act responsibly. Many pupils are confident and take pride in their finished work.

113. The quality of teaching is good and has improved since the last inspection, which has a positive impact on pupils' learning. Lessons are well prepared with quality resources organised and ready in advance. Teachers have high expectations of the standards pupils are capable of achieving and provide effective support to their learning. The wide experiences and open ended nature of many tasks ensure that pupils of all levels of prior attainment are suitably challenged. Many teachers have good subject knowledge and the regular visitors effectively share their skills with pupils. Questioning is well used to encourage pupils to reflect on their work and decide how it might be developed. Many teachers have good relationships with their pupils and this creates the right climate for learning in art.

114. The new co-ordinator is enthusiastic and has worked hard to improve the quality of pupils' learning. She encourages art projects for the whole school involving professional artists, which has a positive impact on standards attained and provides plenty of stimulus for pupils to observe, record and discuss their findings carefully. However, she has no opportunity to monitor teaching and learning through observing colleagues actually teaching, and so help develop the confidence and expertise of colleagues. The co-ordinator does monitor through looking at planning and pupils' work. She has identified the need to develop the scheme of work, assessment opportunities and the use of information and communication technology to further improve the quality of pupils' learning in art, and hopes to arrange visits to galleries in the future.

DESIGN AND TECHNOLOGY

115. Standards are in line in design and technology with national expectations throughout the school and have been maintained since the last inspection. During the inspection it was only possible to see two lessons at Key Stage 1 and no lessons at Key Stage 2 due to timetabling arrangements. Observations are based on information from other sources, including previous work and displays.

116. Infant pupils learn how to join materials together in different ways and experiment with permanent and temporary joins using various fasteners and techniques. They use these skills to make shadow puppets using split pins. Pupils design and make a frieze using various materials and a simple three-dimensional building to illustrate the story of 'Rosie's Way', where literacy skills are well used. Junior pupils design and make three-dimensional sculptures in the style of Picasso using a variety of materials. They develop a good understanding of food safety and hygiene by exploring the use of food packaging, making their own sandwich and evaluating how their lunch could be healthier. However, pupils have few opportunities to produce step by step plans, disassemble products or evaluate a design in relation to its purpose. Pupils have no opportunity to use more advanced equipment involving motors or gears, which has a negative impact on their learning.

117. Pupils' attitudes to their work in design and technology are good. Pupils including those with special educational needs, and English as an additional language, enjoy practical lessons and have positive attitudes towards their learning. Pupils behave well and work co-operatively in groups sharing equipment and materials.

118. The quality of teaching in the limited lessons observed was satisfactory and has been maintained since the last inspection. Planning is often linked to the current project or theme. However, although plans identify what pupils will do, they do not always identify the

skills and knowledge pupils are required to learn. There has been no recent in-service training and some teachers lack confidence and subject knowledge in teaching more advanced skills, which has an adverse effect on pupils' learning. The school has no effective assessment procedures and as a consequence many pupils including those who are more able are underachieving. The headteacher is co-ordinator and accepts that the subject has not been identified as a priority since the last inspection. He has recently produced a draft policy and action plan to raise the profile and standards of attainment in design and technology. He has identified the urgent need to develop the scheme of work to provide a clearly defined logical approach to developing pupils' skills, knowledge and understanding for each age group and broaden the range of experiences to support pupils' learning.

GEOGRAPHY AND HISTORY

119. Standards in geography and history are in line with national expectations at both key stages. In the previous inspection, standards were reported to be above expectations in geography and in line with expectations in history. During the inspection, due to timetabling arrangements it was only possible to see one geography lesson and a few history lessons. Additional information was gained from other sources including discussions with staff and examination of past and present work including displays.

120. Infant pupils are developing awareness of the ways of life now and in the past by comparing different lamps from the past with electric lights. In geography, pupils learn about the physical features of islands as part of their topic on islands and adventures. They make their own three-dimensional island where many identify physical and human features and use appropriate geographical vocabulary to describe a journey from one part of the island to another. Junior pupils' historical knowledge of daily life and customs is extended by studies such as Ancient Egypt, Victorians and life in World War II. Pupils make good use of their literacy skills to write about evacuees coming to Trowbridge and producing their own books on Ancient Egypt including extended writing on the myth of Osiris. Pupils make good use of primary and secondary sources to research information about the Blitz to develop a good understanding of the different conditions in World War II. In geography, good cross curricular links are established with history by comparing maps of urban Trowbridge with those in Victorian times and analysing census returns from previous centuries. Older pupils have good opportunities to compare a rural environment and seaside environment with their own urban locality by detailed studies on the residential trips organised annually to Charterhouse in the Mendip Hills and Cromer in Norfolk. Literacy skills are well used to produce diaries of the weeks' events.

121. Pupils' attitudes to geography and history are good. Most pupils including those with special educational needs, and English as an additional language behave well and show high levels of interest when they explore life in the past and compare different environments. Pupils can be trusted to work well together and handle resources and artefacts with care.

122. The quality of teaching in the few lessons observed was satisfactory overall and has been maintained since the last inspection. However, significant variation in the quality of teaching was seen during inspection. In the best lessons, teaching and learning was very effective because pupils were well motivated and challenged by the tasks teachers prepare, such as using role play and providing good resources and artefacts to capture pupils' imagination. Effective teaching and learning is characterised by teachers having: good subject knowledge; high expectations of work and behaviour; and the pace of lessons is brisk. Where teaching and learning is less effective, time is not used effectively and insufficient attention is given to planning appropriate tasks for different abilities and age groups. Pupils' learning is effectively reinforced by giving pupils first hand experiences whenever possible. There are good opportunities for visitors to talk to pupils and visits to

places such as Bath, Highclere Castle and numerous local trips have a positive impact on pupils' learning.

123. The co-ordinator has monitored teaching and learning across the school through looking at pupils' work. She has produced a scheme of work to enable teachers to plan their work more effectively. Assessment procedures are in place, but underdeveloped; marking of pupils' work is inconsistent and assessment is not used effectively to plan future work. As a result, work is not always matched well to the ability of all pupils, including the more able, which has a negative impact on their learning. Good cross curricular links are being established in many subjects including literacy, but insufficient use is made of the potential of information and communication technology to support pupils' learning in geography and history.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

124. Standards in ICT are below national expectations at the ages of seven and eleven. Pupils, including those with special educational needs, and English as an additional language make unsatisfactory progress in their learning because, currently, the school is not meeting the National Curriculum requirements for the teaching of the subject. Standards have fallen since the last inspection where they were judged to be 'mainly in line with national expectations'. However, the report judged that the school was not meeting the statutory requirements for teaching the subject and this was a key issue. The school has not been successful in addressing this key issue.

125. The school is aware of the weaknesses in the subject and the subject co-ordinator has written a very good and detailed action plan to address how standards can be improved. He has a very clear vision of what needs to be achieved and a determination that the school will in future become a centre of excellence for the teaching of information and communication technology. A significant start has been made with the recent purchase of fifteen laptop computers which can be moved from class to class to enable whole class teaching of the subject to take place. Inspection evidence indicates that this is having a positive impact on raising standards and improving pupils' key skills. Currently, teachers have not received their NOF (New Opportunities Fund) training, but this will start in September. The co-ordinator intends that the school will have a full information and communication technology teaching capability by July 2001. Inspection evidence indicates that the school has the capacity to achieve this.

126. Currently, pupils have too few opportunities to use and apply their literacy and numeracy skills with information and communication technology. However, good progress is made in whole class lessons. For example in Year 1, pupils use the mouse confidently to 'click and drag' characters and objects from the story of 'Goldilocks and the Three Bears' in retelling the story in their own words. In a literacy lesson in Years 2 and 3, pupils showed confidence in logging on to the computers and in loading a word processing program. In the lesson, they made good progress in understanding how to use the spell check facility of the program. In Year 6, pupils made good progress in importing pictures of Trowbridge from a floppy disk and resizing them before adding text to describe their historical significance.

127. Teaching in lessons where the laptops are used is good. Teachers plan challenging activities and, as a result, pupils make good progress in lessons, particularly in learning new skills. Pupils enjoy using the computers and work co-operatively to support each other; they achieve well in lessons. In lessons, there is a strong emphasis on the teaching of skills because this area has been identified as a significant gap in pupils' previous learning. As skills improve, pupils are more confident in applying those skills in their learning in other subjects.

128. The school is now making good progress in developing pupils' skills, knowledge and understanding. A detailed scheme of work is now in place. The co-ordinator recognises the

need to introduce a system for assessing and recording pupils' progress as they move up through the school. His comprehensive and detailed action plan is clearly aimed at raising standards and improving the quality of teaching in the subject.

MUSIC

129. The previous inspection reported standards in music at the end of Key Stage 1 to be above national expectations, and in line with the expected levels at the end of Key Stage 2. Since then, national initiatives and requirements for other subjects, particularly English and mathematics, have required the school to give music a lower priority. The school is now in a position to raise the subject's profile, and a member of staff has recently been appointed subject co-ordinator to that end.

130. Evidence from lessons, the music element from assemblies, together with a review of planning, confirms that all pupils, including those with special educational needs, play their full part in all activities, and make satisfactory progress. By the end of each key stage, attainment is in line with national expectations.

131. Music ranging from the classics to modern works is used to good advantage to set the mood for both assembly and class activities. In addition to supporting the development of pupils' listening skills, it enables them to identify a range of instruments and reflect on the style, themes and feelings that each piece portrays. At the end of both key stages, pupils sing clearly, enthusiastically and in tune. Their diction is good, and they demonstrate a clear sense of rhythm. When singing the 'Pirate Song', pupils in Key Stage 1 performed a range of actions as they sang, keeping to the rhythm of the words as they did so. They quickly learned the words to the second verse for which they devised and performed new actions. By the end of Year 2, pupils play simple percussion instruments; understand and use different pitch, speed and loudness. Through the use of lines and symbols, they draw their own representations of the music they hear.

132. At Key Stage 2, pupils progress to reading and writing music using conventional notation. All pupils at Year 3 learn the recorder. In an observed lesson, pupils played simple tunes by reading from music. They know and play the appropriate time values for minims, crochets and quavers. When required, pupils play passages smoothly, whilst at other times they 'tongue' the note to achieve staccato effect. Throughout the key stage, pupils have sufficient opportunities for appraising music by different composers. They listen to, and identify, the structures and format of music. For example, pupils in Year 4 listened to 'Those Magnificent Men in their Flying Machines' and correctly identified the structure as a repetitive 'ABA', and learnt this is termed the 'binary structure'.

133. Pupils' attitudes to music are positive. They respond well to lessons in an alert manner. They listen attentively, and are eager to participate. When using instruments, they handle them with care. The quality of teaching was judged to be good in half the lessons observed, including one lesson that was very good. The remainder was satisfactory. Objectives for lessons are clear, and pupils are given good explanations at the start of sessions. Teachers join in with activities and have good rapport with pupils. These factors combine to give pupils confidence to participate fully. All lessons showed a good balance between talking, listening and performing.

134. Good provision is made for pupils wishing to learn instruments. Staff from the local education authority's peripatetic music service provide regular tuition for wind, brass and string instruments. The school choir participates in the Trowbridge Music Festival, and, at certain times of the year, they perform to groups in the surrounding community. The music co-ordinator is now working with staff from neighbouring schools to provide further opportunities for younger pupils to sing together. All pupils, irrespective of age, perform to audiences when singing and music making in assemblies and concerts, to which parents and relatives are invited.

135. The recently appointed co-ordinator manages the subject well. In order to improve subject provision and raise staff confidence, she is currently preparing a scheme of work in the light of recent National Curriculum guidance, together with a commercially published programme. When complete, the scheme will incorporate regular assessment opportunities that evaluate what pupils know and can do as they move through the school. Although music makes a satisfactory contribution towards provision for pupils' spiritual, moral, social and cultural development, the co-ordinator has identified the need to purchase more recordings of non-European music to enhance pupils' cultural awareness.

PHYSICAL EDUCATION

136. By the age of seven and eleven, pupils achieve standards which meet expectations for their age in physical education. Standards have been maintained since the previous inspection. During the inspection, lessons were observed in games, athletics and gymnastics. Teachers' planning shows that pupils receive a full curriculum, including the teaching of swimming, and outdoor pursuits which are taught as part of the residential weeks for pupils in Year 5 and Year 6. By the age of eleven, the majority of pupils meet the national expectation for swimming 25 metres unaided. Pupils with special educational needs, and those for whom English is an additional language achieve well and make satisfactory progress in their learning. They are supported effectively by teachers and benefit from working in small groups and teams where they receive good support from classmates.

137. By the end of Year 2, pupils know the importance of a warm-up at the start of lessons. They understand the need for exercise to keep their bodies fit and healthy. In gymnastics, pupils show a good awareness of space and change of direction when moving around the hall. Pupils plan and perform successfully sequences in which they link running, with a 'star' jump and a 'straight' jump. In games, pupils show satisfactory skills in passing and controlling a ball and in dribbling a ball in and out of cones.

138. By Year 6, as the result of previously good teaching, pupils apply their cricket skills successfully in playing games of 'Kwik Cricket'. Batting, bowling and fielding skills are particularly good for the majority of boys and a minority of girls, although all pupils show satisfactory skills. In athletics, pupils show satisfactory skills in practising the techniques required to throw the discus, javelin, or in the shot put.

139. Teaching in the lessons observed was good and contributes to pupils making good progress in lessons. Most lessons begin with a sustained and rigorous warm-up. Teachers are confident in 'modelling' skills to be taught and in using pupils to demonstrate key teaching points. During the lesson, teachers move around the hall or playground actively encouraging and improving skills and performance of individual pupils who respond well to this. In a Year 1 gymnastics lesson, pupils were constantly challenged, with the teacher asking, "Can you show me a wide shape, flat on the floor? Show me a different wide shape." When given the opportunity, pupils work well in pairs or when playing small team games. The pace of lessons is good, with a strong emphasis on activity and improving skills. Teachers encourage pupils to apply their speaking and listening skills when they evaluate the performance of each other.

140. Pupils enjoy taking part in extracurricular activities in cricket, football, netball and gymnastics. The school takes part in competitive fixtures in netball and football. Pupils and parents enjoy the annual sports afternoons for pupils in both key stages. The subject is managed effectively, although the co-ordinator has insufficient opportunities to monitor teaching and learning in the subject. However, currently, the school has no system for assessing and recording the progress made by pupils. Resources are adequate, with the exception of mats for the teaching of gymnastics.

RELIGIOUS EDUCATION

141. Evidence gained through lesson observations, scrutiny of pupils' work, planning and discussions with pupils confirms that standards meet the expectations of the locally agreed syllabus for religious education at the ages of seven and eleven. Pupils with special educational needs, and those in Years 1 and 2 with English as an additional language, make overall satisfactory progress in both key stages.

142. At the time of the last inspection, the school had no scheme of work for this subject. This has now been rectified; the scheme of work in use at present was adopted in September 2000. The school's policy is now being reviewed, especially with regard to assessment in this subject as the necessary arrangements for assessment have to be put into place. The governors are informed about religious education on a regular basis.

143. Although standards have declined in Key Stage 1 since the last inspection, the overall level of attainment in religious education throughout the school is satisfactory. From the scrutiny of work there is evidence to suggest that pupils in Key Stage 1 have a good understanding and knowledge of Bible stories and are given the opportunities for reflective thinking and meaningful discussion. They are encouraged to show care for others. During an observed lesson in Year 1, which included 'Circle Time', pupils listened intently as individual members of their class discussed the meaning of 'happy thought'. All joined in a class discussion in which they demonstrated respect for the views of others and the ability to listen.

144. At Key Stage 2, pupils are taught the importance of religious beliefs to both Christians and members of other religions and faiths. They are actively encouraged to be tolerant and to find out about and compare different cultures. During a lesson, pupils discussed the importance of the Passover to the Jewish religion. They did so with understanding. As in Key Stage 1, 'Circle Time' is important and pupils are encouraged to reflect upon their actions.

145. The previous inspection found that pupils displayed a positive attitude towards religious education. The findings of this inspection agree that they still do so. An important aim of the school is to develop the spiritual awareness of pupils and their religious understanding. In both key stages, pupils responded well and with interest in lessons and most were eager to contribute meaningfully to discussions.

146. The school uses the daily act of collective worship to teach part of this subject. In a whole school assembly, pupil involvement was high yet, when the school quietened for a period of reflection, the silence was unbroken and the pupils looked as though they were quite genuinely reflecting.

147. Teaching is satisfactory and lesson delivery is brisk and well paced. Regular meetings of staff take place to share strategies and inform future planning. Resources are chosen carefully, particularly books, and are adequate to meet the needs of the subject. Pupils with special educational needs make overall satisfactory progress in both key stages.