

## INSPECTION REPORT

**WARDOUR CATHOLIC VOLUNTARY AIDED  
PRIMARY SCHOOL**

Wardour

Tisbury

LEA area: Wiltshire

Unique reference number: 126430

Headteacher: Miss Patricia Cussons

Reporting inspector: Mr Keith Edwards  
21190

Dates of inspection: 25-27 June 2001

Inspection number: 193494

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:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Wardour Tisbury Salisbury Wiltshire
Postcode:	SP3 6RF
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Appropriate authority:	Governing body
Name of chair of governors:	Lord Talbot
Date of previous inspection:	24 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Keith Edwards, Registered Inspector (Ofsted No 21190)	English	What sort of school is it?
	Art and design	The school's results and pupils' achievements
	Information and communication technology	How well are pupils taught?
	Music	How well is the school led and managed?
	Physical education	
Tony Anderson, Lay Inspector (Ofsted No 11437)		Pupils' attitudes, values and personal development
		How well does the school care for its pupils?
		How well does the school work in partnership with parents?
Pam White, Team Inspector (Ofsted No 23686)	Foundation Stage	How good are the curricular and other opportunities offered to pupils?
	Mathematics	
	Science	
	Design and technology	
	Geography	
	History	
	Equal opportunities	
	Special educational needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is in Wardour approximately two miles from Tisbury. It is a Catholic school and maintains good links with the diocese. As there is very little immediate housing most pupils attend the school from the surrounding communities.

The children are admitted into the reception class in the September following their fourth birthday. The school is much smaller than average. There are 62 boys and girls on roll, organised into mixed age classes. It is an all white school population and all of the pupils have English as their first language. Most of the children have the advantage of attending the privately run pre-school playgroup on the school site. The attainment of most of the pupils on entry to their reception year is about average although there is a wide spread of ability in each class. None of the pupils, which is well below the national average, are eligible for free meals. The school has identified 13 per cent of its pupils as having special educational needs. This is below the national average. One of these pupils has a statement of educational need. There are three full-time and one part-time teacher employed in the school. The headteacher has a significant teaching commitment in Key Stage 2.

### **HOW GOOD THE SCHOOL IS**

This is an improving school that provides a sound education for its pupils. It provides satisfactory value for money. The provision in the Foundation Stage is good and the children make good progress. The overall quality of teaching is much improved since the last inspection and is now good. The pupils achieve well in English and standards are much improved in information and communication technology, geography and music. Standards in all subjects are at least satisfactory. The quality of leadership is good and the school has a clear strategy for future improvement.

#### **What the school does well**

- The pupils achieve well in English. By the time they leave school standards are above average.
- Standards in physical education are above average at the end of both key stages.
- The provision for the children in the Foundation Stage is good. It has improved significantly since the last inspection and enables the children to make good progress.
- The quality of teaching is good. It has improved markedly since the last inspection and is helping the pupils to achieve well, especially in writing and physical education.
- The quality of leadership and management is good. It has enabled the school to make good progress and raise standards. The governors have a good understanding of the strengths of the school and priorities for development.
- The school makes very good provision for the moral and social development of the pupils.
- The pupils enjoy coming to school and behave very well.

#### **What could be improved**

- The teachers do not make full use of assessment information to guide their teaching of the higher attaining pupils, particularly in mathematics and science, and to set individual targets for the pupils. More could be done to involve the pupils in their own learning.
- Marking is not used effectively to help the pupils to improve their work.
- The pupils' standard of presentation could be much better.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1997. The report was critical of many aspects of the school but acknowledged that the school was beginning to show signs of improvement. The leadership of the headteacher with the effective support of a hard working and committed team of staff and governors has ensured that this improvement has been sustained. Standards in information and communication technology, geography and music have improved and are now satisfactory. The issue regarding the shortcomings in the Foundation Stage has been fully addressed and this provision is now a strength of the school. The quality of teaching has improved overall and is now good. The school has completed its schemes of work to ensure sound coverage of the National Curriculum and the school has improved its assessment procedures. However, the school recognises that it needs to further refine its use of assessment data to ensure that all of the pupils, particularly the higher attainers, are challenged in lessons. The school development plan has been improved and the governors now fulfil all of their responsibilities. This represents good progress since the last inspection.

## **STANDARDS**

The children start school with a wide range of ability but overall standards of attainment are average. The children make good progress in the Foundation Stage and by the end of their reception year most are likely to reach the early learning goals for this age group in each area of learning. In the current group of children who are just completing their reception year, the children have made good progress and are likely to exceed the early learning goals in most of the areas of learning.

Standards in the work seen in writing and mathematics are average at the end of Key Stage 1. The pupils make good progress in learning to read and standards are above average at the age of seven. By the age of eleven, standards in English are above average. Standards in mathematics and science are satisfactory, but the more able pupils could do better. The school is successful in meeting its targets in national tests. The pupils achieve well in the core subjects in the light of their prior attainment at the age of seven. Early indications of the 2001 National Curriculum Test results indicate that the pupils have achieved well and that results have improved sharply over the 2000 results. The pupils' achievements in the 2000 tests at the age of eleven were not as good as those in similar schools and the rate of improvement in standards had not kept pace with the national trend. However, caution needs to be exercised when analysing the test results as the cohort sizes are very small; each pupils' test results affects the school's results significantly.

Pupils with special educational needs receive good support and they make sound progress in literacy and numeracy. Standards in information technology have improved and are now average, although too little is made of computers for independent research. Standards in geography and music have improved since the last inspection and are now satisfactory. The quality of performance in music is good. Standards in art and design, history and design and technology are satisfactory. The pupils achieve well in physical education, particularly in swimming and sports' skills.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very positive attitudes towards school. They are interested in the activities and settle quickly at the start of lessons. This supports their learning.
Behaviour, in and out of classrooms	Standards of behaviour are very good. The school is a very orderly community. There have been no exclusions since the last inspection.
Personal development and relationships	Relationships in the school are very good. The pupils are very supportive of each other. The parents appreciate that the school is helping the pupils to become mature and responsible. More could be done to involve the pupils in their own learning.
Attendance	Attendance rates are good.

The pupils' attitudes, relationships and behaviour are very good. This is a significant strength of the school.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. Only one unsatisfactory lesson was seen. In ninety-six per cent of the lessons observed the teaching was satisfactory or better. Sixty-nine per cent of the teaching was good or better with 14 per cent judged to be very good. This represents a significant improvement since the last inspection. Throughout the school the teachers provide good role models for their pupils. The behaviour of the pupils is managed very well. The teachers cope well with having more than one age group in each class, particularly in the reception class but the planning does not always meet the needs of the different ages and ability groups. This is particularly the case in the Year 2 and 3 class. Some of the teaching here lacks rigour to ensure that all of the pupils are achieving as well as they can.

Throughout the school the pupils respond very well and learning is consistently supported by the pupils' good attitudes and perseverance. The teachers plan well to meet the needs of those pupils with special educational needs. More could be done to ensure that the higher attaining pupils are sufficiently challenged across the curriculum. Furthermore the teachers are too tolerant of the careless presentation of much of the pupils' work. The teaching of English and mathematics is good and this helps to ensure that the pupils make good progress in the basic skills of literacy and numeracy. The quality of teaching in physical education is particularly effective and enables the pupils to achieve well in a range of sports.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a suitably broad and balanced curriculum. The curriculum for the children in the reception class is good and it gives the children a secure foundation for future learning.
Provision for pupils with special educational needs	The provision for those pupils with special educational needs is good. The pupils benefit from much individual attention and well-structured programmes of work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is good overall and there are particular strengths in the moral and social provision which are very good. The pupils' spiritual development is well addressed through the daily acts of collective worship. Provision for the pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school offers good support to the pupils to help them achieve good behaviour and good levels of attendance. The monitoring of the pupils' academic performance has some weaknesses, particularly for the higher attaining pupils.

The school derives very good benefits from its involvement with the local cluster of schools. The level of parental support for pupils both at school and at home is good. However, the quality of information for parents is variable.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. She successfully combines her role as class teacher with her management responsibilities. She has enabled the school to make good progress since the last inspection. Standards have risen in a number of subjects and the school has a clear agenda for future improvements.
How well the governors fulfil their responsibilities	The governors' role in shaping the future direction of the school is very good. The governing body meets all statutory requirements and takes a keen interest in the work of the school.
The school's evaluation of its performance	The school includes success criteria in its improvement plan and has established clear priorities for development. It is taking effective action to meet its targets.
The strategic use of resources	The school is successful in managing its finances. Spending decisions are linked to priorities in the development plan and the school is seeking out best value for money in its spending decisions. Wardour provides satisfactory value for money.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed</li> <li>• Standards of behaviour are good</li> <li>• The school is helping their children to become mature and responsible</li> <li>• The teaching is good</li> <li>• They would feel comfortable about approaching the school with questions or a problem</li> <li>• Their children are making good progress</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> <li>• Homework</li> <li>• Information about how well their children are getting on</li> <li>• The working relationship between school and the home.</li> </ul>

Parents express strong support for the school. They are very pleased with the school and all that it does for their children. The parents feel strongly that their children behave well at Wardour and that the school is well led and managed. The parents find the school to be approachable if matters need to be discussed. Parents feel that their children respond well to the good teaching and expectations of hard work and are becoming mature and responsible. Inspectors support their positive views and judge that the quality and range of extra-curricular activities is good as the curriculum is enriched by a good range of visits and enhanced opportunities for the pupils' sporting and musical development. Inspectors agree that the homework provision lacks consistency after the reception class. Inspectors judge that the working relationship between home and school is good but on occasions the quality of information for parents is variable.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. This is a small school and the proportion of pupils of different abilities varies significantly between year groups. This means that the test results based on a single cohort is not a fully reliable indicator of the success of the school. However, although the children's attainment on entry to the school covers a wide range it is broadly average. Most of the children have had the benefit of attending the pre-school playgroup on the school site prior to starting in the reception class. The children respond well to the teaching in reception and make good progress, particularly in their personal and social development and in their communication skills. The children rapidly settle into work routines in pairs and groups; share resources and quickly establish good relationships with their friends and the adults who work with them. When they use the outdoor play equipment, for example, they take turns and have a good regard for the safety of others. By the end of the reception year, many children are reading simple books and recognising words. They write their names and are forming letters well. They are beginning to understand number and correctly identify common two-dimensional shapes. They make good progress in their creative development and produce delightful studies of meadow flowers. The pupils make good progress in their physical development. The quality of learning is enhanced by the good teaching which makes the most of the outdoor facilities and resources. By the end of their reception year, most of the children are likely to reach the early learning goals in all the areas of learning and a few will exceed these.

2. In the National Curriculum tests in 2000, standards in reading were close to the national average but below in writing and well below in mathematics. Too few pupils were involved in the National Curriculum Key Stage 1 assessments for 2000 to draw any meaningful comparisons in reading, writing and mathematics with results in similar schools. However, an analysis of the current Year 2 pupils' work in these subjects shows that standards are in line with the national average in mathematics and writing. The pupils make good progress in their reading and achieve standards that are above average. Pupils with special educational needs are identified at an early stage and sensitively supported in the basic skills of literacy and numeracy. Overall, the pupils make satisfactory progress in relation to their prior levels of attainment. There is no significant distinction between the achievement of boys and girls.

3. Only eight pupils took the National Curriculum Tests for eleven-year-old pupils in 2000. The results show that the pupils achieved very well in English in comparison to their prior attainment at the age of seven. They made good progress in Key Stage 2 in mathematics but their progress in science was well below those pupils in other schools who achieved similar results at the age of seven. Unconfirmed test results in science for the current Year 6 pupils indicates a good improvement. Inspection evidence shows that standards in English are above average and that standards in mathematics are close to average at the age of eleven. Unconfirmed results of this year's test results support this judgement and indicate an overall improvement in the pupils' performance on the previous year's results.

4. Although test results have fluctuated in both key stages since the last inspection, standards have not improved in the core subjects in line with the national rate. The school is using the structures provided by the Literacy and Numeracy Strategies to good effect to raise standards and consistently meets the targets set for its eleven-year-old pupils.

However, some of the teaching lacks challenge for the higher attaining pupils and a few are not achieving the levels of which they are capable in mathematics. Marking does not currently offer enough guidance to the pupils to encourage them to improve their work.

5. The pupils make good progress in speaking and listening and achieve standards that are above average. They have a secure command of language appropriate for their age and by the time they leave school, most express themselves confidently. They explain complex ideas clearly and make use of good examples to illustrate their ideas. For example, one pupil explains that she believes Sir Thomas More must have been an important Tudor figure as his portrait features in her hall at home, alongside one of Henry VIII. The pupils with special educational needs make good progress in this element of English. The teachers modify their questions to take account of their abilities. The pupils are encouraged to listen carefully and they confidently participate in discussions.

6. The pupils make good progress in reading in Key Stage 1 as a result of good teaching and good use of homework. Almost all of the pupils enjoy reading and older pupils cope with a wide variety of texts such as stories, poetry and factual accounts. They have a good sight vocabulary and work out unknown words by using letter sounds. By the age of eleven, the pupils read a range of texts with pleasure and understanding. Their skills include skimming text to gain an overall impression and scanning to locate information. However, they are less accomplished at “reading between the lines” or drawing inferences. The pupils’ reference skills enable them to research information and they use these reading skills independently.

7. Writing standards are broadly average by the end of Key Stage 1. The pupils retell events in their own lives and use full-stops and capital letters in the right places. Standards in spelling and handwriting are satisfactory. The teachers’ marking does not always ensure that the pupils learn from their mistakes. By the end of Key Stage 2, the pupils’ attainment in writing is above the national average. They make good use of their extensive vocabulary and use paragraphs well. They use their skills in literacy to good effect in other subjects such as religious education and science with a good understanding of grammar. Most pupils have succeeded in developing a well formed handwriting style and spell accurately. However, their work is marred by carelessness and poor presentation. This was noted in the last inspection and the teachers’ marking has not yet brought about an improvement.

8. The pupils with special educational needs make good progress in their reading and in writing through appropriately focused strategies to meet their specific needs. An additional factor to this progress is the effective support they receive from classroom assistants and from the well-briefed voluntary helpers. These pupils benefit from well-considered programmes to improve their reading skills, especially in their early years at school. The good quality of the relationships between the teachers and their pupils contributes significantly to their rate of learning. The higher attaining pupils achieve satisfactorily overall in literacy. However, there are occasions when the teachers’ marking lacks the rigour to help the pupils to eliminate simple errors and to improve their work.

9. By the time the pupils leave school standards in mathematics are average. The school has successfully introduced the Numeracy Strategy and is now well placed to continue to improve. The pupils respond well in their numeracy lessons and benefit from the emphasis on mental mathematics. The pupils make good progress in acquiring and using an appropriate mathematical vocabulary. They collect data and know how to present information in different graphs. Their understanding of mathematics benefits from opportunities to apply their skills in other subjects such as science and design and technology. For example, when testing the rate of drop of a parachute, the Year 6 pupils know how to find an average reading from several attempts, realising that this gives a more

reliable result. However, some of the teaching lacks challenge for the higher attaining pupils and this limits their progress.

10. Standards in science are average at the end of both key stages. In Key Stage 1, the pupils make satisfactory progress in developing their observational skills. For example, they investigate how many objects are drawn to the magnets. The Year 6 pupils make satisfactory progress as they extend their learning of forces when they investigate how air resistance can affect the rate of fall. By the age of eleven, the pupils have made sound progress in their ability to organise their conclusions from experiments and can explain their ideas well using a wide scientific vocabulary. They present their findings in accounts, diagrams and tables. However, much of the pupils' work, is marred by untidy and careless presentation.

11. By the time most pupils leave the school, their understanding of information technology meets expectations. The school has recently invested substantially in new equipment which provides access to the Internet and greater opportunities for the use of computers for research and modelling. The teachers plan a range of opportunities for the pupils to use computers to support learning. The pupils know how to program a vehicle to follow a specific course and they use images from a digital camera to support their work in art and design. They word process their work in different subjects and successfully combine text and graphics. However, as yet, too little is made of the potential of information and communication technology for research in other subjects such as history and geography.

12. The pupils' achievement in history and geography is satisfactory in both key stages. These subjects are supported by field visits that stimulate the pupils' interest. However, the schemes of work lack sufficient detail to ensure that the pupils are developing their skills as they learn about different topics. Standards in art and design and design and technology are supported by clear schemes of work and standards are close to average. The pupils achieve well in aspects of physical education such as swimming and games skills as they are well taught by specialist teachers and have the opportunity to use good facilities. The pupils' achievements in music are satisfactory overall although the quality of singing is above average. The pupils sing with confidence and clarity and this makes a strong contribution to their sense of belonging to their school community.

### **Pupils' attitudes, values and personal development**

13. The pupils' attitudes, relationships and behaviour are very good. The pupils' personal development is good. Attendance at the school is good.

14. There were many examples observed throughout the inspection week in which the pupils displayed good to very good attitudes both to their work and to their fellow pupils and teachers. There have been no recent fixed term or permanent exclusions from the school. Most pupils display an enthusiasm for school and an interest in curricular activities. For example, the pupils were very enthusiastic and involved in a Key Stage 2 physical education lesson in which they took part in both swimming and tennis coaching during the same afternoon with every child given the opportunity to take part in both sports.

15. The pupils' behaviour in lessons and in the school hall is consistently very good. For example, during a whole school assembly, the pupils walked quietly into the hall and then listened very carefully to a story about the changing life of a pond and the variety of creatures within it. The pupils play well together at break times.

16. The day-to-day relationships between the pupils and the staff are consistently good except where the teaching is less than satisfactory. Relationships observed in the playground and whilst the pupils were visiting the nearby middle school were very good. The pupils carry out occasional tasks for the teachers such as taking attendance registers to the office and setting out chairs for assembly. The school council encourages the pupils to consider their role in at Wardour but overall the range of opportunities for pupils to develop their personal relationships is limited.

17. The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is very low and is well below the national average. Almost all pupils arrive at school punctually and lessons start and finish on time.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. The overall quality of teaching is good. It enables the pupils to make good progress throughout the school. In ninety-six per cent of the lessons observed the teaching was satisfactory or better. Sixty-nine per cent of the teaching was good or better with 14 per cent judged to be very good. Only one lesson was unsatisfactory and this represents a significant improvement since the last inspection. Throughout the school the teachers provide good role models for their pupils. The behaviour of the pupils is managed very well. The teachers cope well with having more than one age group in each class. The teaching of English and mathematics is good and this helps to ensure that the pupils make good progress in the basic skills of literacy and numeracy. The quality of teaching in physical education is particularly effective and enables the pupils to achieve well in a range of sports.

19. The teaching in the reception class is consistently good, and at times very good. The classroom is organised very well and in all the prepared activities there are high expectations of response and success from both the teacher and the classroom assistant. This has a positive effect on children's learning so that they get off to a good start and achieve well. An assessment of the children's attainment, which is carried out shortly after they enter the reception class, shows that the children's standards of attainment are broadly average. The teacher and her classroom assistant work hard to provide a range of purposeful activities that help the children to make good progress towards the early learning goals. The teaching is particularly successful in ensuring the children have a secure grounding in the basic skills. Furthermore the children develop positive attitudes towards learning and working together, because of the model set by the close understanding between the teacher and her assistant.

20. The quality of teaching in Key Stage 1 is satisfactory and builds successfully on the children's achievements in the Foundation Stage. In both classes, the teachers and classroom assistants work effectively together. Support staff are involved in the planning and provide good support for individuals and small groups of pupils. For example, in a physical education lesson involving both Year 1 and reception age children, the teaching assistant successfully helps the younger children to practise their skills with bat and ball whilst the teacher enables the older pupils to refine their catching skills. In both of the infant classes, the teachers make skilful use of questioning to challenge the pupils' level of thinking and have high expectations of the pupils' achievement. In Year 1, the teacher ensures that the pupils present their work as well as possible. This is not the case in Year 2 where the expectations of how well the pupils should present their work are not made clear. Furthermore, there is often insufficient attention to detail in the Year 2 and 3 class which means that the work set is not closely matched to the different abilities and ages of the pupils. Praise is used effectively in both classes to motivate the pupils and to raise their achievement. In most lessons the pace of learning is good.



21. The quality of teaching in Key Stage 2 is good as it builds successfully on the pupils' earlier achievements and enables them to make progress in the core subjects. The emphasis that the teachers give to the pupils' personal and social development is a strength; it raises the pupils' confidence and self-esteem and nurtures a very positive attitude towards learning. The teachers integrate the use of computers into their lessons. The pupils word process their work, investigate circuits in science and communicate with pupils in other schools using e-mail. This is helping the pupils to become increasingly confident in their use of new technology. The teachers manage the different age groups within each class well. For example, in a literacy lesson on the theme of persuasive writing, the teacher ensures that the work set is suitably matched to the different age groups within each class. However, insufficient attention is given to the range of ability within each year group and particularly the higher attaining pupils. This is particularly evident in science and mathematics lessons in Year 2 and Key Stage 2. The teachers provide constructive oral feedback although their marking is unsatisfactory. The marking does not indicate what the pupils need to do to improve their work, nor is it rigorous enough to discourage poor presentation and carelessness. Homework is used well to support learning for the younger pupils, particularly their progress in reading, but it is less consistent for the older pupils.

22. The teachers have successfully implemented the National Literacy Strategy and make good use of it to present the pupils with a systematic approach to developing language skills. The teachers ensure that the pupils have many opportunities to develop their language skills through other subjects. This has enabled the pupils to achieve well in their writing. The teachers are generally using the structure of the Numeracy Strategy effectively and have been successful in improving the pupils' speed of mental calculation. At both key stages, the teaching stresses the importance of the instant recall of number bonds and tables and the understanding of place value. The pupils are responding well and are beginning to look for strategies. Increasingly they recognise number relationships and number patterns.

23. The quality of teaching of the special needs pupils is almost always good and this allows the pupils to make good progress. There is a strong and relevant emphasis on language and literacy development. Planned tasks and activities are usually suitably challenging and the pupils are well supported by teachers and classroom assistants. The staff praise the pupils for their efforts and this further enhances their learning.

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

24. At the time of the last inspection the curriculum for the pupils in Key Stages 1 and 2 did not meet statutory requirements. This was because there were weaknesses in the coverage of the National Curriculum Programmes of Study in information and communication technology, geography, music and some aspects of physical education. Additionally the school did not have a secure curriculum framework with schemes of work for all subjects. There were also weaknesses in the curriculum for the children in the Foundation Stage in that there was a lack of support staff and no outdoor play facilities for the children. These issues have been addressed well and statutory requirements are now met.

25. The significant improvements in the Foundation Stage mean that the curriculum is now good and is a strength of the school. In the Foundation Stage, long-term planning is firmly based on the Early Learning Goals. The learning objectives for each area of learning incorporate the 'stepping stones' and the curriculum for these children is well focussed. For

example the topics, tasks and learning outcomes are linked to provide planned progression in learning and a smooth introduction to the National Curriculum at the start of Year 1. The children have regular opportunities to play on a range of large climbing apparatus and with a number of wheeled vehicles. The quality of the learning opportunities offered to the children is further enhanced by the valuable input and support of the classroom assistant who has a good understanding of the needs of the children.

26. In both key stages the quality and range of learning opportunities is satisfactory. The curriculum is broad and balanced and incorporates personal, health and social education and sex education which is provided within guidelines agreed by the governing body. All pupils have full access to the curriculum. The Christian values and philosophy of the school are reflected in its commitment to provide the best possible equality of opportunity for all of its pupils whatever their age, ability or background.

27. Schemes of work are in place for all subjects and the school now has a clear framework that enables the teachers to plan systematically. However, whilst the teachers plan in detail to meet the needs of the pupils of different ages who are taught in the same class, there is a need for further improvements in the planning for the range of ability in each year group. For example, extension work could be used to meet the needs of the higher attaining pupils to further raise standards in all subjects.

28. The school has responded positively to the national strategies for Literacy and Numeracy. High priority is given to the teaching of reading, writing and mathematics. Daily Literacy and Numeracy sessions are well organised and provide very good opportunities for pupils to develop the basic skills. They are also encouraged to use their literacy and numeracy skills in other areas of the curriculum and this is having a positive impact on standards.

29. The school makes sound provision for the pupils' personal, social and health education and this enables the majority of them to be confident and secure within the school environment. In assemblies, lessons and in circle time the pupils have opportunities to discuss personal issues and talk about the consequences of their behaviour and actions. They have very good relationships with their teachers and know that they will be listened to and their comments valued.

30. The school provides a good range of extra-curricular sporting activities and visiting teachers give additional guitar, brass and violin lessons to some pupils. Visits to places of interest such as galleries, a wildlife centre and Shaftesbury Abbey further enrich the curriculum as do residential visits and camping trips.

31. The contribution of the community to the pupils' learning is good. Visitors to the school support work in art, geography, history and music and the school makes good use of its parish links when visiting the castle chapel for mass or the church in Tisbury. The school has very good links with the local cluster schools and also the middle school. The effective use the school makes of these links, together with the additional expertise and facilities offered through them, enables the pupils to perform in larger sporting, musical and community events. The school further benefits from committed governors who regularly visit to help and support in classrooms.

32. The provision for pupils with special educational needs is good. The school's knowledge of individual pupils is excellent and therefore any difficulties are identified early and effectively. The teachers ensure that the full curriculum is available to all the pupils concerned. Individual education plans set out achievable learning targets and the pupils'

progress towards them is reviewed regularly according to the national Code of Practice. Pupils are well supported in class with the teaching support assistant making a valuable contribution to group learning. The overall good quality provision is having a positive impact on the standards achieved by the pupils with special educational needs.

33. Overall, the provision for the spiritual, moral, social and cultural development of pupils is good and a strength of the school. This good provision makes a significant contribution to the pupils' positive attitudes and their very good behaviour and personal relationships. The provision for the pupils' spiritual development is good. Each day pupils share an act of collective worship that provides them with opportunities to think about the world around them and the consequences of the things they do. They consider the wonders of life and the needs of people who are less fortunate. The school provides many opportunities for the sharing of thoughts and feelings. It encourages the pupils to contribute confidently and easily to discussions. During the planned discussion times in class, the pupils consider the values and beliefs of others. This helps them to understand that spiritually, Christianity and other religions have many things in common.

34. The provision for pupils' moral development is very good. The school achieves high standards in this area. It sustains an extremely supportive atmosphere in which mutual respect between the adults and pupils is most successfully cultivated. Those in the school community value honesty and fairness. Throughout school, pupils are taught to distinguish right from wrong and to consider others less fortunate than themselves. In lessons, the school fosters self-awareness and open-mindedness by offering pupils many opportunities for moral and social responsibility. They are encouraged to think through a difference of opinion and accept that it is possible to have different points of view. The school rules reinforce the values laid down in the school's aims and raises the pupils' awareness of their importance throughout school.

35. The provision for pupils' social development is very good. They are encouraged to work together purposefully and to be responsible. The established rules and routines enable even the youngest members to cater for their own needs responsibly and independently. The pupils work and play very well together and, in the playground and in lessons accept the responsibility to watch for occasions when others may need help. This increases social awareness through consideration for others. Both good work and good behaviour are valued and rewarded with praise, stickers and the spontaneous approval of teachers and other class members. The adults provide very good role models for the pupils.

36. The provision for cultural development is satisfactory. The school fosters aesthetic development through art and music and the appreciation of stories and poetry. The curriculum provides opportunities for the pupils to compare customs, traditions and beliefs from different countries and religions. Talks and presentations, for example from a member of the Sealed Knot society, bring aspects of local history alive for the pupils and preparation for their First Communion and participation in local activities such as the Wardour Festival all help to raise the pupils' awareness of their own culture.

37. The school has a good range of community links which are occasionally used to support the pupils' learning. The local church plays an important part in the life of the school and a wide variety of local organisations are regular visitors to the school. These provide a significant enrichment to pupils' curricular access and personal development.

38. The school also has very good links with the local cluster of schools and there are particularly good links with the nearby middle school which provides access to swimming,

tennis and other sporting facilities. The adjacent pre-school group provides a further strong link and many of the children who attend the pre-school eventually transfer to Wardour.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The procedures for child protection and pupils' welfare are good and for the monitoring of personal development and for pupils' educational support and guidance they are also good.

40. Child protection procedures are in place and effective. The teaching staff and the classroom assistants know the pupils well and, as a team, provide a positive level of welfare support and guidance. During the inspection there were a few examples of pupils receiving minor bumps in the playground and the lunchtime supervisors and administrative staff were quick to offer an appropriate level of care. Detailed records are maintained of all accidents and parents are kept informed as required. The school conducts regular health and safety checks of the site and there are regular fire drills.

41. The present system of monitoring the individual levels of pupil absence is good and the school is assisted by the Education Social Worker who is an occasional visitor to the school.

42. The school has developed a range of strategies for the monitoring and control of behaviour and this includes an effective 'yellow card' system which results in the loss of the pupils' precious 'golden time' on Fridays. The impact of this provision is reflected in the high standards of pupil behaviour in the classroom and across the key stages.

43. The school acknowledges the pupils' individual achievements through the praise given to them in the classroom and, more formally, during merit assemblies in which the pupils' success is shared with the whole school. The opportunities presented by the school to the pupils in order to enhance their personal development through taking on responsibility for various tasks around the school are satisfactory. More could be done to promote the pupils' independent learning.

44. The school is aware of one health and safety issue with which the inspectors were a concerned and proactive action is being taken by the senior management team and the governors to review current procedures.

45. The school has satisfactory assessment procedures to support learning. Information from the end-of-key-stage and optional test results is used to identify areas for development and to set whole school targets in English and mathematics. However, there are no individual targets which are shared with the pupils and consequently, their knowledge of their own progress and learning is limited. Assessment information has yet to be used consistently and effectively in order to support the pupils' academic progress and to raise standards further, particularly for the higher attaining pupils.

46. As well as the day to day assessments made by class teachers, there are examples of levelled work in subjects such as English and science. These should assist the teachers in their assessments of the pupils' achievements but only a few of the pieces are recent and so their value as a reliable assessment tool is limited. The school is working towards the more rigorous use of assessment information to improve planning and to raise standards.

47. Assessment procedures for the children in the Foundation Stage are good. In the reception year the children are assessed using a baseline test. The teacher in the reception class makes frequent assessments of the children's personal, social and language development and the information is used to identify children who may have specific learning needs. The teachers then plan to meet these needs appropriately. The children's progress against the early learning goals is recorded systematically and regularly.

48. The teachers use regular ongoing observations and assessments of the pupils with special educational needs and this enables work to be matched to their individual ability level. The teaching assistant and the class teacher work well together. The teaching assistant frequently makes notes during the tasks of the Literacy and Numeracy lessons and these notes are used both to support and to reinforce continued learning for the special needs pupils.

49. The school has good procedures for monitoring the pupils' academic performance and their personal development. All of the staff, and particularly the headteacher, know the pupils well. They are alert and responsive to the pupils' needs and their personal and social development is monitored effectively. Personal and social issues are addressed in classes and the pupils know that the staff will support them sensitively.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The parents' views of the school are good, as are the school's links with parents. The impact of parental involvement with the school is good and the information provided to parents about pupils' progress is satisfactory.

51. The parents' meeting with the inspectors was well attended for such a small school and the percentage return to the parental questionnaire was good. Most of the parents who completed the questionnaire are very supportive of the school and of its aims and objectives. The parents feel that their children like school and that they are making good progress. However, a significant number of parents were dissatisfied with the level of homework and with the range of extra curricular activities available to pupils. Many parents also felt that they were not provided with sufficient information about how their child was getting on at school.

52. The quality of the annual academic reports to parents is variable. They provide a satisfactory level of information to parents in terms of providing general details of what their children have been studying over the past year. The majority of reports include relevant information about what the pupils need to do to improve but many of the comments are too general and lack specific information. The school also sends out regular newsletters to keep parents informed and these provide a good level of detail covering curricular topics and other relevant domestic issues.

53. A few parents are regular visitors to the school in terms of providing classroom support or in helping to listen to pupils read. Governors are also regular curricular visitors to the school. Occasional homework is provided to supplement pupils' work at the school and this includes a variety of reading books and other curricular related topics. The school operates an 'open door' policy and parents are always welcome to discuss any particular areas of concern in relation to their children. The level of parental support for pupils both at school and at home is good. There is a good level of additional support provided to the parents of pupils with special educational needs. There is a wide range of visitors to the school who support the pupils' learning and give good guidance.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The leadership provided by the headteacher is good. She knows the school, the pupils and their parents well and gives good support to the staff. She successfully combines her role as headteacher with a substantial teaching commitment. Her personal contribution to the school's standing in the community is good. There is a positive ethos that reflects the strong Catholic traditions of the school and a commitment to equality of opportunity for all pupils. The headteacher carefully monitors the work of the school and has established clear and appropriate priorities for improvement. There is a strong sense of teamwork between the teaching and non-teaching staff and this promotes learning and a shared understanding of the needs of the pupils.

55. The last inspection report was critical of many aspects of the school but acknowledged that the school was beginning to show signs of improvement. The leadership of the headteacher with the effective support of a hard working and committed team of staff and governors has ensured that this improvement has been sustained. Standards in information and communication technology, geography and music have improved and are now satisfactory. The issue regarding the shortcomings in the Foundation Stage has been fully addressed to the extent that the provision is now a strength of the school. The quality of teaching has improved overall and is now good. The school has completed its schemes of work to ensure sound coverage of the National Curriculum and the school has improved its assessment procedures. However, the school recognises that it needs to further refine its use of assessment data to ensure that all of the pupils, particularly the higher attainers are challenged in lessons. The school development plan has been improved and the governors now fully comply with statutory requirements. This represents good progress since the last inspection.

56. The headteacher has developed a good balance between the management and the teaching elements of her role. Responsibilities for the management of different subjects have been effectively allocated to her colleagues. The school improvement, plan that covers two years, is now a very useful working document and is based on a thorough audit of the school's current position. The involvement of both staff and governors in formulating the plan ensures that the educational priorities identified provide a shared vision for the school's development. The school has a clear strategy to overcome the challenge of having two key stages represented in two of its three classes. Targets are set and costed for each year and the school is developing efficient procedures for monitoring and evaluating the extent to which these priorities are achieved. As a result this document provides the school with a secure framework upon which the school can plan effectively and judge value for money.

57. The headteacher has further ensured that school's provision is enhanced by the close working relationship she has maintained with five other local schools known as the Tisbury Cluster. This is an effective organisation that enables each school to measure its performance against others in similar circumstances and to share good practice. It provides an opportunity for the headteachers to meet on a regular basis to discuss ideas, share resources and determine policies.

58. The school is mindful of equal opportunities in its decision making. The school's provision for pupils with special educational needs is well managed. The special needs co-ordinator works hard to support teachers in their planning and there is good communication between the staff and parents. It is less successful in enabling the higher attaining pupils to reach their potential.

59. The contribution of the governing body to the effective running of the school is good. The governors take their responsibilities seriously and are committed to raising standards in the school. They keep well informed through regular visits and work hard at their individual and collective roles. Each governor has a subject responsibility and all governors participate in training. They have a clear view of the strengths and weaknesses of the school and exercise great care in the appointment of new members of staff to ensure that the skills of the successful applicant meet the demands of the curriculum. The school has successfully introduced a programme of performance management. The governors' committees have appropriate terms of reference. The governing body regularly reviews curriculum policies and fulfils its statutory obligations.

60. Financial administration is efficient and effective. The school administrator has systems that can readily provide accurate financial information to guide the headteacher and governors in making their spending decisions. The most recent auditor's report for the school contained a series of recommendations that have been addressed. The school receives specific grants for supporting pupils with special educational needs, for staff training and for improvements to its provision and performance in information technology. These grants have been used effectively for their designated purposes, and accurate records of expenditure are kept. The school applies the principles of best value in the use of its resources. It seeks best value for money by comparing prices and evaluating the quality of its purchases and the services that are provided. The governing body take a keen interest in the school's performance and its standing in the community.

61. The school is well staffed with teachers who are appropriately qualified and experienced to teach the National Curriculum. They are well deployed, including those with additional responsibilities, to make the best use of their training and experience. The work of the classroom assistants is effective and they make a positive impact on the progress made by the pupils. The school's accommodation and learning resources are satisfactory.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

### **1. The school should continue to raise standards by:**

- improving the progress that the more able pupils make by ensuring that the teachers' assessments are used to plan work at an appropriate level, particularly in mathematics and science (paragraphs 21, 27, 45, 85, 94)
- improving the pupils' progress and the presentation of their work by ensuring that the teachers give appropriate guidance when they mark the pupils' books and have high

expectations of the presentation of the pupils' work in all subjects (paragraphs 20, 76, 78, 92, 94)

- improving the pupils' understanding of what they need to do to improve by setting targets based on assessments and sharing these with the pupils (paragraphs 45, 79, 86, 94)

**The school should also consider:**

- providing the pupils with more opportunities for individual research through the use of computers (paragraph 116)
- improving the quality of reports to parents (paragraph 52)
- improving the quality of planning for geography and history (paragraphs 106 and 113 )



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	55	27	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	71
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
	1999/2000
School data	4.8
National comparative data	5.2

#### Unauthorised absence

	%
	1999/2000
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	13	11	13
Percentage of pupils at NC level 2 or above	School	93 (100)	79 (82)	93 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (100)
	National	84 (82)	88 (86)	88 (87)

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

As fewer than ten pupils took the national tests for eleven-year-old pupils in 2000, no data is represented.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	62
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	21
Average class size	24

### Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	37

## Financial information

Financial year	2000/2001
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	£
Total income	182322
Total expenditure	165121
Expenditure per pupil	2262
Balance brought forward from previous year	7279
Balance carried forward to next year	17201

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

71

Number of questionnaires returned

41

### Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	7		
My child is making good progress in school.	48	48	5		
Behaviour in the school is good.	63	37			
My child gets the right amount of work to do at home.	32	41	20	7	
The teaching is good.	56	41			2
I am kept well informed about how my child is getting on.	41	39	20		
I would feel comfortable about approaching the school with questions or a problem.	68	24	5		2
The school expects my child to work hard and achieve his or her best.	59	34		2	5
The school works closely with parents.	37	46	17		
The school is well led and managed.	66	34			
The school is helping my child become mature and responsible.	61	39			

The school provides an interesting range of activities outside lessons.

15	15	39	24	7
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## **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**

62. Since the last inspection in 1997 good progress has been made in addressing the key issue concerning the quality of the curriculum and the staffing levels for the children under five. The curriculum is now carefully planned according to the stepping stones of the Early Learning Goals, an experienced and knowledgeable classroom assistant has been appointed and the accommodation and equipment for the children has been extended and updated. These improvements have had a significant impact on the quality of the provision for the children in the foundation stage and this is now a strength of the school.

63. At the time of the inspection there were nine children in the Foundation Stage who were taught alongside the Year 1 pupils. The majority of the children have attended the pre-school group which meets on the school premises each morning.

#### **Personal, social and emotional development**

64. This area of learning is promoted very effectively and successfully so that the children are on course to exceed the early learning goals by the time they enter Year 1. Every opportunity is taken to ensure that the children feel safe, happy and secure. The strong focus on daily routines and personal and social development activities impacts extremely positively on the overall attainment and progress made by the children. They are encouraged to experiment and participate in activities and much time is establishing basic routines and organisation. The children are able to line up quietly and sensibly and show their increasing maturity and confidence as they take turns while playing games or sharing the equipment in free-choice activities. The caring and supportive atmosphere enables all the children to settle quickly into work and play. The children are eager to take part in activities; they treat equipment with care and put things away willingly. This independence enables them to make choices for themselves, to be responsible and to care for the things they use. They show their self-help skills are developing well when, during the warm weather, the children take off jumpers and cardigans and fold them neatly and carefully before putting them away. The quality of the teaching in this area is good. All the adults ensure that the children are clear about the expectations for behaviour and as a result, it is consistently very good. The teacher and her assistant provide particularly good role models for the children. They always treat each other and the children with respect and this helps to develop good, trusting relationships. There is good provision for the children with special educational needs. Through close liaison with parents and the staff of the pre-school, potential learning difficulties are identified early and appropriate assessments made.

#### **Communication, language and literacy**

65. By the time the children enter Year 1 most of them exceed the expected level for their age. The majority of children express themselves clearly. They make their needs understood and speak distinctly and articulately. Time is given to teaching speaking and listening in activities such as whole class discussions and the sharing of news. The quality of questioning during these sessions is a strength of the teacher's work and it makes a significant contribution to the widening of the children's vocabulary and spoken language skills. The children are encouraged to explain themselves in many different situations, for example when talking about a favourite story or an outing or weekend activity. As the children work, the teacher and the classroom assistant use formal and informal conversations very effectively to assess and develop the children's language. There are numerous opportunities for the children to develop literacy skills. Books are readily

available and the children enjoy them. The teacher ensures that early reading skills are developed systematically as the children share books, enjoy the illustrations and talk about the characters. Most children are developing their understanding that print carries meaning and are able to answer questions about the content of the story and predict what might happen next, particularly when they are familiar with what they are reading. They begin to learn basic phonics, letter sounds and a sight vocabulary and many of the pupils read their own books confidently and accurately. The teacher has introduced the Literacy Strategy successfully. The whole class introductory sessions with the reception and Year 1 pupils are well planned and organised and the group tasks that follow are usually sufficiently challenging for the pupils of differing age and ability within the class. There are regular opportunities for the children to begin to develop their writing skills as, for example, when they 'write' a shopping list before going shopping in the home corner. They are encouraged to hold pencils correctly and to make marks on paper. These activities are extended progressively so that, by the time they enter Year 1, almost all of the children are writing the letters correctly and all of them can write their own first name.

66. The quality of teaching in communication, language and literacy is good. The teacher uses methods that capture the children's imagination so that they enjoy reading and sharing books and are eager to talk, write and draw about what they know.

### **Mathematical development**

67. Mathematical skills are taught well in a wide variety of contexts in the reception class and the children make good progress. For example, the children count the number of children in the group and sing counting rhymes and songs such as 'Ten Fat Humpties' which reinforces their ability to count back from ten. When playing the 'Bus Stop' game outdoors they use the large wheeled toys as transport and are encouraged to count the passengers using ordinal numbers. Several of the children are successful with this up to the fourth person. The teacher and classroom assistant encourage children to count using their fingers. The highest-attaining children in the reception class show good mathematical skills, counting and recognising numbers to 20 and beyond, with many also able to count in tens. The higher-attaining children carry out simple addition and subtraction sums and they also recognise regular two-dimensional shapes, cylinders and cones. The average-attaining children are confident in sorting by colour and size. The children are given opportunities to develop their understanding of capacity when they play in the water and sand areas.

68. The quality of teaching is good with numerous opportunities for children to develop their understanding of mental mathematics. The children make good progress and by the time they reach Year 1, most are on course to exceed the Early Learning Goals for mathematics.

### **Knowledge and understanding of the world**

69. By the time they leave the reception class, the majority of children are likely to exceed the early learning goals for this aspect of learning. Although there is little recorded work for historical aspects, in discussions with the children, they are able to reason and make connections easily between past, present and future events. They develop an understanding of the order of events in the school day. For example, they can explain what happens at assembly and dinnertime. Their drawings reflect their understanding of the meaning of friendship and through diagrams and simple pictures they show a clear understanding of forces as pushing and pulling. Their models and drawings show good levels of learning about the church and the area around the school and detailed drawings of wild flowers show they have some awareness of plants and living things. The children cut, stick and join as they construct three-dimensional models using re-cycled materials.

The children use the computer to support their reading and recall of number facts. They use the mouse and arrow keys successfully to move on or find the correct answer. The quality of teaching is good in this aspect because the adults make sufficient provision for the children to learn about themselves and their environment and to handle a range of materials. They have numerous opportunities to discuss events and express opinions at various times during the school day.

### **Physical development**

70. The outdoor play and indoor activity sessions are used very effectively to enhance and extend the children's physical development. This aspect is well taught, the children make good progress and, as a result, they are on course to exceed the early learning goals by the time they start in Year 1. A sound range of large toys, including tricycles and trucks is available and there is also an adventure play area with a variety of climbing equipment to help develop the children's climbing and balancing skills. In the formal physical education sessions which include dance and movement, the children have an opportunity to develop body awareness and control of movement. The teacher and the classroom assistant plan and structure the physical activity sessions carefully to provide both variety and maximum use of the school's good facilities. Activities are frequently linked to other aspects of the curriculum, for example, the learning of ordinal numbers in mathematics and questions such as, 'Is this a big push or a small push?' to reinforce learning of the science topic.

### **Creative development**

71. The standards in creative development are in line with those expected when the children reach the end of the reception class. The Foundation Stage classroom provides a range of creative resources and activities including sand, water and paint and these are regularly used as part of the planned tasks. The children are given opportunities to use a variety of equipment and materials to develop their creative skills. They choose painting as an activity and can mix colours. When colouring, as part of a handwriting activity, almost all of the children use colours imaginatively and can produce detailed repeating patterns. They keep within the given outline and almost all are successful in drawing themselves wearing a jumper. Their efforts show a sound awareness of features and proportion. During singing games and in more formal music lessons, the children can follow and clap simple rhythms. They improve their voice control through frequent opportunities to sing and many respond well to a range of action rhymes and songs as well as singing in assembly. However, musical instruments are not readily available for free and independent learning. As the children play in the home corner shop they take on the roles of shopkeeper and customers. They initiate their own ideas as they speak on the telephone, write out shopping lists and use the calculator to add up total amounts spent. The children play together extremely well and, 'Sorry we are out of stock of balloons', sums up the way in which the children act out different situations and use the role-play area spontaneously and inventively. The children use construction materials well to create structures tracked vehicles. They offer complex explanations as they show each other what they have made. In their tasks they use tools, scissors, paints and crayons with increasing competence. However, while the teachers focus on the more formal aspects of learning with small groups and individuals, they frequently overlook opportunities to extend the children's learning in the aspects of role-play, art and creative activities.

## ENGLISH

72. In the 2000 National Curriculum tests for seven-year-olds, almost all of the pupils achieved the expected level in reading and most achieved the expected level in writing. The reading results were similar to the national picture and the results in writing were below the national average. In comparison to similar schools, the results were well below in reading and writing. Only eight pupils took the 2000 National Curriculum English tests at the age of eleven and so no comparisons can be drawn with either the national picture or with the performance of pupils in similar schools. However, taking the results of the last three years together, standards at the age of eleven have been above the national average. This represents a significant success for the school particularly in the light of their prior attainment at the age of seven. Inspection evidence shows that standards are average in writing at the end of Key Stage 1 and above average by the time the pupils leave school. This is because the pupils make good progress in writing in the junior classes. Standards have improved since the last inspection and the school is well placed to sustain the improvement.

73. Although there is a broad spread of ability in each year group, overall standards in speaking and listening, reading and writing are broadly average when the pupils start in Year 1. The pupils make good progress in reading, speaking and listening and satisfactory progress in writing. By the time they are seven, the pupils listen carefully to stories and instructions from their teachers. Most pupils speak clearly and have a sufficiently wide vocabulary to ensure that they are successful in making themselves understood. For example, in Year 2, the pupils define accurately and clearly the distinction between riddles and tongue twisters. In group work they co-operate well and take note of each other's ideas. By the time the pupils are eleven their attainment in speaking and listening is better than the expected standards for their age. They listen carefully to their teachers and to each other in a wide range of activities. For example, the pupils identify key elements of traditional fairy stories and clearly explain how certain themes recur from one folk tale to another. The teachers in Key Stage 2 are skilled in allowing the pupils time to gather their thoughts before articulating their ideas and this supports their progress. Furthermore, the teachers encourage oral responses from all of the pupils regardless of whether or not their answers are correct. The fact that the pupils know that their ideas will be fairly considered supports their progress in speaking and listening.

74. By the age of seven, standards in reading are good. Almost all of the pupils read simple books with enthusiasm and confidence. They have a good working vocabulary and recognise familiar words in what they read. They use their knowledge of letters and their sounds to help them build up unfamiliar words. The pupils willingly talk about the stories they read and compare the text to their own experiences. A few clearly express their opinions about the characters and events in their books. In Key Stage 2, the pupils evaluate the stories they read and discuss how the story could be improved. For example, one boy comments that, "The book was boring because the characters were not really included and there were too many to remember. The travel scenes were short and uneventful." In the literacy lessons, nearly all of the pupils enjoy the reading activities that are guided by the teacher. By the age of eleven, the proportion of pupils attaining the expected standard in reading is above the national average. They read a good range of texts, including novels, non-fiction books and poems. They have developed a range of strategies for understanding texts but many pupils have not developed the skills of inference and tend to take the text at face value. By the time they leave school the pupils have developed an appropriate range of reference skills and can access information readily from the school library.



75. The standard of the pupils' writing at the end of Key Stage 1 matches that expected of seven-year-olds. Most of the pupils have an appropriate vocabulary and write stories. They write in simple sentences and use capital letters and full stops consistently in their work. The pupils are learning to organise their thoughts in their writing and achieve success in describing their school when writing letters to children in the Sudan. They produce their own books on the theme of "Two Feet". The pupils spell many simple or common words accurately. The teachers ensure that the pupils regularly have handwriting practice and this has enabled them to develop a neat handwriting style. However, after year 1 the pupils become careless in their writing and do not take sufficient care in the presentation of their work. This is exacerbated by the fact that the teachers lack rigour in their marking and this appears to condone the shabby appearance of much of the pupils' work. Furthermore the marking throughout Key Stage 2 lacks rigour in ensuring that the pupils' common spelling errors are corrected and that the pupils learn from their mistakes.

76. By the age of eleven, standards in writing are above average. Most of the pupils organise the content of their writing well in order to express their ideas. This writing is beginning to show the pupils' growing confidence and skill in developing atmosphere. For example a pupil in Year 3 effectively recreates a beach scene from the beginning of the last century with a few telling phrases. She imagines that she is being transported to the water's edge in a bathing hut and writes, "I could hear the whip cracking on the unfortunate horse's back" and "I changed out of my muslin dress and into the white and black striped swimsuit; it was crisp after years' of storage and it felt uncomfortable." The pupils are beginning to write in a wider range of forms such as promotional pamphlets, play scripts, news articles and poems. For example, they devise persuasive slogans such as "Three, two, one....ignition off!" to discourage the use of the car. In some recent work, they retell stories from a different perspective and show a good understanding of character and plot. Much of the writing shows good use of the more complex sentence forms and a consistent use of paragraphs. The pupils' spelling is average. The pupils' handwriting is satisfactory but the pupils seldom present their work using their best script.

77. The quality of the teaching is good and enables the pupils to make good progress overall. The main strengths of the teaching include the high quality of the relationships that the teachers have established with their pupils and the way that they successfully manage their behaviour. The teachers use their questioning skills to good effect, particularly when they are helping the pupils to understand reading material. For example, in upper Key Stage 2 the teacher presents "The Brocaded Slipper" and successfully enables the pupils from the three age groups to gain benefit from the text. The teachers have successfully implemented the National Literacy Strategy and make good use of it to present the pupils with a systematic approach to developing language skills. The teachers ensure that the pupils have many opportunities to develop their literacy skills through other subjects. For example, the pupils write extensively about festivals from other faiths and describe in detail their experiments in science. Information and communication technology is used well to support the pupils' learning.

78. The main weakness in the teaching is the inconsistent approach to marking. The marking for the youngest pupils is helpful because it identifies what is wrong with their work and clearly sets out expectations of standards. However, this practice is not consistent in the other classes. Although the teachers mark the pupils' work regularly and include encouraging comments, they do not give sufficient guidance on what the pupils should do better. This limits the progress the pupils make, especially the higher attaining pupils, in acquiring an appropriate range of skills, knowledge and understanding. Furthermore there is inconsistency in the use of homework and the use of the homework diary; it is well used in Year 1 but subsequent use is spasmodic.

79. The co-ordinator is involved in a local scheme to raise standards in literacy and has a good understanding of the strengths and weaknesses in the provision. The teachers are confident about teaching the Literacy Hour and to an extent are well organised in their planning. The teachers ensure that the work set in the mixed age classes is appropriate for the different age groups. However, they are not as successful in planning work for the different ability groups, particularly the higher attaining pupils, within each age group. Furthermore more could be done to involve the pupils in their own learning. Although the school sets targets for different groups of pupils, the teachers do not explain clearly to individual pupils what they need to do to improve. They do not convey consistently to the pupils what they need to do to acquire the skills and understanding if they are to make better progress. The teachers make effective use of learning support staff to provide good levels of help to the lower attaining pupils, including those who have special educational needs.

## **MATHEMATICS**

80. The results of the year 2000 end-of-key-stage tests at age seven show that the number of pupils attaining the expected level, (Level 2) was close to the national average but that attainment at the higher level, (Level 3) was well below the national average. Only eight pupils took the 2000 National Curriculum mathematics tests at the age of eleven and so no comparisons can be drawn with either the national picture or with the performance of pupils in similar schools. However, when the Key Stage 2 pupils' prior attainment is taken into account, then the number of pupils reaching the higher level (Level 5) was well above average. Unconfirmed results of the Year 2001 tests show an improvement in standards in the current Year 2 and Year 6 with more pupils attaining at the higher levels. The inspection findings confirm that by the age of seven and eleven the pupils attain average standards and make satisfactory progress. This judgement is similar to that made at the time of the last inspection in 1997. The pupils with special educational needs achieve well in relation to their ability.

81. The school has implemented the National Numeracy Strategy effectively and teachers are generally using the structure successfully. Due mainly to the introduction of the strategy, the school's provision for mathematics, and in particular, mental mathematics, has strengthened since the last inspection. At both key stages, appropriate emphasis is placed on the instant recall of number bonds or tables and the understanding of place value. The pupils are beginning to look for strategies and to recognise number relationships and number patterns.

82. The pupils' attainment in using and applying mathematics is good and is continuing to develop. The pupils are given several opportunities to develop their investigative skills through open-ended problem solving activities. This improves the standards they attain in applying their skills and knowledge both in mathematical investigations and also in other subjects such as science, geography and in design and technology. By the end of Key Stage 2, the pupils, including those with special educational needs, confidently apply their knowledge and skills in a range of circumstances. For example mathematical skills are applied very effectively by the Year 5 and 6 pupils in their science investigation into air resistance. The older Key Stage 2 pupils also apply their mathematical skills and knowledge in information and communication technology when they confidently devise graphs and tables to record their scientific results. The pupils' positive attitudes and perseverance contribute positively to standards of achievement in mathematics.

83. By the age of seven, the pupils have a secure understanding of place value up to 100. They recognise odd and even numbers and they are confident with the concept of doubling. They can count on and back in twos, fives and tens and they are beginning to understand the multiples and factors associated with those numbers. They confidently add and subtract two digit numbers and understand simple fractions. Many pupils are secure with addition involving numbers up to and above 100 when using practical equipment. They also collect and display information in the form of block graphs. By the end of Key Stage 2, most pupils work accurately as they add, subtract, divide and multiply numbers up to and above 1,000. They have a good understanding of the equivalence of fractions, decimals and percentages. Many of the pupils are confident in using their skills and knowledge in a range of computation work and when handling data using graphs and tables. The older Key Stage 2 pupils show an understanding of negative numbers and the higher attaining pupils are able to work with these confidently.

84. The pupils attain satisfactory standards in their work involving shape, space and measure. Most of the pupils can identify a range of two- and three-dimensional shapes and their understanding of the properties of shapes is sound. All the pupils, including those with special educational needs are offered good opportunities to use programmable toys to help them understand angles as turning measurements. The older Key Stage 2 pupils know and can draw and measure acute, obtuse and reflex angles. The pupils are skilled in estimating and using both standard and non-standard measures to compare amounts accurately. The Year 2 pupils can tell the time reasonably accurately and by the end of Year 6 the pupils have developed their learning and can apply it to work out journey times.

85. The teaching is good at both key stages. Particular strengths are in the teachers' good subject knowledge, very good pupil management and the good use of questions to move the pupils learning forward. In a good lesson with the Year 1 pupils, the class teacher successfully motivated and urged the pupils to do their best through the good use of praise, encouragement and challenge. From simple counting in tens, she moved the pupils on to begin at 5 and then at 3. To reinforce the learning for all groups and to encourage the lower attaining pupils, she used a number square very effectively so that the pupils could 'see' the pattern. This strategy helped the pupils with counting on and back and made a significant contribution to their learning. A good lesson in the Year 4, 5 and 6 class provided the pupils with strategies for the mental addition and subtraction of decimals. The class teacher used questions and discussion very well to encourage the pupils to have confidence in 'their way' of reaching an answer. Additionally, in this lesson the plenary session was well used to revise the given strategies and to share new ones. In most of the good lessons both the teachers and the pupils are quite clear about what is to be learned. However, this is not always the case and in some lessons the focus is not sharp enough and it is not shared with the pupils. Where the teaching and learning is less successful, the higher attaining pupils are not provided with sufficiently challenging work and this limits their progress. Additionally, in many of the lessons, the tasks provided are the same for each year group and do not generally cater for the range of ability within the age groups.

86. Most of the teachers assess the pupils' learning either informally during lessons or through more formal tests. However, the results of assessments are not used as effectively as they might be to plan further work for the pupils resulting in a lack of challenge for the higher attaining pupils. Homework is sometimes used to consolidate learning but the amount and the relevance of the work given varies from class to class. The use of information technology to support work in mathematics is underdeveloped.

87. The co-ordinator has had some opportunities to monitor teaching and learning in the subject and has also taken advice on planning for mathematics with mixed age classes.

Currently she oversees outline planning but does little monitoring of short-term plans. In order to support staff in their efforts to raise standards further the monitoring of teaching, learning and planning needs to be sustained.

## **SCIENCE**

88. The results of the Year 2000 teacher assessments at age seven showed that the number of pupils attaining the expected level (Level 2) was close to the national average but that attainment at the higher level (Level 3) was well below average. Only eight pupils took the 2000 National Curriculum science tests at the age of eleven and so no comparisons can be drawn with either the national picture or with the performance of pupils in similar schools. However, when the test results of the pupils at age eleven are considered over the three years from 1998-2000 they show a variable trend that is below the national trend. Unconfirmed results of the Year 2001 tests show a marked improvement in standards in the current Year 2 and Year 6 with more pupils attaining at the higher levels. The inspection findings confirm that standards are in line with the national average by the age of seven and eleven and that the pupils make satisfactory progress. This judgement is similar to that made at the time of the last inspection in 1997. The pupils with special educational needs are well supported and this allows them to make good progress. There is no significant difference between the performance of boys and girls.

89. At both key stages, there is appropriate emphasis and encouragement given to the pupils to think for themselves and to predict what might happen in order to form their own conclusions. For example the Year 1 pupils use their prior knowledge and understanding of gravity as 'falling' to predict what might happen to a ball of play dough when it is dropped from different heights. They respond very well to suggestions about how to conduct the test and are encouraged to think about how the test might be made fair. The higher attaining pupils show a depth of understanding when they explain how the dough needs to be of a consistent size and shape each time it is dropped. By the age of seven most pupils' have a sound knowledge of life processes and are able to identify plants and animals. They know and understand that air, water and food are the basic requirements for life. The pupils are aware of many of the properties of the variety of materials around them.

90. By the age of eleven almost all of the pupils understand the need for a fair test in order to reach useful conclusions. When testing the rate of drop of a parachute, the Year 6 pupils know how to find an average reading from several attempts realising that this gives a more reliable result. By the end of the key stage the pupils are more aware of the world around them. They have a greater awareness of the human body and can name the main organs as well as some of the bones and types of joint. Their knowledge of materials is further extended to include what happens when certain substances are heated or cooled.

91. Almost all of the pupils in both key stages make satisfactory progress. The pupils with special educational needs are generally well supported and they are provided with practical and written tasks that are appropriate to their needs. This enables them to participate fully in all the activities and to play their part in discussions; they make good progress.

92. In Year 2, the pupils make satisfactory progress in developing their observational skills. They use magnets carefully and correctly and begin to understand 'attract' and 'repel' as they see how many objects are drawn to the magnets. The Year 6 pupils make satisfactory progress as they extend their learning of forces when they investigate how air resistance can affect the rate of fall. By the end of Key Stage 2 the pupils have made sound progress in their ability to organise their findings and to record them in a variety of

ways including diagrams, graphs and charts. At both key stages the pupils can explain their ideas using a wide scientific vocabulary and they can present their findings as diagrams, graphs and charts. However, much of the pupils' work, is marred by untidy and careless presentation.

93. The pupils' response to their work is usually good and sometimes very good. They work well in pairs and groups when conducting experiments or recording their findings. They discuss their work with each other and with their teachers and are not afraid to ask for help when required. The pupils are supportive of each other's opinions and predictions and they treat resources and apparatus with respect and care.

94. The overall quality of teaching is good with some very good teaching in Year 1. Good teaching was observed in both key stages and this impacts significantly on the improvements in attainment in the most recent end-of-key-stage tests and assessments. The features of the good and very good teaching are well-planned lessons, with clear learning objectives. In the best lessons, these objectives are shared with the pupils so that they know exactly what it is they are going to learn. In the very good lesson with the Year 1 pupils the class teacher used resources very effectively as well as the elements of fun and mystery to maintain the pupils' interest. Her good questioning skills challenged the pupils, making them think hard and this resulted in very good learning for almost all of them. As the pupils enthusiastically used 'force' to burst a balloon full of water, the successful learning and sense of achievement was summed up in the comment of one pupil – 'The big balloon blows away, the smaller one is heavier and so it hits the ground harder'. The satisfactory teaching could be further improved by ensuring that teachers plan more rigorously for the ability range within their classes and that they have a clear idea of what they want pupils to learn from the planned tasks. Additionally, some of the higher attaining pupils would make better progress if the teachers allowed more freedom in the choice of equipment and the organisation of the experiments since, on occasions, these are too tightly teacher directed. This results in missed opportunities for the pupils take responsibility for and to extend their own learning. Greater consistency in the quality of marking would also give more pupils a clearer idea of how well they are achieving and how they could improve their work. Currently some of the marking in science is cursory and some pieces remain unmarked. This deprives the pupils of the opportunity to learn from their mistakes.

95. The school has made good progress in addressing the weaknesses identified at the time of the last inspection. The school has adopted the local authority scheme of work and, together with schools in the local cluster, they analyse test data and discuss how standards can be raised further. The school acknowledges the need for more pupils to attain at the higher levels and recognises the need to improve the quality of the tasks provided for the higher attaining pupils. The co-ordinator monitors outline planning in the subject but as yet, she has had only limited opportunities to monitor detailed short term planning along with teaching and learning in the subject.

## **ART AND DESIGN**

96. Only one lesson was seen during the inspection and so an overall judgement about teaching cannot be made. From the evidence of the teachers' planning, the pupils' previous work and discussions with pupils, it is evident that standards are average at the ages of seven and eleven. The pupils achieve satisfactorily throughout the school. The pupils with special educational needs and the higher-attaining pupils make satisfactory progress. In comparison to the last inspection, standards are not as good as they were at the end of Key Stage 1 but are similar by the time the pupils leave school.

97. The pupils build up their knowledge and understanding of a range of techniques. They mix paint, learn to control their brush strokes and show an understanding of colour. The pupils have the experience of working with a range of materials in two- and three-dimensional forms. For example, the older pupils demonstrate their skills of observational drawing when drawing different containers. They learn to draw what they see and to control their pencils. Most of these pupils successfully represent the three-dimensional form through tone and shading. They paint their own imaginary pots using water colours and oil pastels. For example, one boy designed a container in the shape of a shark's head with the jaws forming part of the hinged lid. Other pupils learn the basic techniques of modelling when using clay to create vases.

98. The pupils in Year 1 make good progress. They respond well to the range of experiences that are provided for them. The teacher ensures that the pupils have the opportunity to use a range of brushes and media. The teacher makes particularly good use of the school's immediate environment to develop the pupils' skills in close observational work. For example, the pupils use water colours delicately to depict single stems of wild flowers. They show a good eye for detail, especially the stonework and windows, when drawing the school building. They explore texture through their wax crayon rubbings of outdoor features. The teacher shows that she values their work through the quality of the display. In Year 2, the pupils explore shape and pattern and support their work with a good range of examples from around the world.

99. A feature of the pupils' artwork is the way in which it is used to support their understanding of other subjects. For example, the pupils in Year 2 design shields to mirror features of the local landscape and in Year 3 they study the work of Paul Klee to support their work on routes to school. This supports their understanding of the local countryside. They use pencils, crayons, pastels and paint in these observational studies and take great care to achieve the desired effect. Furthermore information and communication technology is used effectively to support their artwork. One such case is the use of the digital camera and a specialist program to create different effects from the original image.

100. A common feature of the school's approach is the value that is placed on the pupils' work. The pupils' work supports learning in the daily act of collective worship and their achievements are celebrated. Each pupil has an art book that contains examples of sketches, drafts and experimentation with new techniques. There is a shared commitment to succeed and to ensure a good progression of skills and a broad range of experience for the pupils.

## **DESIGN AND TECHNOLOGY**

101. The pupils in both key stages attain the expected standards in design and technology and make satisfactory progress in the work that they do in most aspects of the subject. This is a similar judgement to the one made at the time of the last inspection. The pupils are involved in a variety of design and make projects.

102. The pupils talk about their work with understanding and enthusiasm. They discuss how they develop their initial ideas and record their plans. A good example of this is in Key Stage 1 where the pupils' drawings and plans lead to models of play equipment suitable for the adventure playground. The finished models show that the pupils are able to design for a purpose, generate ideas and put them into practice. The junior age pupils talk confidently about their book designs which incorporate push and slide mechanisms. They are neatly and carefully executed and provide further good examples of designing for a purpose. They have researched and considered the appearance and function of the books which are available for other pupils to read. The pupils' work on this project also includes self-

evaluations of the finished items; these are honest and include several pointers for improvement and future modification. The pupils in the Year 2/3 class have investigated and dis-assembled packaging for sweets and biscuits before designing and making their own. In this project they received the additional input and expertise of a graphic artist who worked with the pupils, supporting them as they used the computer to design appropriate names and logos.

103. From the evidence available the quality of the teaching in design and technology is satisfactory. The majority of the pupils are given opportunities to plan their work, to select from a variety of materials, and to consolidate and extend their skills. They all have sufficient opportunities to record their ideas and evaluate their finished work. However, some of the tasks provided do not stretch the older and particularly the higher attaining pupils adequately. For example there is currently insufficient breadth in the tasks offered and a lack of appropriate resources for the pupils to develop their designs and plans using mechanical and electrical components such as pulleys or motors and in this aspect of the subject, teaching is unsatisfactory.

104. Since the previous inspection the school has adopted a nationally produced scheme of work and the required skills and knowledge are taught according to a rolling programme of topics. However, short term planning in the subject does not make clear how the level at which the topics are taught will meet the needs of the wide range of age and ability within each class group. The co-ordinator discusses planning and offers advice to colleagues and recognises that additional advice and expertise would help to improve the teaching of the more advanced skills. Resources are satisfactory with the exception of a selection of mechanisms to help models to move in different ways.

## **GEOGRAPHY**

105. It was not possible to observe any geography lessons during the inspection and the scrutiny of the pupils' books and folders for the current academic year reveals only a limited amount of recorded work in the subject. However, from the work that was made available, from photographic evidence and from discussions with pupils it is evident that, at the end of both key stages, standards in the subject are broadly in line with those expected nationally and the quality of teaching in the subject is generally satisfactory.

106. At the time of the last inspection standards in geography at both key stages were judged to be unsatisfactory and raising attainment in the subject was an issue for improvement. Since that time the school has adopted a new scheme of work as a basis for planning, teaching and learning and there is a programme of topics to ensure coverage of the National Curriculum Programmes of Study. As a result statutory requirements are now met and this represents satisfactory improvement since the last inspection. However, although improvements have been made, short term planning for geography is still not sufficiently clear and detailed. There needs to be more rigorous and detailed planning and greater emphasis on the progressive teaching of the required skills and knowledge to ensure further improvement in the rate of the pupils' progress.

107. In Year 1, the pupils are beginning to learn about the local environment and they can express some opinions about the villages where they live, the area around the school and the significance of the castle and the church. The Year 2 pupils extend their learning about local issues and the environment when they take part in a town-planning project. Photographic evidence shows that mapping skills are emphasised throughout Key Stage 1. The pupils in Year 2 also learn about contrasting locations as they write about holiday

destinations in Europe, Australia and America. However, planning for this aspect is not sufficiently detailed or rigorous with the result that some of the pupils' learning is superficial.

108. In Key Stage 2, the pupils in Years 4, 5 and 6 show an improved knowledge and understanding of planning and the environment through their traffic survey and their research into the use of the shops in Tisbury. They addressed the question 'Should the High Street be Closed to Traffic?' Their work on this topic shows sound data handling skills as they display their results using charts and maps with the majority of pupils using a key effectively to explain the range of symbols used. The Key Stage 2 pupils also study rivers and the water cycle and the older pupils produce colourful booklets on important rivers of the World such as the River Ganges and the Amazon. Every other year, the older Key Stage 2 pupils take part in a residential visit and this is used well to support work on comparing and contrasting locations and in learning about physical features.

## **HISTORY**

109. Throughout the school, levels of attainment in history are in line with those expected nationally and progress for the majority of pupils, including those with special educational needs, is satisfactory. These standards are similar to those found at the time of the last inspection.

110. In Key Stage 1, the pupils' books and folders reveal only a limited amount of recorded work this academic year. However, photographic evidence and discussions with pupils reveal satisfactory learning and knowledge about mediaeval times. Their learning about this topic was enriched through participation in a 'Saxon Day' when they dressed in costume and enjoyed Saxon games and pastimes. The pupils in Year 2 can use simple terms about the passing of time. Many of the higher attaining pupils are beginning to have a sound understanding of sources of evidence and are able to explain some of the ways in which we find out about the past. When studying posters and photographs of Edwardian times almost all of the pupils can compare life then with life as it is today, particularly with regard to leisure activities and visits to the seaside. They can use the detail in the photographs as clues and can express their opinions orally as to why certain elements may have been as they were. For example, several of the pupils are able to discuss and compare Edwardian attitudes towards dress and propriety when learning about the use of a bathing machine.

111. In Key Stage 2, the older pupils talk enthusiastically about their learning in history. They know about Tudor and Stuart times and show some understanding of the religious intolerance of that era when describing events surrounding Elizabeth I and Henry VIII. Their knowledge also extends to other important Tudor figures such as William Shakespeare, Sir Walter Raleigh and Sir Francis Drake. Links are made with geography and the local area when the Key Stage 2 pupils learn about aspects of the English Civil War, including the siege of Wardour Castle. Almost all of the pupils have an enthusiasm for their work in history and are keen to talk about what they know.

112. From the one history lesson observed during the inspection and from the scrutiny of work and outline planning the overall quality of teaching in history is satisfactory. In the lesson with the pupils in Years 2 and 3, the class teacher used a picture of an Edwardian seaside scene to gain the pupils' interest. She built on the pupils' existing knowledge and used questions well to move the pupils' thinking forward so as to enable them to identify the bathing machine and what it was used for. She encouraged them to use their powers of observation and deduction in order to learn from the photograph and the majority of them were successful. They tried their best and were interested and excited by their



discoveries. The quality of the teaching was less successful during the planned task when the teachers' expectations of the standard of presentation of the pupils' written work could have been much higher.

113. Work in history is currently planned according to a rolling cycle of topics and the teachers have made some use of the national guidelines to help them with their planning. However, there is a lack of detail and rigour in the short term planning of topics and it is unclear how the required knowledge and enquiry skills are to be taught progressively to the different age groups. This restricts the pupils' progress. The co-ordinator for history has an action plan for the subject that highlights the need to monitor planning and to evaluate the work in the pupils' books in order to ensure that the necessary skills are being taught. Resources for history are satisfactory with an adequate collection of photographs, books and videos. The school makes good use of the county learning resources library to borrow artefacts to support the pupils' work in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114. The standards achieved by the pupils at the end of both key stages are broadly average. This represents a marked improvement since the last inspection. The school has recently developed a computer suite to ensure that all of the pupils have good access to information and communication technology and this has improved the quality of learning. Each pupil has a check list that helps to identify what skills they need to master to improve.

115. At the end of Key Stage 1, the pupils' attainment in information technology is broadly average. Pupils have good mouse and keyboard skills. They know basic word processing functions and are able to print out and save their work. The pupils are learning to change the font and size of the text. They use a range of programs to support their work in literacy and numeracy. For example, they use the computer to present simple graphs based on class surveys on pets and favourite foods. In a science lesson, the pupils used click and drag techniques effectively to model the wiring of a simple electrical circuit.

116. Attainment at the end of Key Stage 2 is average in word processing, data handling, control technology and modelling. The pupils' word-processed work is enhanced by the use of digital photographs and clip art. For example, the pupils have designed and created their own passport page. They have further developed their use of the digital camera to experiment with different effects when displaying images of themselves. The pupils can discuss different ways of presenting information and the advantages and disadvantages of using computers compared with other methods of working. The school is connected to the Internet and the pupils use electronic mail to communicate with another local school. However, the pupils do not make enough use this facility, for example, to access information when researching their geography and history topics.

117. All of the pupils are learning and developing skills in using the computer, particularly to support their work in literacy and numeracy. For example, they design and produce a questionnaire for the parish priest and church organist. There are good opportunities to collect and display data in charts and graphs. They make an analysis of preferred pizza toppings and present their findings in graph form. Higher attaining pupils can move easily between programs. They use the equipment sensibly without the need for close supervision.

118. No direct teaching of information and communication technology was observed during the course of the inspection. However, the staff have improved their personal level of expertise and this has supported the pupils' learning. The co-ordinator is rigorously

implementing her action plan to raise standards and this is working well. The school is now making good progress in the development and use of information technology to enhance teaching and learning in computer skills and the capacity for further improvement is good.

## **MUSIC**

119. At the ages of seven and eleven, the pupils' attainment is in line with national expectations, except for singing which is above what might be expected for their age. The school has improved standards since the last inspection. This is partly due to the adoption of a well-considered scheme of work which has raised the expertise and confidence of the teachers. The quality of teaching is now satisfactory overall and enables the pupils to gain the skills of composing, performing and appreciating music. The teaching is particularly successful in helping the pupils to sing well. The pupils respond well to the high expectation of their performance.

120. Due to the organisation of the curriculum, only one lesson was observed in each key stage. In assembly, however, the pupils sing tunefully, with clear diction and manage to sustain the pitch successfully. They harmonise well. The pupils have regular opportunities to sing in the local church to celebrate different festivals and this contributes strongly to the quality of learning. Furthermore, many pupils in Key Stage 2 make the most of the opportunity to learn to play a tuned instrument and are making good progress in learning to play the violin, trumpet or guitar. This supports their learning

121. In Key Stage 1, the pupils respond well to the good quality teaching and learn to compose and perform music. The school is very conscious of the needs of all their pupils and they ensure that they are fully included in all aspects of the music curriculum. All pupils, including those with special educational needs participate fully in all musical activities. For example, they listen well and create appropriate sounds with percussion instruments to enliven the story of "Jack and the Beanstalk". The pupils in Year 1 sing tunefully from memory and perform actions in time to different songs. They enjoy these opportunities to make music and make good progress.

122. In Key Stage 2, the pupils' compositions are motivated by the work of Handel and create their own water music. They learn to score their compositions with both formal and informal symbols. They provide accompaniment to traditional songs by overlaying rhythms using percussion instruments. The pupils make sound progress in acquiring a working technical vocabulary and confidently use terms such as "pitch", "melody" and "chord" in the appropriate context. All of the pupils are given the opportunity to learn to play the recorder and the more accomplished pupils accompany the hymn singing for the daily act of collective worship.

123. The quality of music makes a strong contribution to the pupils' spiritual and cultural development. Wardour's involvement with other local schools for musical events makes a significant contribution to the pupils' social development. The school makes good use of visiting musicians to extend the range of experience of its pupils but as yet the potential of information and communication technology to support learning has not been realised.

## **PHYSICAL EDUCATION**

124. Standards in physical education are above expectations in both key stages. The school has improved on the standards reported in the last inspection. Most pupils achieve standards appropriate to their age and a significant number exceed these standards.

125. In Year 1, the pupils explore movement and space through a series of well-planned exercises. They learn to take turns when using the small apparatus and are aware of health and safety considerations. The pupils co-operate very well and learn to avoid contact with other pupils when running, skipping and hopping. They learn to perform a sequence of balances using basic body movements.

126. In Key Stage 2, the pupils develop a range of skills for athletics and sport. They benefit from the opportunity to develop the skills for a range of team games such as soccer and rounders. The school has an enviable tradition of success in track and field events in annual county athletic tournaments.

127. The majority of pupils reach good and sometimes very good standards overall as they develop and improve their performance across a range of activities. The school provides equality of access in each area of the curriculum and most pupils make good progress in developing their skills. The pupils benefit from a range of well-thought-out activities in dance, designed to complement learning in other subjects. In swimming lessons, the pupils develop confidence in the water and improve their strokes. Swimming lessons take place at a local pool and the school has a good record in ensuring almost all pupils swim 25 metres unaided by the time they leave the school. The school makes further good use of these local facilities and staff expertise in the middle school to develop the pupils' expertise in tennis. Throughout the school the pupils are very agile and develop a good range of games skills. They have a strong sense of team spirit.

128. The pupils' learning is assisted by a wide variety of factors. They work enthusiastically and are keen to improve their skills. They co-operate well in groups and their behaviour in lessons is always at least good. The pupils observe the performance of others and applaud their achievements. The equipment is set out and put away in an orderly manner and the pupils are keen to help with these tasks. The quality of teaching is good and benefits from the skills of a specialist teacher who teaches most of the pupils for most of the activities. In these lessons the teacher demonstrates good subject knowledge, plans her lessons effectively and has high expectations of the pupils. She gives the pupils every opportunity to practise and to improve. The lessons start with good warm-up sessions that prepare the pupils well for the main programme of activities. Lessons are well planned to ensure the progressive development of skills. They have a high level of challenge and inspire pupils to work hard. The teachers are determined to achieve high standards and will settle for nothing less. They use pupil demonstrations effectively to assess performance and to help pupils to improve. For, example, when the pupils in Year 1 demonstrated their bat and ball skills, the teacher effectively picked out the strong points of the demonstrations to show pupils effective techniques.

129. The teachers make the most of the school's good facilities for physical education to plan exciting and challenging lessons. The school benefits from having a generous allocation of hard and soft recreational areas as well as a hall. The involvement with a local comprehensive school with physical education status has assisted the school in teaching a wide range of games. The school also provides a range of extra-curricular opportunities, including residential visits for outdoor activities such as orienteering, and competitions with other schools.