

INSPECTION REPORT

**ALDERBURY & WEST GRIMSTEAD CE VA
PRIMARY SCHOOL**

Alderbury, Salisbury

LEA area: Wiltshire

Unique reference number: 126445

Headteacher: Mrs J Pitcher

Reporting inspector: Ms A Coyle
20603

Dates of inspection: 1 - 4 July 2002

Inspection number: 195224

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Firs Road
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Salisbury
Wiltshire

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Appropriate authority: Governing body

Name of acting chair of governors: Mrs J Billingham

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Mrs A Coyle	Registered inspector	English Design and technology Foundation Stage English as an additional language	How high are the standards? How well are the pupils taught? What should the school do to improve further?
9880	Mr A Comer	Lay inspector		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?
10355	Mr J Vipond	Team inspector	Mathematics Geography History Information and communication technology Special educational needs	How good are the curricular and other opportunities offered to pupils?
20971	Mr A Beake	Team inspector	Science Art and design Music Physical education Equal opportunities	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alderbury and West Grimstead CE VA Primary School is situated in the village of Alderbury, near Salisbury. It serves the surrounding area, which consists mainly of owner-occupied properties. The school is smaller than other primary schools nationally and the number of pupils on roll has increased steadily over the past few years. There are currently 196 girls and boys in the school, including 22 children in the reception class. Children are admitted to the school in the year of their fifth birthday, and attainment on entry is average overall. Very few pupils are from ethnic minority backgrounds and less than one per cent speak English as an additional language, which is much lower than in most other schools. The languages spoken at home by pupils, other than English, are Norwegian and French. Four per cent of pupils are known to be eligible for free school meals, which is well below the national average, and a lower than average figure of nine per cent have been identified on the register of special educational needs. Three pupils have statements for their needs.

HOW GOOD THE SCHOOL IS

This is a good school, with a strong Christian ethos, in which pupils attain good standards overall by the time they leave at the end of Year 6. The teaching is good overall and the good management of the headteacher, acting deputy and governing body help to ensure that good value for money is provided.

What the school does well

- The oldest pupils in the school achieve very good standards in art and design, and in information and communication technology by the time they leave Year 6. Standards are good in all other subjects of the curriculum, including English, mathematics and science.
- The quality of teaching is good overall.
- The curricular provision is good. It is supplemented well with a wide range of extra-curricular activities.
- Provision for pupils' spiritual development is very good. Moral and cultural development is promoted well.
- The school is led and managed well by the headteacher, acting deputy headteacher and governors.
- The good school improvement plan gives a clear focus for future improvements.
- The procedures for guiding, supporting and assessing pupils are good.
- Levels of attendance are good.

What could be improved

- The management of pupils' behaviour is variable, and the individual education plans for pupils with special educational needs do not contain enough precise targets.
- The co-ordinators do not monitor the quality of teaching and learning sufficiently in the foundation subjects.
- The outdoor area, resources, and planning for children in the Foundation Stage are not suitable.

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 1997. Since then, the development plan has been much improved and is now a good management tool, providing clear strategic direction and targets for future improvements. Curricular policies and schemes of work are good and the use of

assessment is satisfactory. The roles of some of the co-ordinators have been re-allocated because of significant staffing changes over the last two years due to promotion, but there is still more to be accomplished in developing their monitoring of individual subjects. Standards of attainment have been maintained to the extent that pupils currently attain good standards by the time they leave at the end of Year 6, and the most capable pupils do well. A few improvements have been made to the provision for the youngest children in the Foundation Stage, but this is still an area for further development. For example, the reports to parents are now very good and children have appropriate opportunities to increase their independence, but the outdoor area is not sufficiently developed. Overall, the school has improved satisfactorily, and it has good capacity for further development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	A	B	C
Mathematics	E	A	A	B
Science	C	A	C	D

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

The above table shows that standards of attainment were above the national average in English, and well above average in mathematics in 2001. They were average in science by the end of Year 6. Trends show a rise in standards between 1999 and 2000, with the school's results for 2001 above those of similar schools in mathematics, average in English and below average in science. The inspection evidence does not concur with the results for science, and shows that by the time they leave the school at the end of Year 6, the current group of pupils achieve good standards in the core subjects of English, mathematics and science. The school met its targets last year in these subjects and is successfully striving to meet them for next year. The oldest pupils in the school achieve good standards in all other subjects of the curriculum. No judgements can be made for design and technology and history, as there is insufficient evidence. At the end of Year 2, the standards attained in 2001 were well above the national average and above the results of similar schools in reading, writing, mathematics and science.¹ The inspection evidence agrees with these results, and shows that pupils in Year 2 currently achieve good standards generally. The youngest children in the Foundation Stage make good progress in their learning, and they exceed the

¹ ON LEVELS:

By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

Early Learning Goals² in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils show interest in their work and are keen to be involved in activities.
Behaviour, in and out of classrooms	Satisfactory. Most pupils generally behave well in lessons and at play, but the inappropriate behaviour of a few sometimes disrupts the learning of others.
Personal development and relationships	Satisfactory. Pupils relate appropriately to each other and they are tolerant.
Attendance	Good. Pupils are keen to attend school and do so punctually.

Pupils are generally interested in their work and show good involvement in activities.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall. Of the 47 lessons observed, teaching was good, or better, in almost six out of every ten. This represents an improvement since the last inspection and accounts for the good learning taking place and the good standards achieved by pupils. Overall, the teaching of basic skills in literacy and numeracy is good. Teachers use time and resources well to motivate and interest pupils. Support staff are deployed well and teachers use computers well to help pupils learn. They make good references to pupils' previous learning and good use of cross-curricular links.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad curriculum that includes all subjects of the National Curriculum. Curricular planning for children in the Foundation Stage is developing, but it is not

² **ON EARLY LEARNING GOALS:** From September 2000, the Qualifications and Curriculum Authority has introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the areas of learning: language, literacy and communication; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development.

	matched consistently to the areas of learning.
Provision for pupils with special educational needs	Satisfactory. The school responds to the new Code of Practice. ³ Pupils are supported appropriately; although their individual education plans do not all have clear targets for learning.
Provision for pupils with English as an additional language	Satisfactory. The procedures for identifying these pupils are clear and pupils are supported appropriately.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall. Pupils are provided with very good opportunities for developing their spiritual awareness. Their moral and cultural development is promoted well and social development is sound.
How well the school cares for its pupils	Satisfactory. The school takes care of its pupils within a supportive learning environment.

The school works in appropriate partnership with parents. A wide range of extra-curricular activities enriches the good curriculum, and very good provision is made for promoting pupils' spiritual development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong leadership provided by the headteacher helps to give clear educational direction for the school, and she is supported well by a conscientious acting deputy headteacher.
How well the governors fulfil their responsibilities	Good. The governors are knowledgeable and involved closely with the work of the school. They act as good critical friends and provide clear strategic management.
The school's evaluation of its performance	Satisfactory. The school regularly evaluates pupils' achievements. It has clear procedures for monitoring and evaluating teaching English and mathematics, but the co-ordinators do not monitor other subjects sufficiently well.
The strategic use of resources	Good. The school's finances and resources for learning are used well to promote learning.

The good leadership of the headteacher and the commitment of the hard-working members of staff are key factors in the standards achieved by pupils. The accommodation is good overall and the school applies best value principles well in the purchase and use of resources.

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Parents feel comfortable approaching the school.• Teaching is good.• The school is well led and managed.	<ul style="list-style-type: none">• Consistency of homework.• More information on children's progress.• More extra-curricular activities.• The behaviour of some pupils.

The inspection team agrees with the positive views of the parents. Children enjoy coming to school and are keen to do so. The school is led and managed well, and the teaching is good. The inspection evidence does not agree with parents' comments regarding homework, information and extra-curricular activities. It finds that the amount of homework given to pupils is appropriate to their age and ability, the reports on pupils' progress are of good quality and there is a wide range of activities for pupils to take part in after school. However, the inspectors judge that the management of pupils' behaviour is inconsistent in some classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are similar to those found at the time of the last inspection and are currently above the national expectations by the end of Year 6 in the core subjects of English, mathematics and science. Children enter the reception class with similar skills to those of most four year olds in other schools. They make good progress and exceed the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Children listen well to adults and to each other, sharing toys and games willingly. They speak clearly and write well, spelling their names correctly, and some read simple non-fiction books confidently. Many count well beyond ten and all children know the names of two-dimensional shapes such as squares, triangles and circles. They use computer programs with confidence, especially when matching shapes and counting numbers. All children are tolerant of one another and children with learning needs are integrated happily with their peers. The good teamwork amongst staff helps children to thrive in a well organised, happy environment.
2. In English, pupils' performance at the end of Year 6 in the 2001 National Curriculum tests was above the national average. Their performance, in relation to that of pupils from similar schools, was average; 87 per cent attained the expected Level 4 and 30 per cent attained the higher Level 5. These results show that the school met its targets for 2001. Pupils' performance at the end of Year 2 was well above the national average in reading and writing. It was above that of schools with pupils from similar backgrounds; 93 per cent attained the expected Level 2 in both areas, with 44 per cent at the higher Level 3 in reading and 19 per cent at Level 3 in writing. Trends show that the results for pupils in Year 6 have varied since 1998 due to pupil mobility, but pupils in Year 2 have done consistently very well in reading and writing. The inspection findings largely concur with these results and show that pupils are currently achieving well because basic literacy skills are taught carefully across the curriculum, with good use of computers to help them extend their learning. Standards of handwriting and the presentation of work are variable, however, although the school has identified the need to improve writing and has introduced a new approach that is so far proving successful in the reception and infant classes.
3. In the 2001 national tests for mathematics, the results were well above the national average and above those of similar schools at the end of Year 6. The school met its targets well; 83 per cent attained the expected Level 4 and 39 per cent attained the higher Level 5. At the end of Year 2, 96 per cent attained Level 2, and 44 per cent attained the higher Level 3. This was well above average in relation to the national figures, and above the results of similar schools. The inspection findings show that the school has analysed the test results carefully and standards are currently above average for the pupils at the end of Year 6 and Year 2. Basic numeracy skills are taught well and used appropriately across the curriculum, and computers are used very well to support numeracy. By the time they reach the end of Year 6, pupils perform mental calculations with speed and accuracy. They use computers to test various ways of constructing complex shapes when investigating the interior angles of polygons. Pupils develop their skills successfully because teachers use assessment information appropriately to help them increase their understanding in practical activities.

4. In the science results for 2001 at the end of Year 6, the percentage of pupils reaching the expected level was well above the national average, and that of similar schools, with 96 per cent attaining Level 4 and 35 per cent attaining the higher Level 5. In Year 2, the teacher assessments indicated that standards were very high in relation to the national figures; 93 per cent attained Level 2 and 44 per cent attained the higher Level 3. The evidence gathered during the inspection largely concurs with these results and shows attainment to be above average compared with the nationally expected levels at the end of Year 6 and Year 2. Pupils make good progress overall, and literacy skills, as well as numeracy skills and computer technology, are used well to help pupils increase their knowledge and understanding of scientific concepts. For example, pupils use the correct terminology when investigating light sources.
5. Pupils achieve well in all other subjects of the curriculum. Standards are very good in art and design, and information and communication technology. They are good in geography, music and physical education. No overall judgements can be made in design and technology and history because there is insufficient evidence because the subjects are taught in blocks of time during the school year. Pupils' learning is promoted well generally and subjects are used effectively to link with topics. From the time children enter the reception class, they learn to build on their skills, maintaining progress well as they move through the infant and junior classes. There is no significant variation between the progress of pupils who speak English as an additional language and other pupils, but pupils with special educational needs do not have enough clear targets on their individual education plans to help them focus learning and speed up the rate of progress. Although girls have outperformed boys in the national tests in recent years, the inspection evidence shows that they do equally as well in lessons.

Pupils' attitudes, values and personal development

6. Overall, pupils' attitudes to school are satisfactory. Children in the reception class enjoy coming to school and are willing to be involved in activities. In the infant and junior classes, the interest pupils show in lessons and in the range of activities outside the classroom is good. These judgements support parents' views that children like coming to school and that they are encouraged to work hard. Parents also believe that the school helps children to become mature and responsible.
7. Behaviour is satisfactory overall and, in lessons where teaching is challenging, behaviour can be good or even very good. However, there is some evidence of unsatisfactory behaviour, particularly when the teaching is less challenging or when behaviour management strategies are inappropriate. Pupils generally play happily together and most move around the school sensibly and politely. Occasionally, their actions display a lack of respect for others' feelings. The inspection evidence supports the concerns of a small number of parents about behaviour in the school, but there is no evidence of oppressive behaviour. There has been one temporary exclusion during the current school year due to inappropriate behaviour.
8. Relationships between pupils, and between pupils and adults, are satisfactory. Overall, opportunities for pupils to show initiative and take responsibility are satisfactory. The school council, the 'buddy' system for pupils in Years 5 and 6, and the appointment of classroom helpers, and of pupils to take special responsibilities in assemblies, are good examples of this. Opportunities for pupils to take responsibility for their own learning through target setting and end-of-year reviews are also satisfactory. The range of educational visits, visitors and after school activities, as

well as the emphasis that the school places on personal, social and health education, all contribute significantly to pupils' personal development.

9. Pupils' attendance has improved since the last inspection and is now good, being above the national average. There is very little unauthorised absence. Pupils' punctuality is good and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

10. The quality of teaching is good overall in the reception class, in Years 1 and 2, and in Years 3 to 6. Of the 47 lessons observed, the quality of teaching was judged to be good in six out of every ten, and occasionally very good. This is similar to the situation at the time of the last inspection in 1997 when teaching was good overall.
11. From the time of pupils' entry to the school, to the time they leave, the quality of learning is good. This is due to a great extent to the good teaching, especially in the core subjects and particularly in the Year 6 class, where it is frequently scholarly. Lessons are planned conscientiously, with clear objectives for what pupils are to learn. These objectives are made clear to the pupils at the start of the lessons and reinforced throughout. This is especially notable in art and design and in information and communication technology where the teaching is particularly good. Teachers' plans take into account the differing needs of pupils, including those with special educational needs and those of higher ability. Teachers and support staff work well together as an efficient team.
12. Adults involved in the teaching of the youngest children in the school are knowledgeable and very patient. They provide a happy, colourful environment in the reception class, where all children are valued equally. However, the planning is not consistently matched to a specific curriculum, such as the recommended Early Learning Goals, and there are too few resources for imaginative play. Nevertheless, teaching and learning support staff work together very well to guide children and encourage good learning. Throughout the rest of the school, teachers demonstrate a secure knowledge and understanding of the subjects they teach. Planning successfully incorporates the National Curriculum Programmes of Study, and all teachers in the infant and junior classes have implemented the recommended lesson formats well for the National Literacy and Numeracy Strategies. Teachers draw well on a wide range of contexts and resources to help pupils learn. They make good use of cross-curricular links; for example, in a geography lesson where pupils in Year 6 were studying mountains, the teacher made good references to other curriculum areas, reminding pupils of their earlier work.
13. In English, teachers have a thorough knowledge of the literacy skills the pupils need. Work is planned carefully to build on pupils' skills, and staff use skilful questioning techniques to develop pupils' speaking, listening, reading and writing skills. All lessons have clear learning objectives that are focused well because of the sound use of assessment information and good coverage of the curriculum. The very good teaching in Years 2 and 6 is a credit to the school, and presents strong models of good practice for colleagues to follow. Literacy skills are taught well across the curriculum; for example, all teachers focus on suitable technical vocabulary in mathematical and scientific investigations. However, not all teachers insist on high standards of written presentation, although the school is currently implementing a new handwriting approach to encourage better standards.

14. In mathematics, teachers use questioning well to assess and guide pupils' learning. They give clear and supportive explanations, with a focus on technical vocabulary. Teachers put a strong emphasis on developing pupils' ability to calculate mentally at the start of lessons, and they sum up the learning effectively at the end of lessons, with useful plenary activities. For example, the good investigations of fractions in Year 4 helped pupils to achieve well because learning was reinforced constantly throughout the lesson. Effective support is provided for higher-attaining pupils because classes are organised according to pupils' capabilities and the teaching is based on good subject knowledge, step-by-step progression through the lessons and good opportunities for pupils to use and apply their knowledge of number.
15. Teaching in science is good. The strong focus on scientific inquiry throughout the school enables pupils to make good progress in learning. For example, the good teaching in Year 2 helps pupils to enjoy well planned investigations of how animals and humans have young that grow and mature at different rates. Lessons such as these are characterised by highly skilled questioning and direct teaching of technical vocabulary. As a result of the teachers' good relationships with pupils, strong subject knowledge and well judged references to prior experiments, the pupils' levels of motivation are often good.
16. Classroom management skills are satisfactory and teachers use an appropriate range of strategies to interest pupils. However, the management of pupils' behaviour is inconsistent across the school. Where it is good, teachers use kindly but firm discipline to control pupils and they deploy support staff well to work closely with individuals, offering clear guidance and encouragement to them. In the less successful lessons the inappropriate behaviour of a few pupils is not modified quickly or firmly enough, and this causes disruptions to teaching and learning. Nevertheless, most lessons move along at a good pace and teachers change activities frequently to gain and maintain pupils' interest and attention.
17. The teaching of pupils with special educational needs is sound. All teachers are aware of the pupils on the register of special educational needs and make reference to providing suitable activities to promote learning. Teachers and support assistants show patience and understanding and pupils are given skilled assistance by the committed support staff. However, the quality of individual education plans is too variable, as the targets set are not always precise enough to help pupils improve. The plans are reviewed, but not at sufficiently short intervals to indicate the progress of the pupils. Pupils with Statements of Special Educational Need receive good support, enabling them to have access to the full curriculum.

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

18. The school provides a good curriculum that meets the requirements of the National Curriculum for pupils in the infant and junior classes. The National Literacy and Numeracy Strategies have been implemented well, and sufficient teaching time is given to all other subjects. National guidelines for planning teaching and learning have been adopted in most subjects and have been adapted to meet the particular needs and interests of pupils. The quality and range of learning opportunities are good, and boys and girls enjoy equal access to the full curriculum. Children in the Foundation Stage are provided with appropriate activities. However, lessons are not planned consistently to a specific curriculum, such as the Early Learning Goals, although this is being developed. The curricular provision for pupils with special educational needs and those learning English as an additional language is satisfactory. Pupils with

special educational needs are identified and tracked effectively throughout the infant and junior classes, but they are not identified formally in the reception class, so limiting the widely accepted good practice of early intervention.

19. The provision for pupils' personal, social and health education is sound and effectively encompasses sex and drugs education. In the junior classes it is given a regular timetabled slot, and it permeates the whole curriculum in the infants. Personal development is promoted on a daily basis through the good attention that all staff give to pupils. Overall, the curriculum successfully promotes the school's caring Christian ethos and the intellectual, physical and personal development of the pupils. It prepares pupils appropriately for the next stage of their education, and the sound links with partner institutions ensure the smooth transfer of pupils into the reception class and at the end of Year 6 when most pupils transfer to secondary schools.
20. A good range of extra-curricular activities enhances the curriculum. Clubs are well attended and staff use the professional skills of local sports teachers. The school has recently received a grant to further develop this good practice. The good music provision is extended by individual instrumental tuition from visiting music teachers, recorder groups and a choir.
21. A wide range of local visits supports the curriculum and enhances pupils' learning in history and geography. This includes residential visits for the older pupils. The school's links with the local community, church and voluntary organisations are good. For example, the vicar visits regularly, and the school hosts a breakfast club and an after-school club which contribute to the care of pupils in the community. The parents and the school work together to provide a range of community activities; for example, parents make arrangements for activities such as village barbecues.
22. The provision for spiritual development is very good. The school provides an environment where all pupils are valued. Stories and discussions reinforce the importance of appreciation for each other's values and beliefs. Good opportunities for pupils to become involved in the school council, 'buddying' partnerships and discussions during circle time encourage them to treat each other with sensitivity and respect. The school welcomes visitors from other cultures to talk with the pupils. The school arranges exchange visits with another school in a different urban environment so that pupils broaden their perspective on the world.
23. The provision for pupils' moral development is good. It is strongly promoted through the Christian ethos of the school that is built upon respect for others. The staff treat pupils with courtesy and sensitivity, and pupils generally reciprocate. The staff understand the importance of raising self-esteem through rewards rather than sanctions and, as a result, pupils are prepared to have a go at most things during lessons without fear of failure. Moral development is strengthened through school and class rules so that pupils learn to understand the difference between right and wrong.
24. Provision for pupils' social development is satisfactory. The school provides many well planned opportunities to develop pupils' social skills. Pupils of all ages, including those in the reception class, take on responsibility in varying degrees according to their age. Older pupils frequently work corporately to make presentations of their work to other class groups. In lessons, the pupils are encouraged to be supportive of each other and work well together. However, the management of pupils' behaviour is inconsistent across the school and this sometimes leads to disruptions in teaching

and learning. The wide range of extra-curricular activities and school trips makes a good contribution to pupils' social development.

25. The provision for pupils' cultural development is good. Knowledge and understanding of pupils' own rich heritage are promoted well through subjects such as English, history, art and music. For example, pupils have very positive approaches to artistic and musical activities. This is further enhanced by frequent opportunities for visitors to join the school and by visits to local areas of interest. Since the previous inspection, the school has endeavored to further increase pupils' understanding of the beliefs and traditions of other cultures and in this it has been successful.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. The personal support and guidance which pupils receive, both formal and informal, are sound and parents feel comfortable about approaching the school with questions and problems. The teaching and support staff respond well to pupils' pastoral needs in a caring Christian environment. The support for children in the Foundation Stage, for pupils with special educational needs and for those for whom English is a second language, is satisfactory overall. However, children's learning needs are not formally identified in the reception class and targets are sometimes imprecise in the infant and junior pupils' individual education plans.
27. Overall, procedures for monitoring pupils' academic performance and personal development are satisfactory. The school has an impressive range of assessment data, from both internal and external sources, to which all teachers have access, and this is used satisfactorily. The school has made good progress in formulating and implementing a policy for personal social and health education, but procedures for monitoring and recording pupils' personal development are informal. A recent survey of pupils' views about a number of aspects of school life has provided valuable data that has been put to good use as part of the assessment process. Overall, the assessment procedures have improved since the last inspection.
28. The school policies and procedures for promoting discipline and good behaviour are satisfactory. Teachers use a variety of strategies in the classroom to manage the challenging behaviour of a small minority of pupils, but the more successful strategies are not consistently applied in all classes. A number of pupils have individual behaviour plans that are regularly reviewed with pupils and parents. Pupils understand and respect the system of rewards and sanctions, as well as the school council rules that are displayed throughout the school.
29. Policies and procedures for promoting health and safety are good, including teachers promoting healthy and safe practices in the classroom. Procedures for child protection and for ensuring pupils' welfare are also good. Liaison with the education welfare service and with a variety of other outside agencies further underpins the effective care of pupils. Procedures for recording and monitoring attendance and punctuality are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Overall, the school's partnership with parents and the impact that their contribution has on the life of the school are satisfactory. Parents who responded to the pre-inspection questionnaire or who attended the pre-inspection parents' meeting have positive views of what the school provides. The inspection evidence supports the positive views of these parents. Some parents disagreed that children are given the

right amount of homework and that they are kept well informed about how their children are getting on. The inspection evidence does not support these views, and finds that pupils are given sufficient homework and parents receive appropriate information about children's progress.

31. Since the previous inspection the school has increased the amount of information given to parents. There is now an effective range of methods of communication between the school and parents, with information provided through newsletters, noticeboards, an impressive school website, parents' meetings and annual reports. Parents also know that they can discuss issues informally with staff and appreciate the openness of the school in this respect. They have also been consulted about the effectiveness of home-school communications. Pupil reports give parents a clear picture of children's knowledge and progress, as well as setting targets for future learning. The additional end-of-year summary reports, to which pupils have good input, are much appreciated by parents. The quality of written reports for children in the reception class has been improved well since the last inspection and is now very good.
32. The school makes significant efforts to encourage parental involvement in the life of the school. A number of parents provide help in the classroom and in other school activities. There is a supportive 'Friends' association that raises a significant sum of money that annually supplements the school budget. Parent governors, as well as other governors who are parents, are committed to the activities of the school. The involvement of parents of pupils with special educational needs in individual education planning is satisfactory, although these plans are not always sufficiently specific or reviewed with sufficient regularity.

HOW WELL IS THE SCHOOL LED AND MANAGED?

33. The leadership and management of the school are good. The headteacher provides strong leadership and clear educational direction for the school. She is supported well by a conscientious acting deputy who has taken on a significant workload this term because of the changes in staffing and senior management, due to promotion. The prospectus states that the aim of the school is to provide a welcoming and happy learning environment, teaching children to respect each other and develop in a Christian ethos which values each pupil's contribution. The inspection evidence confirms that this aim is met well. The school development plan for 2001 until 2004 is good, well structured and comprehensive, and gives evidence of the involvement of the whole school community in its preparations and review.
34. Subject co-ordinators have been appointed to manage each area of the National Curriculum. The co-ordinators for English, mathematics and science are effective in ensuring that these three subject areas are given appropriate priority within the school's curriculum. With the involvement of the local education authority, the headteacher has monitored teaching since the previous inspection and a common monitoring file is in use in the school. The headteacher also analyses the results of national tests very carefully to identify trends, strengths and weaknesses in pupils' learning, and the standards they achieve. She provides data for all staff in the core subjects to enable them to have a view of the progress of their pupils. However, the co-ordinators of the foundation subjects do not receive enough release time to enable them to achieve a clear, whole school view of their areas. This shortcoming was identified at the time of the last inspection and is still to be rectified.

35. The management of special educational needs is satisfactory. The teaching assistants are caring and provide good support for individual pupils. The school uses the new Code of Practice effectively and parents and carers are kept informed of the school's activities regarding pupils' individual support. Statutory requirements are met and the governing body has a good understanding of provision within the school. However, although the co-ordinator has a half day every two weeks to manage the provision, this is insufficient to enable him to develop his role and become more involved with identifying pupils' needs formally or monitoring the quality of individual education plans on a school-wide basis.
36. The school has an appropriate number of suitably qualified and experienced teachers to teach the National Curriculum. Teachers and learning support assistants are deployed effectively and work well together as a team. Professional development arrangements have improved since the last inspection. They are based firmly upon the needs of the school, prioritised in the school development plan and on staff needs, as identified through effective performance management procedures. Local education authority guidelines are followed for the induction of newly qualified teachers, and all staff who are new to the school are supported well by colleagues to help them settle in quickly. Administrative, cleaning, catering and lunchtime support staff contribute effectively to the smooth running of the school.
37. The governing body fulfils its statutory duties well. Individual members are committed to the school and show a good understanding of the provision. A number of committees meet regularly to review different aspects of the school's life and curriculum. Individual governors visit the school frequently and work directly with groups of pupils on occasions. A number of governors have undertaken appropriate training to help them understand and fulfil their responsibilities. For example, the governor with links to the work of the school in special educational needs has attended training on educational inclusion and a meeting concerning the introduction of the new Code of Practice to update her knowledge. School policies are given detailed attention by governors before the staff adopt them.
38. The school accommodation is good. The internal accommodation is clean and well maintained. The displays in the classrooms and around the school are good. The external accommodation is good overall. However, the small outdoor play area for children in the reception class is unsuitable; its surface is uneven, it is not securely fenced off and, as it adjoins an area used for car parking, it is not a safe area in which to play. The school is clean, tidy and generally well organised and the grounds are maintained well. Additional features, such as the pond enclosure, willow seating and well-kept flower and herb beds, provide attractive areas. Overall, the range and quality of learning resources are good. However, the resources for children in the Foundation Stage are limited, particularly in the lack of wheeled toys, role-play equipment and large outdoor equipment.
39. The day-to-day financial control and administration are efficient. Strategies are effective in constructing and monitoring budgetary matters. The governing body's knowledge of, and involvement in, finance are good. The school and governing body have a good appreciation of the principles of best value. Detailed comparisons and an appropriate analysis of expenditure are common features of the way the school is managed. The governing body monitors progress towards the targets identified in the school development plan. These priorities and other fixed costs are well supported by the school's financial planning. Care is taken to see that the budget is set to take account of priorities for educational development and to maintain the stable class structure of the school. Hence, there is a carefully managed reserve of funding each

year. The school's high carry forward of funds from the last financial year has been allocated appropriately for staffing costs. The school has been successful in obtaining a number of grants that have enriched it. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. The headteacher, staff and governors should:

- (1) extend the generally good teaching to include:
 - more consistent management of pupils' behaviour throughout the school;
 - precise targets on the individual education plans for pupils with special educational needs and regular termly reviews of progress;
(paragraphs 5, 7, 16, 17, 26, 35, 52 and 78)
- (2) improve the roles of the co-ordinators of the foundation subjects by enabling them to monitor the quality of teaching and learning;
(paragraphs 34, 58, 61, 63, 66, 69, 72 and 75)
- (3) improve the provision for children in the Foundation Stage by:
 - planning more consistently to a suitable curriculum, such as the Early Learning Goals;
 - formally identifying children's specific learning needs;
 - developing the outdoor play area;
 - increasing the resources for imaginative and outdoor play.
(paragraphs 12, 18, 38, 41, 46 and 47)

There are a few minor areas for improvement that the governors may wish to address in their action plan. These are indicated in paragraphs 2, 13, 51, 65 and 69, and relate to improving the consistency of handwriting and the presentation of pupils' written work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	22	16	4	0	0
Percentage	0	11	47	34	8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	196
Number of full-time pupils known to be eligible for free school meals	n/a	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	11	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	11
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	93 (85)	93 (89)	96 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (89)	93 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	9	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	9	8	9
	Total	20	19	22
Percentage of pupils at NC level 4 or above	School	87 (79)	83 (92)	96 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	9	8	9
	Total	22	20	23
Percentage of pupils at NC level 4 or above	School	96 (88)	87 (96)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	195
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	109.25

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2001
	£
Total income	426,575
Total expenditure	420,800
Expenditure per pupil	2,262
Balance brought forward from previous year	27,868
Balance carried forward to next year	33,643

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	98

Percentage of responses in each category *

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	6	0	1
My child is making good progress in school.	39	50	8	1	2
Behaviour in the school is good.	31	56	8	2	3
My child gets the right amount of work to do at home.	24	41	19	14	1
The teaching is good.	46	42	4	2	6
I am kept well informed about how my child is getting on.	27	54	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	63	29	6	2	0
The school expects my child to work hard and achieve his or her best.	58	36	6	0	0
The school works closely with parents.	41	44	10	1	4
The school is well led and managed.	65	23	7	1	3
The school is helping my child become mature and responsible.	47	44	9	0	0
The school provides an interesting range of activities outside lessons.	37	41	13	3	6

* (NB: not all parents responded to all questions, therefore totals may not add up to 100)

Other issues raised by parents

- Pupils' behaviour and instances of bullying.
- Communication between the school and parents.

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

41. The provision for the youngest children in the school is good overall. Children's attainment on entry to the school is, on balance, average. They make good progress in all areas. Most of the children exceed the Early Learning Goals by the time they reach the end of the Foundation Stage. The quality of teaching and learning is good overall, as it is based on appropriate knowledge of the areas of learning and good knowledge of the children and their families. The teaching plans are detailed and show the specific activities clearly. However, lessons are not planned consistently to a specific curriculum such as the Early Learning Goals, although this is being developed. Nevertheless, a colourful learning environment is created through attractive displays, which show children's experiences in all areas. Good use is made of the resources available, and the learning support staff provide good guidance to individual children. Relationships between the children and staff are good, and there is a caring and supportive ethos.

Personal, social and emotional development

42. Children make good progress and exceed the Early Learning Goals by the time they reach the end of the Foundation Stage. The development of children's personal and social skills is given a high priority and is promoted well at every opportunity. Children enjoy practical activities and concentrate well on their own tasks in an independent way. They share their equipment happily and work well together on the computer. Children are aware of the difference between right and wrong and they are sensitive to the needs of others. The quality of teaching is good and there are good opportunities for children to learn about their own culture and about Christian values and traditional festivals such as 'Christmas'. Members of staff manage the children appropriately and they encourage respectful relationships in a caring ethos where each individual is valued highly. Resources are sufficient to ensure that these youngest children in the school have good opportunities to develop an awareness of people from other cultures.

Communication, language and literacy

43. The children make good progress in communication, language and literacy, and exceed the Early Learning Goals. The quality of teaching is good, and there are good opportunities for children to listen with enjoyment and respond to poems and songs. The majority of the children speak clearly and enjoy listening to stories. There is good progress in story telling, and sequencing activities. Most children are able to write their names and read and write different labels and captions. The oldest children use pencils and crayons well and they copy their teacher's writing accurately to form recognisable letters and words. Many children know the letters of the alphabet, and they link sounds to the initial letter in a word. Teachers give children useful activities to promote phonics. Children have good access to a range of books from the library and the good teaching is supported very well by the learning assistant who helps and guides the children well. During the inspection, children were seen selecting books and using them to find pictures of animals and characters from 'Old MacDonald's Farm' and 'Dear Zoo'. Children also use the computer confidently to identify characters from stories and nursery rhymes.

Mathematical development

44. Children exceed the Early Learning Goals and make good progress. Good opportunities are given for them to take part in a variety of counting activities, and in whole class mental and oral work. Most children can recognise and record numerals from one to 20, and they can recreate simple patterns. They understand concepts such as 'shorter than' or 'longer than' and many know the names of circles, squares and triangles. The quality of teaching and learning is good. Children are encouraged to apply their knowledge and understanding in practical tasks, which involve simple addition and subtraction. For example, they enjoy counting back when singing 'Five Currant Buns'. They have good opportunities to play with two and three-dimensional shapes, and they use them to construct their models. The older children are able to sort and match their shapes accurately, and use the language of comparison. Staff make good use of mathematical vocabulary and this has a good effect on the children's use of the vocabulary, including prepositions such as 'behind' and 'in front of'.

Knowledge and understanding of the world

45. A wide range of experiences is offered to the children to stimulate their interests and to develop their knowledge and understanding of the world. They make good progress and exceed the Early Learning Goals. Children have good opportunities to explore the world through using their senses in a focused way. They manipulate building blocks confidently and with good skills. Some of the work displayed on classroom walls shows good attempts by children in using different materials. They are confident when using the computer and skilled at using the keyboard and the mouse. The quality of teaching and learning is good. Children have good opportunities to talk about their homes, families and routes to school. They observe changes in the weather and discuss types of clothes that are most suitable to wear in given weather conditions. There are good opportunities for them to develop an awareness of the local environment through visits to local places of interest and the local church.

Physical development

46. Children make good progress in learning and the quality of teaching is good. The children exceed the Early Learning Goals by the time they reach the end of the Foundation Stage. They are able to move with increasing confidence, imagination and control during gymnastic activities and they have a good sense of space. They have good opportunities to handle small tools, objects and malleable materials safely. The provision for indoor play is sound, but the outdoor area is limited because it is too small and does not provide enough space for children to play safely. The fencing and playhouse are in a poor state of repair, and the area is uneven. There are too few wheeled toys and other resources for the children, and there is no climbing frame. However, children are given good opportunities for activities such as dance and movement in the school hall; for example, one lesson on the theme of 'Oceans' helped children to explore movement and shapes. Objects such as 'rain sticks', shells and sand on a tray were used to good effect to promote speaking and listening skills. Teaching was good in this session, and learning support staff encouraged children to use creative movements and to begin to sequence actions successfully.

Creative development

47. The children make good progress and exceed the Early Learning Goals. They are given a wide range of opportunities to explore their ideas through painting, music, and sand and water play. Children are particularly good at using the elements of colour and shape in their pictures and models. There are many exciting examples of good work, which have been collected and used for general displays around the school and in the classroom. For example, the highly colourful paintings that adorn the classroom area show that learning is great fun. All adults promote this area of learning well and the quality of teaching is good. Activities are planned carefully and staff encourage children to take pride in their finished work. The sound management of lessons helps to ensure that children build well on their skills and knowledge, although there are insufficient resources in the home corner and this limits the opportunities for children to play imaginatively.

ENGLISH

48. Since the previous inspection the school has introduced the National Literacy Strategy well and this is helping to maintain the good standards found at the time of the last inspection. In addition, appropriate targets have been identified to raise standards, particularly in writing. The current inspection findings show that standards in lessons are above the expected levels by the end of Year 6 and Year 2.
49. Pupils in Year 6 have well developed listening skills which enhance learning. They can discuss themes, problems and solutions in relation to writing poetry and give sensible, thoughtful responses. These oldest pupils listen well to the views of others and have a growing confidence in expressing their opinions sensitively when speaking. They are given many opportunities to lead discussions in large groups, which they take on enthusiastically. Pupils in Year 2 make good progress in speaking and listening. They listen carefully to staff and peers in whole class and small group sessions. They are keen to answer questions when talking about books and stories, and they contribute willingly in practical activities. For example, the good focus on speaking skills in one lesson when pupils presented their completed topic work to the class resulted in good progress; pupils had great fun showing their posters and they increased their communication skills well.
50. Standards in reading are good in the infant and junior classes. Pupils make good progress, so that by the time they reach the end of Year 6, they achieve well. They understand significant ideas and events in books. They read and understand complex metaphors and similes and higher-attaining pupils can work out rhyming patterns in verse. Pupils have good opportunities to use the library. This has a positive effect on their progress because literacy skills are used well across the curriculum. Most pupils read with clear understanding of both fiction and non-fiction books, and they use indexes, glossaries and the contents page well in reference books and printed materials in the library. In the infants, reading skills are good. Pupils read simple texts accurately in group activities and the higher-attaining pupils are fluent, confident readers attaining well above average standards. Pupils have good knowledge of phonic blends and word-building techniques to help them decipher text.
51. Writing standards in English and across the curriculum have been maintained since the previous inspection in the juniors, and are good by the end of Year 6. Many pupils are confident writers, and they write adventure-action stories fluently, with good content and interesting action. They identify a wide range of connectives and

recognise the effect of these in writing. The oldest pupils can redraft work themselves and use punctuation correctly. They show good imagination when writing creatively and empathise thoughtfully with characters in stories based on titles such as 'The Third Floor Bedroom'. Pupils generally have fluent, joined handwriting, although their use of pens in their work is not always as neat as it could be. Standards of spelling are good in the juniors. Pupils learn to recognise spelling patterns through focusing on words in the literacy hour and by practising daily with other pupils, as well as by taking spellings home regularly. In the infants, all pupils know that a sentence begins with a capital letter and ends with a full stop. They learn about the use of adjectives and how to answer questions about a text. Pupils discuss features of writing, such as punctuation, during shared reading in the literacy hour and they enjoy writing stories. However, handwriting and presentation skills are inconsistent throughout the school. Although most pupils write fluently and legibly, taking care to form letters properly, some are not careful enough when completing work. Nevertheless, pupils have sound attitudes and they are keen to improve their work, with adult help. The staff are tackling the issue of improving pupils' handwriting by introducing a new scheme, based on an approach similar to that used in France and this is so far showing signs of raising standards successfully in Years 1 and 2.

52. The quality of teaching and learning is good in the infants and the junior classes. The standard of teaching has been improved since the previous inspection, mainly due to the good introduction of the National Literacy Strategy. Teachers plan well structured lessons, and they use clear questioning techniques that encourage pupils to participate. The best teaching is characterised by a very brisk pace to learning, strong subject knowledge and good relationships between staff and pupils. Lessons are generally well organised, although inconsistencies in the management of pupils' behaviour sometimes disrupt learning, and the individual educational plans for pupils with special educational needs sometimes lack clear targets to help staff to know how to focus learning. Strengths of the teaching are the good use of time, learning support staff and resources, and the fact that every pupil is valued as an individual. This leads to mostly positive attitudes and self-esteem amongst pupils. Marking is up-to-date and teachers often make helpful comments on pupils' work, which has a positive effect on learning. The range of reading resources is good and there are sufficient materials from different cultures and traditions to provide the range and choice required, although there are only limited stocks of fiction books from which the oldest pupils can choose. The subject is led and managed appropriately by the acting deputy headteacher. The headteacher analyses the results of the standardised tests rigorously to identify any areas of concern. Monitoring of the subject is satisfactory. It includes regular evaluations of teaching and learning, and assessment is used well to ensure that pupils make sufficient progress. Poetry is a strong feature of the subject, and literacy skills are promoted well across the curriculum through good cross-curricular links with subjects such as geography, history, and information and communication technology.

MATHEMATICS

53. Pupils attain standards that are above average by the end of Year 6. Higher-attaining pupils are appropriately challenged to do well, and progress is maintained throughout the juniors. Since the last inspection, when standards were similarly high, the staff have worked hard to implement the National Numeracy Strategy well and this has ensured the current good standards throughout the school. By Year 4, higher-attaining pupils work with large numbers in their investigations; they have a good understanding of fractions and use multiplication to check the accuracy of division. Pupils have a good knowledge of shapes and record data from their investigations in

suitable ways, using computer programs when appropriate. Throughout the school the pupils' ability to perform mental calculations with speed and accuracy is a particular strength. The teachers employ a wide variety of strategies in their teaching. The use of computers to support learning is very good. For example, in a Year 6 lesson on the interior angles of polygons, the pupils used the computers to test various ways of constructing complex shapes on screen. Pupils with special educational needs are supported well by skilled teaching assistants, and all pupils are valued, with errors corrected sensitively to ensure that there is no loss of self-esteem. However, in some classes with pupils who have learning difficulties, the individual educational plans for them are too general and lack frequent reviews of progress and pupil targets to enable staff to know exactly when to intervene and when to promote independence.

54. By the end of Year 2, pupils have a secure understanding of number. They have a good knowledge of the two and ten-times tables in their calculations and learn to double and half numbers. Higher-attaining pupils use a range of strategies to add numbers to ten and 100 and have a good understanding of place value. They have a sound knowledge of shapes and work confidently with measures. Higher-attaining pupils use terms such as 'right angles' and accurately describe movement using right-angled turns to the left or right. The most capable pupils sometimes make very good progress when teachers have high expectations and the work is challenging, but achievable. Numeracy skills are well developed throughout the school. The daily mathematics lessons support pupils well and the pace of mental mathematics is brisk. A wide range of practical tasks and games help them to apply their skills to problem solving. Pupils also use mathematical language well because teachers require them to use the words they are taught. The more capable pupils are consistently challenged to achieve levels that exceed those of their peers.
55. The quality of teaching and learning is good. Teachers' planning is of good quality and tasks are matched closely to the needs of the different ability groups. For example, in a Year 2 class, teaching proceeded at a pace which was skillfully judged to enable the children to understand the concept of quarters so that many progressed from quartering shapes to fractions, using numbers with confidence. All adults are skilled in their use of questioning. Thorough analysis of how well the pupils achieve the objectives for the lessons enables the teachers to assess learning and plan the next steps. Teachers are beginning to use their analysis of the pupils' abilities to set individual, group and year targets. Annual tests taken from Year 2 onwards help teachers to measure achievements against national standards, and the headteacher supports teachers with comprehensive data to track the progress that the pupils make. These procedures are good. The teachers know their pupils well and have high expectations, which the pupils strive hard to meet. Lessons are challenging and relevant to the pupils' experiences. Pupils receive consistent encouragement to find their own ways and show obvious enjoyment in solving problems, sharing them with their peers. Homework supports the work in the classrooms, although it is not set consistently throughout the school. The subject is led and managed appropriately by the co-ordinator. Mathematics permeates the school curriculum and pupils apply their skills well in subjects such as science and information and communication technology.

SCIENCE

56. Standards are good by the end of Year 6 and Year 2. This is similar to the findings of the previous inspection. Pupils do particularly well in scientific investigations and apply their knowledge well. For example, pupils in Year 5 are currently studying the

effect of light on flowering plants. They build well upon their previous knowledge of topics such as the solar system and food chains. Pupils' workbooks are commendable and of high quality in the way they are presented. In discussion, the pupils in Year 6 agree that they enjoy the subject a great deal, and they particularly like conducting experiments. Pupils can recall vividly a recent demonstration about chemical changes provided by a visiting teacher and that it encouraged them to want to undertake more investigation in the future. Speaking and listening skills are actively encouraged in science at both infant and junior stages, and this makes a noticeable impact on the good quality of lessons. In Year 5, pupils understand the difference between pollination and fertilisation, and the functions of plants. Their work benefits significantly from the good participation of learning support assistants in guiding pupils' behaviour and learning, and the good subject knowledge of the teacher. In Years 3 and 4, pupils are able to devise experiments to test out theories, such as those related to their work on the muscles of the human body. The teachers' careful planning and good subject knowledge often results in pupils' good progress.

57. Pupils in Year 2 make good progress and attain well. They produce a wide variety of written and illustrative work. For example, they have completed good studies of how animals and humans produce young that grow and mature at different rates. Pupils recall previous knowledge readily and are keen to share their recollections with others. For example, a pupil in Year 2 with a noticeable personal interest and ability in the lesson content was encouraged to expand on the meaning of 'Metamorphosis' and to tell the rest of the class about it. In Year 1, pupils enjoy group work that helps them to identify ways in which the wind is a pushing force.
58. The quality of teaching and learning is good overall. Classes are managed effectively and lessons are planned and structured well. Teachers' subject knowledge is good and lesson planning is based on good coverage of the curriculum. The subject is managed appropriately by the co-ordinator who is responsible for the production and review of the scheme of work and the allocation of study units throughout the school. An assessment framework is available to all staff, which includes effective termly assessments and mid-term evaluations of pupils' work. The co-ordinator monitors the curriculum through informal discussions with staff and assessments of pupils' work, but has insufficient release time to monitor teaching and learning, as noted in the previous inspection report. Nevertheless, strong features include the good quality of pupils' work and their clear understanding of how to conduct investigations. Good cross-curricular links are forged with geography through activities such as residential visits when pupils study habitats and river flows. The subject is well resourced throughout the school.

ART AND DESIGN

59. Standards are well above the expected levels at the end of Year 6, and above the expected level at the end of Year 2. This indicates a rise in standards since the previous inspection. All pupils, including those with special educational needs, achieve well in the subject.
60. Attractive sculpture work and design on fabric feature well throughout the school. Year 6 pupils' sketchbooks show artwork that is frequently of a high standard, and some pupils' effort is excellent. Intricate pastel work illustrates geometric shapes based on a stimulus from the work of Paul Klee. Pupils in Year 5 have produced a high standard of work using pastel techniques. For example, the aim of one lesson, which was achieved very successfully, was to make a pastel still-life picture in the style of Gerald Murphy. The session involved a review of previous work on still life,

and comparisons between Murphy and Van Gogh. Pupils achieved clean, bright colouring with pastel, and created intricate shapes with sharply defined edges. All pupils show great interest in their work, and the majority can draw and sketch with accuracy at the junior stage, with many younger pupils showing competence in their use of paint and other media at a standard higher than usually expected. In a Year 2 lesson, pupils used a combination of art and design techniques well. Sketching formed a significant part of the lesson, making it as much an art experience as design and technology. Pupils have designed and made stick puppets, which are well made and carefully completed within the lesson time. Pupils in Year 1 have created flowers for a most attractive and colourful display entitled 'Mother Nature, Designer'. Display work around the school, incorporating pupils' efforts, confirms that a wide variety of techniques and a high standard of competence are achieved. Photographic and recorded evidence demonstrate a consistently high standard of work by pupils over an extended period. For example, The World Book Day 2002 generated over a hundred entries on the Salisbury Festival theme 'In Praise of Trees' by pupils at the school. Texture work and landscape paintings in Year 6, and pottery in Years 1 and 5, are also of a high standard.

61. The quality of teaching and learning is good. This is mainly due to the talent amongst the staff in art and creativity, which is reflected in the standard of work completed by pupils. Lessons are planned well, and the resources are used extensively by all teachers to inspire and motivate pupils. In addition, the displays throughout the whole school are changed regularly and are of a consistently high quality. They are used well by staff to present pupils with strong models of good standards and to set high expectations for finished work. Visiting artists have encouraged pupils to experiment successfully with fabric design and pottery, and this has had a significant effect on pupils' learning. Since last September, a new co-ordinator has been active in maintaining staff enthusiasm for the subject and this has helped to keep standards high. There is no current focus for the subject within the school development plan or a specific budget, but the co-ordinator has been allocated funds to develop 'creativity' generally, across the curriculum. The co-ordinator visits classes on an informal basis, but does not usually have opportunities during the school day to monitor artwork in progress during lessons. Nevertheless, the co-ordinator makes arrangements to enable the staff to work collaboratively on displays in school corridors and other areas. These are all attractive and help to provide a stimulating environment for pupils, staff, visitors and parents.

DESIGN AND TECHNOLOGY

62. No overall judgements can be made, because no lessons were observed due to the organisation of the subject into blocks of time. However, through discussions with pupils and a scrutiny of their work and teachers' plans, it appears that the school has maintained the good provision found at the time of the previous inspection. Pupils are accustomed to working from designs, which specify the tools and materials needed for their models. By the time they reach Year 6, they have good knowledge of a variety of methods to fasten materials together, which include clips, glue and string. They measure, cut and join a variety of materials accurately and assemble simple mechanical models carefully, introducing movement by using axles for wheels. Pupils can list the different components needed, together with procedures for making and evaluating their work. For example, their designs and finished pieces of 'Pneumatic Monsters' to link with the history topic of 'Vikings' show very good attention to designing for a purpose. Pupils with special educational needs are equally as successful in making things as other pupils and this helps to raise their self-esteem. All pupils enjoy designing and making models. They apply finishing techniques

carefully, such as painting, to enhance the quality of their models. Pupils in the infant classes understand the properties of common materials and, by Year 2, they make good choices when constructing models of swings and see-saws for 'Ted's Playground', and Incy-Wincy Spider' winding mechanisms. The wide range of curricular opportunities, including food technology, model-making and textiles, have a positive effect on pupils' attitudes to their work.

63. The quality of planning is sound. Teachers have secure subject knowledge and plan their lessons to give pupils a broad range of experiences. The subject is a well organised area of the curriculum that is linked well with other areas, such as literacy, history and science. Computers are used effectively to extend learning throughout the school and the enthusiastic co-ordinator promotes consistently high standards of displays in classrooms and corridors. As a result, work and wall hangings are well mounted, clearly labelled, imaginative and colourful. The co-ordinator's expertise has had a positive effect on the development of the curriculum. Since the last inspection, the school has added a room specifically for the subject and this is used well. However, although the co-ordinator has undertaken some specialist teaching in Years 5 and 6, he has still not been given sufficient release time to monitor the quality of teaching and learning formally and this is an area for further development.

GEOGRAPHY

64. Standards are above the national expectations at the end of Year 6 and Year 2. Pupils in all age groups, including those with special educational needs, make satisfactory progress overall in this subject.
65. The school's agreed policy is based on developing pupils' knowledge of their local environment and extending their awareness and understanding of the wider world. The good scheme of work is followed and linked well to the requirements of the National Curriculum. It details many opportunities for pupils to use the local area as a source for first-hand observations. An analysis of work showed a gradual build-up of investigative skills and geographic understanding as pupils progressed through the school. In all classes, pupils are given opportunities to develop their knowledge of where people live and to contrast their localities with those found in other countries. Whilst pupils in Year 1 are given opportunities to become aware of the area in the vicinity of school, those in Year 3 extend their studies to compare contrasting localities. Pupils in Year 4 study the local neighborhood in greater depth and were observed debating the possible environmental impact of a cinema within the locality. The older pupils in Years 5 and 6 have been on field trips where they have completed map work and environmental surveys, and studied other aspects of the area to some depth. A recent visit to the Hurdcott Estate resulted in an impressive display of work in the school hall. However, written work is often of variable quality and frequently completed on photocopied sheets, which does not do justice to the quality of the pupils' learning.
66. The quality of teaching and learning is good overall. The teachers' knowledge of the subject is very good. In a good Year 2 lesson, the pupils were using the story of 'Barnaby Bear Goes on Holiday' to learn about other parts of the world. They used a range of resources including holiday leaflets and the computer as part of their research. One group of pupils used computers confidently to write a postcard home from the viewpoint of 'Barnaby'. Planning is structured well throughout the school to ensure that the pupils gain a growing understanding of the environment and the world around them. Some assessment is being piloted within the school to supplement the teachers' own marking of class work, but there is no consistent use of assessment in

the subject to help staff plan their lessons. Although the leadership and management of the subject are satisfactory overall, the co-ordinator has little time in which to support colleagues or monitor the quality of teaching and learning. Nevertheless, the school makes good use of computers and the Internet to encourage pupils to access a wide range of information. Local facilities and the environment are used well to extend pupils' learning, and the school arranges for pupils to undertake visits to other localities and to listen to foreign visitors talk about their countries of origin. These provide pupils with good opportunities for them to extend their cultural awareness.

HISTORY

67. During the inspection it was not possible to observe sufficient lessons on which to make an overall judgement on the quality of teaching and learning. However, the evidence drawn from an analysis of pupils' work, from talking to pupils and from planning, indicates that standards at the end of Year 6 and Year 2 are in line with those expected nationally. This is similar to the findings of the previous inspection.
68. The school curriculum is planned in a satisfactory manner and most pupils, including those with special educational needs, make sound progress from Years 1 to 6. Long-term planning for the subject is linked well to the requirements of the National Curriculum, making full use of local historical opportunities. The school successfully encourages an enquiry-based approach whenever appropriate. By Year 6, pupils have developed their knowledge and understanding of the subject well, and their topic work about ancient Greece reflects this. Pupils are beginning to select and combine information from different sources. Their completed work shows that pupils' knowledge and understanding of historical events have increased well, to the extent that they can describe similarities and differences between past and recent societies with confidence. Studies are reinforced well in subjects such as music, art, dance and literacy, where good opportunities for imaginative, cross-curricular work enhance the teaching and learning. For example, in Year 3, the pupils have considerable knowledge of the craftsmanship of the Vikings and Viking boats because they apply their knowledge of design to historical contexts. Pupils in Year 1 have based their learning on how toys have developed through the ages. Their work shows an emerging sense of chronology and some knowledge of aspects of the past. Work is often of a practical nature and pupils have good opportunities to develop concepts about time and build up an understanding of historical stories. In Year 2, pupils have studied the Crimean War through the eyes of a nurse. Their work shows evidence that they recognise why people living in the past acted as they did, and pupils are beginning to develop knowledge of the past beyond living memory.
69. Most pupils enjoy their lessons and are able to talk quite knowledgeably, and with interest and enthusiasm, about work that they have completed. They have a growing sense of chronology and are able to expand upon historical events in considerable detail. However, the pupils' written accounts of their studies are not always of a satisfactory standard. Accounts are sometimes too brief, with untidy handwriting and insufficient attention to neatness. This has not been checked by the co-ordinator whose role has been limited due to insufficient time to manage or monitor the subject, although assessment procedures are being developed and are currently in the early stages of trialing. The school has made good use of visits to local places of interest, and evidence from past records shows that some very good activities have taken place to make history a vibrant subject. For example, pupils in Year 6 have participated in role-play activities about ancient Greece and others have dressed in costume for a Roman Day. Resources for the subjects are good and easily

accessible. Linkage between history and other subjects, such as information and communication technology, is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

70. In the junior classes, all pupils make good progress so that by the end of Year 6, standards well exceed national expectations. By the end of Year 2, standards are good, and pupils, including those with special educational needs, make good progress in their learning. Good teaching and effective classroom management, linked to successful use of the school's new 'Broadband' computer facility, are having a positive impact on the standards achieved. Pupils work hard to apply their literacy skills when using computers. They show satisfactory application of their knowledge and understanding of punctuation when writing stories and poems. In numeracy, pupils use spreadsheets and simulations accurately to solve mathematical problems. In geography, pupils use the Internet to research information on climate, and other parts of the world.
71. By the time pupils reach the end of Year 6, they use word-processing skills successfully to write letters in the correct style and format. They are confident in using the Internet as a means of research. For example, in their work on 'Mountains', pupils showed very good skills and judgments in deciding when the use of computers was appropriate and when other sources were more useful. They are able to use simulations and interface computers with control units such as programmable robots. In Year 5, the most capable pupils show very good word-processing skills, linked to impressive use of literacy skills when writing their own accounts. One class was observed using computers with confidence to design posters as part of a persuasive writing lesson. Pupils in Years 3 and 4 are confident in combining text and graphics, including 'clip-art' and digital photographs. Word-processing skills are developed successfully, particularly in the layout and presentation of poems. By the end of Year 2, pupils are confident in the key skills of using the mouse and keyboard. They know how to 'log on' and 'log off' when using the school's networked computers. Pupils in Year 1 are confident in loading and saving their work and using printers. They show good presentational skills in word processing.
72. Teaching and learning are good, and make a significant contribution to the standards achieved. Teachers have gained confidence and expertise in teaching the subject as a result of successful training; two members of staff are qualified trainers and have supported the rest of the staff. Through a successful pilot scheme, all teachers have a laptop computer, which has greatly enhanced their lesson preparation. In lessons, teachers show confidence in the use of digital projectors to support their teaching; for example, in a Year 3 lesson, the teacher was able to project on to a board maps of the local area from the Internet and then to highlight key features for discussion. Later, the pupils were able to extend their work through the use of email to another school shown on the map, to obtain further information. During lessons, teachers move around the classroom to offer support to the children working on computers and encouraging those pupils who need additional help. Learning support assistants and parent helpers make a valuable contribution by supporting pupils with special educational needs. As a result, all pupils are included fully in lessons and they make good progress. The subject is effectively led and managed by the hard-working and enthusiastic co-ordinator. She has a very clear vision of how the subject needs to develop and this is shown in a detailed action plan. Although she has insufficient time to monitor learning and support colleagues during lessons, the planning and record-keeping systems do much to ensure consistency in learning as the pupils move through the school. Resources are good and this, coupled with effective classroom management, ensures that the subject makes a positive impact across the curriculum.

MUSIC

73. Standards are good throughout the school. The previous inspection report noted that attainment in music was generally above the national expectations. This inspection confirms that the subject is taught well at both the infant and junior stages.
74. By Year 6, pupils know that musical 'rounds' produce harmony. They understand chords and know how a performance can be developed. They use tuned and untuned percussion instruments effectively and show good listening skills. Pupils' behaviour and co-operation are mainly good. Teachers' demonstrations of percussion-playing techniques are competent and contribute to a friendly activity in which noticeable progress is achieved. Peripatetic teaching provided for individual pupils is of a high standard and several junior pupils play brass instruments, the violin and the clarinet with a high degree of competence for their age. A significant number of pupils have achieved Associated Board music grades, and the school actively encourage them to do so. In a Year 1 class, pupils are able to compare high and low sounds to develop a clear understanding of pitch. Effective teacher demonstration, good lesson planning, good behaviour and good pace together provide effective lessons to reinforce pupils' musical understanding and knowledge. Year 1 pupils also experience singing and clapping on or off beat to ensure a sound initial understanding of syncopation. Standards of singing are good. Pupils clearly enjoy singing as an activity and perform well.
75. Teaching and learning are generally good. Lessons are planned well and show clearly how pupils are expected to progress. The good provision for extra-curricular activities includes pupils' participation in the choir and occasional bands, as well as special productions at Christmas and on other occasions. In addition, a successful visit to the cathedral took place in February 2002, involving pupils well in musical activities. Leadership and management of the subject are satisfactory. The co-ordinator is currently working on a revised framework and has led a curriculum development day for the staff. An appropriate scheme of work is used well by staff, and the co-ordinator has arranged for pupils to take part in a wide range of forthcoming musical events for the next academic year to extend their learning. Suitable aims for the subject include extending the provision for peripatetic teaching within the school, increasing the stock of percussion instruments, and fully implementing a new scheme of work by July 2003. The school is resourced well, but there are only limited opportunities for monitoring teaching and learning.

PHYSICAL EDUCATION

76. Standards have improved since the last inspection, and are now good by the end of Year 6 and Year 2. The oldest pupils in the school have well developed skills in gymnastics, athletics and games.
77. Pupils in Year 6 bowl over-arm with accuracy and pitch a ball in the correct spot. They understand the basic techniques associated with striking a ball and the role of a fielder, and those with special educational needs make good progress, achieving results that enhance their self-esteem. All pupils are able to evaluate their performances effectively and discuss the next steps they need to take to improve their skills. For example, in a lesson involving pupils in Year 4, catching and throwing skills were taught well so that the most capable pupils demonstrated their successes adeptly and the teacher's effective coaching points enabled them to evaluate their own progress. Pupils in the infant classes use space well, showing good awareness of others as they move at speed safely and changing direction with a good measure

of control. They recognise the beneficial effect of exercise on their breathing and heart rate. Pupils can bounce, throw and catch a ball with appropriate control, using one or both hands whilst moving. By the end of Year 2, pupils use movement imaginatively. They concentrate over time to improve their work and enjoy performing. By the time they leave the school, all pupils are able to swim 25 metres and many exceed this. Pupils in Years 3 and 5 make good progress in swimming and enjoy lessons. They understand personal survival techniques, and complete tuck jumps and backstroke successfully.

78. Overall, the quality of teaching is good in the infant and junior classes, with some examples of both good and a little unsatisfactory teaching observed. Where teaching is best, the lessons are planned and prepared in detail, and pupils are involved quickly in activities. The teachers assess performance and intervene sensitively to praise pupils as they work, stopping to bring them together for demonstrations. The pace of lessons is brisk and pupils are engaged purposefully in learning throughout the lessons. For example, in a Year 2 games lesson, pupils were able to show good awareness of space and of each other in a team situation. The teacher emphasised the importance of fair play and used encouragement positively. The pace of the lesson was good and pupils demonstrated their willingness and ability to co-operate well with each other. Pupils are usually managed appropriately, although there are instances of ineffective control that result in disruptions to teaching and learning. For example, the poor behaviour of some noisy pupils in a Year 3 rounders session was left unchecked and this caused a disturbance to neighbouring pupils in nearby classrooms. Limited effective action was taken to reduce noise or modify poor behaviour when pupils in Years 3 and 5 waited for the delayed bus to take them to the local swimming pool and this resulted in an inappropriate use of curricular time. However, one teacher encouraged several pupils to concentrate on finger exercises while they waited and this was a successful strategy.
79. The co-ordinator manages the subject throughout the school, and is effective in this. A sports programme has been formulated to aid teachers' planning and to cater for pupils' capabilities in activities. A new scheme of work is in place and will be implemented during the next school year. The co-ordinator has been allocated a day each month to undertake revision of the scheme and to assess progress generally. Teachers are very receptive to suggestions and advice, and confident in their teaching of dance. They are becoming increasingly confident in gymnastics provision, and are particularly able in the planning and delivery of swimming lessons. The school has ample resources for teaching dance, games and gymnastics. The extra-curricular provision is good and provides pupils with challenging competitive matches and joint activities with neighbouring schools.