

## INSPECTION REPORT

### CLARENDON INFANTS SCHOOL

Tidworth

LEA area: Wiltshire

Unique reference number: 126493

Headteacher: Mrs A Turner

Reporting inspector: Mrs H Bonser  
22870

Dates of inspection: September 10 – 13<sup>th</sup> 2001

Inspection number: 197858

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
School category:	Foundation
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Ordnance Road Tidworth Hampshire
Postcode:	SP9 7QD
Telephone number:	01980 843381
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H Walton
Date of previous inspection:	October 6 – 9 <sup>th</sup> 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	English	The school's results and achievements; Teaching and learning; Leadership and management.
11575	Catherine Fish	Lay inspector		Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents.
28014	Peter Buckley	Team Inspector	Science; design and technology; religious education; special educational needs; English as an additional language.	Personal, spiritual, moral, social and cultural development.
14997	Val Emery	Team inspector	Foundation stage; art and design; geography; music; physical education.	
12367	Anthony Green	Team inspector	Mathematics; information and communication technology; history; equal opportunities;	Curriculum learning opportunities.

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

### **INFORMATION ABOUT THE SCHOOL**

Clarendon Infants' School is a foundation school situated in the centre of Tidworth. It draws 75 per cent of its pupils from local army families and the remainder from the local neighbourhood. At present there are 157 pupils from 4 to 7 years of age, with a further 50 children attending the nursery on a part-time basis. However, the number of pupils fluctuates considerably from year to year, and within the school year, as a result of the frequent movement of army personnel. The numbers of pupils leaving and joining the school, other than at the usual times, is very high compared to other schools, with only about 30 per cent of those who start in the reception year remaining to the end of Year 2. There are currently 32 pupils in the reception classes. Although a wide range of attainment is represented, pupils' attainments on entry to the nursery are well below average overall, with many having poorly developed personal, social, language and numeracy skills. Some pupils come from backgrounds that are considerably disadvantaged. The number of pupils known to be eligible for free school meals is broadly average. There are currently 29 per cent of the pupils with special educational needs, which is above average. These numbers also fluctuate considerably. Very few pupils come from ethnic minority backgrounds or speak English as a second language. The headteacher has been permanently appointed from this September after a year of acting in that capacity. A new deputy headteacher has also joined the school this term.

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

Clarendon Infants School is an effective school with many good features. Pupils now achieve well, reaching average standards in reading, writing, mathematics and science by the end of Year 2, because the quality of teaching is good. Pupils behave well and they are keen to learn. The headteacher, governors and all staff work together very well to improve standards and the quality of education for all pupils and are fully committed to continuing this. The school provides good value for money.

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

- Standards in English, mathematics and science are rising steadily and pupils of all abilities do well because the quality of teaching has improved and is now good.
- The headteacher leads and manages the school very well, working closely and very effectively with staff and governors to bring about further improvements in teaching and the standards of work.
- The school cares very well for its pupils, providing good support and guidance for them; together with the very good relationships between all members of the school community, this contributes very well to pupils' positive attitudes towards school.
- The school promotes pupils' moral and social development very well, successfully encouraging them to behave well and to get on well together.
- The school provides a good range of learning opportunities that are relevant to all pupils and help to interest and motivate them well.

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

- Raise standards in information and communication technology, which are below the expected levels at the end of Year 2.
- Continue to improve pupils' speaking skills, which are below those expected at the end of Year 2.

*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 October 1997. It has responded well to all of the issues then noted. Much of the improvement has taken place in the last year. Teachers' planning is now based on detailed schemes of work that have been put in place in all subjects. It provides a clear focus for all lessons and helps pupils to build systematically on previous learning. Teaching time is no longer wasted during the school day. There has been a significant improvement in the quality of teaching, which is now good. In addition to this, the national literacy and numeracy strategies are implemented well and consistently and there have been improvements in assessment that help teachers to meet

the needs of pupils of all abilities more effectively. The impact of these changes can be seen in the improved achievements of pupils of all abilities, which are now good, and in the steady rise in standards. There is a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning. The school is well placed to make further improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	C	C	D	E	well above average A
writing	B	C	B	C	above average B
mathematics	C	D	C	E	average C
					below average D
					well below average E

The particular characteristics of this school, with a very high number of pupils moving in and out of the school, lead to some fluctuations in results from year to year. It also means that comparisons with similar schools that are based on free school meals can give a misleading picture of pupils' achievements.

Results in the 2000 National Curriculum tests at the end of Year 2, based on average points, were above average in writing, below average in reading and average in mathematics when compared to all schools nationally. They were in line with those of similar schools in writing and well below them in reading and mathematics. Teachers' assessments in science indicate that standards met the expected levels. The pattern of results over the last three years shows the percentage of pupils reaching the expected level 2 has improved in line with national trends in reading, writing and mathematics, with an overall increase in the numbers reaching the higher levels of 2A, 2B and 3. The unconfirmed results of the national tests in 2001 show this trend continuing, with a marked increase in the number of pupils reaching the expected levels in mathematics.

Lesson observations, past and current work show that standards at the end of Year 2 in reading, writing, mathematics and science are broadly in line with those expected and reflect the most recent national test results. Variations between the performance of boys and girls overall are not significantly different from the national picture. Standards in information and communication technology and in pupils' speaking skills are below the expected levels. The school has set appropriately challenging targets, which it is likely to meet.

It is clear from assessment information and from pupils' records that most boys and girls of all abilities build on the good progress they now make in lessons, as they move through the school. They achieve well in English, mathematics and science in relation to their individual starting points by the time they leave the school. This is an improvement from the time of the last inspection, when their achievements were described as satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school and are eager to learn.
Behaviour, in and out of classrooms	Good ; pupils behave well in lessons and at play. No exclusions
Personal development and relationships	Good; pupils get on well together and very well with all of the adults in school. They act responsibly and work well together.
Attendance	Satisfactory; in line with the national average.

Pupils show care, consideration and respect for each other. Older pupils do not have as many opportunities to learn to become self-reliant as those in the nursery and reception classes. The attitudes and behaviour of pupils in lessons was never less than satisfactory and good or better in four out of five of them.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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 overall quality of teaching is good throughout the school. No unsatisfactory teaching was seen. This is a good improvement from the time of the last report, when teaching was satisfactory overall, with a significant amount that was unsatisfactory. As a result, pupils now learn well in many lessons throughout the school. This, in turn, has led to improvements in the achievements of pupils of all abilities. Teaching is now good in English, mathematics and science, where it was satisfactory before. Basic literacy and numeracy skills are taught well. Teaching was also good overall in all other subjects, except information and communication technology, where it was satisfactory, and in history and geography, where not enough lessons were seen to make an overall judgement.

The school now meets the needs of girls and boys of all abilities well including higher attaining pupils and those with special educational needs. Teachers have high expectations of the amount and quality of pupils' work. In well taught lessons across the school, pupils of all abilities concentrate well, work hard and make good progress because teachers give them well-matched, interesting work. What sometimes made the difference between these lessons and those that were satisfactory, was how well teachers kept pupils focused on exactly what they should be learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; a wide range of relevant learning opportunities, which are adapted well to meet the needs of all pupils.
Provision for pupils with special educational needs	Good; pupils have clear achievable targets and are well taught. They receive very effective help from teaching assistants.
Provision for pupils with English as an additional language	Good; pupils receive good support that helps them to participate fully in lessons.

as an additional language	
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; very good provision for moral and social development
How well the school cares for its pupils	Very well; all staff know pupils very well and provide caring support for them.

The curriculum is better planned than previously. It is enriched through a good variety of visitors and local visits, although there are no clubs at present. The very good provision for moral and social development contributes well to pupils' positive attitudes and behaviour. The school works well with parents and keeps them well informed.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher, well supported by very good teamwork between all staff.
How well the governors fulfil their responsibilities	Satisfactory overall; they are taking an increasingly active and effective part in the management of the school.
The school's evaluation of its performance	Good; strengths and weaknesses are analysed increasingly well and result in effective action.
The strategic use of resources	Good; available money is used well to support the school's priorities.

Principles of best value are applied well to all spending decisions. There are sufficient learning resources to support the curriculum, although library resources are only just adequate. Staffing levels are good overall, with a good number of well-trained, effective teaching assistants. The school makes good use of the spacious accommodation.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Their children are well taught. They are expected to work hard, do their best and they make good progress.</li> <li>• The school is well led and managed.</li> <li>• The school is approachable and responsive to their views and concerns.</li> <li>• The school helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside the classroom.</li> <li>• The amount of homework given.</li> <li>• The information they receive about how their children are getting on.</li> </ul>

Inspection findings support the positive views parents have of the school. With regard to their concerns, the team found that, although there are no clubs at present, pupils' learning opportunities are extended by a good range of visitors and the use of the locality. The amount of homework given is satisfactory and in keeping with the school policy. Inspectors find that the written information about children's progress is good and that there are very good opportunities, both formal and informal, for parents to talk with teachers about how their children are getting on.

## **PART B: COMMENTARY**

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

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

1. Results in the 2000 National Curriculum tests at the end of Year 2, based on average points, were below average in reading, above average in writing and average in mathematics compared to all schools nationally. Teachers' assessments in science indicate that standards met the expected levels. The proportion of pupils reaching the higher level 3 was well below average in reading, but average in writing and mathematics. Variations in the performances of boys and girls overall were not significantly different from the national picture. Results were average in writing and well below average in reading and mathematics compared to schools of a similar context. However, the particular characteristics of this school, with the very high number of pupils joining and leaving the school throughout each year, mean that comparisons with similar schools, which are based on the proportion of pupils eligible for free school meals, can give a misleading indication of pupils' achievements.
2. Year group differences and the movement of pupils lead to some year to year fluctuations in results. However, over the last three years, results have shown steady improvement, broadly keeping pace with national trends, with the rise most marked in the percentage of pupils reaching the levels 2A and 2B, especially in writing. The unconfirmed national test results for the Year 2001 show continuing improvements in each subject, and especially in mathematics, where all pupils reached the expected level and with a marked increase in the proportion of pupils reaching Level 2B. Past work and lesson observations reflect this, showing that standards are broadly in line with those expected by the end of the Year 2 in reading, writing and mathematics.
3. Children's attainment on entry to the nursery is well below the expected levels overall. Although a wide range of attainment is represented, many have poorly developed language, numeracy, personal and social skills. They achieve well in the foundation stage, reaching standards in all areas of their learning that are just below those expected for their age, by the time they leave the reception classes. This is because they are taught well and the good provision made for them is adapted well to their particular needs. Detailed records are kept of pupils from whatever point they join the school. From a scrutiny of these, as well as past and current work, it is clear that most boys and girls, irrespective of their prior attainment, now achieve well, in spite of the high level of movement of pupils in and out of the school. This is an improvement from the time of the previous inspection, when pupils' progress was described as satisfactory. Key factors in this include a significant improvement in the quality of teaching, from satisfactory to good overall, and the increasingly effective and consistent implementation of the literacy and numeracy strategies. There have also been improvements in pupils' attitudes to their work and in the organisation and planning of the curriculum, such as the introduction of setting in Year 2 for two terms in English and mathematics. The school has set appropriately challenging targets to raise standards further.
4. In English, pupils now achieve well overall. Standards meet the expected levels at the end of Year 2 in listening skills, but are below them in speaking. There are good examples throughout the school of teachers providing planned opportunities across the curriculum for pupils to practise and extend their speaking and listening skills. Consequently, older pupils listen and respond to questions and instructions well and speak reasonably clearly and confidently. However, many use only a limited vocabulary and have difficulty in expressing their ideas fully. This also has an adverse effect on the development of their writing skills. One reason for this is that the teaching of vocabulary is not structured enough. Standards in reading and writing broadly meet the expected levels with gradual improvements in the number of pupils reaching the higher levels. Phonics are now well taught, although some pupils do not yet apply what they are taught to tackle more difficult unfamiliar words. They are enthusiastic readers, although they understand what they are reading, many have difficulty in talking in any detail about it. Pupils learn to write in a good variety of styles. They write in mainly simple sentences with generally well-formed handwriting and reasonably accurate

spelling, although their stories tend to lack imagination and detail. Teachers make good use of opportunities across the curriculum to extend the range of pupils' writing.

5. Standards in mathematics meet the expected levels at the end of Year 2 in all aspects of the subject. Pupils now achieve well in relation to their previous attainment. This is a direct result of improvements in the quality of teaching and the effective implementation of the national numeracy strategy with the associated staff training. Teachers also make good use of their assessments to plan work that is matched well to pupils' differing needs. Pupils are beginning to develop useful personal strategies for mental calculations although not all teachers encourage pupils sufficiently to talk about and compare their different methods. Some use is made of information and communication technology to support pupils developing skills, but this is not yet fully developed. Pupils make satisfactory use of their numeracy skills in other subjects, for example, by drawing graphs in science and time lines in history.
6. Standards in science have improved since the last inspection and meet the expected levels at the end of Year 2 in all aspects of the subject. A significant number of pupils exceed these. Pupils of all abilities achieve well. One reason for this is that teachers are trained well in using an effective scheme of work that helps pupils to build well on previous learning as they move through the school. There is a strong and successful emphasis on teaching enquiry and investigative skills. Their writing skills are extended by the good variety of ways they use to record their work.
7. Standards in information and communication technology are below those expected by the end of Year 2. Pupils achieve satisfactorily in relation to their previous attainment at the end of the foundation stage. This is a good improvement since the previous report, when pupils' progress was described as unsatisfactory. It has come about because teaching has also improved. However, pupils' rate of progress is hindered to some extent because they currently use different computers in Year 1 to those they use in Year 2 as resources continue to be increased and up-dated. Their skills in word processing are better than their skills in other aspects of the subject. Although some use is made of information and communication technology to support pupils' learning across the curriculum, the effectiveness with which this is done varies to some extent with teachers' own skills and confidence.
8. In religious education, the majority of pupils meet the expectations of the locally Agreed Syllabus at the end of Year 2 and achieve well. They improve their understanding of their feelings and actions, and of the effect of these on others. They develop a sound understanding of Christianity and their knowledge of other religions, through their study of Judaism, is better than that described in the last report.
9. By the end of Year 2, the majority of pupils meet the expected levels for their age in art and design, geography, history, design and technology, music and physical education. Pupils achieve well in these subjects in relation to their previous attainment at the end of their reception year. This is largely the result of the improvements in teaching and planning since the last inspection.
10. Pupils with special educational needs achieve well and make good gains in their learning, relative to their prior attainment. They make good progress towards their individual targets and in lessons, due to carefully planned, well taught work and good support from skilled teaching assistants. The numbers of pupils on the special educational needs register that reach level 2 in the national curriculum tests reflect their achievements. The register also shows the effectiveness of pupils' individual education plans in the way that some pupils move from Stage 3 to Stage 2. The very few pupils with English as an additional language make good progress and are well supported by teaching assistants. The setting of all pupils for literacy and numeracy in the final two terms in Year 2, provides additional support for pupils with special educational needs. It also provides greater challenge for higher attaining pupils, who now achieve well overall because of well-matched work. No significant differences in the achievements of boys and girls were noted during the inspection.

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

11. At the time of the previous inspection, pupils' attitudes, values and personal development

were good and this positive position has been maintained. Parents say that the school tries hard to promote positive attitudes and feel that it is generally successful in this; inspection findings agree with this view. Pupils are happy to come to school and join in enthusiastically with all that is offered to them. In all lessons, pupils' attitudes and behaviour are satisfactory and they are at least good in four out of five lessons. In most classes, pupils settle well to the tasks set and listen attentively to their teacher. They are eager to be involved in what is set for them and, because they have listened well to the instructions, they set about the tasks with interest and enthusiasm. Most teachers quickly catch the pupils' attention and involve them in their learning. For example, in a Year 1 class when moving from a spelling session to a numeracy lesson, the teacher made a very good transition by asking the pupils to move to the carpet and she started to sing from one to ten. The pupils quickly join in whilst moving to the carpet and this led to a very purposeful start to the numeracy lesson. Pupils are eager to be involved in the life of the school. They really enjoy the celebration assembly held each week in which all kinds of achievement are acknowledged. They are proud to be called out and other pupils are happy to applaud their successes.

12. Most parents feel that the behaviour in school is good and this was confirmed during the inspection. In classes, teachers approach behaviour calmly, with good attention to any problems experienced by individual pupils. Because pupils have been involved in devising the rules for their class, they know what is expected of them and strive to meet that expectation. The school approach is to set high expectations and to emphasise the positive whenever possible and this has a good impact on pupils. Pupils, for example in assemblies, respond quickly to the expectation that they will be quiet so they can listen to what is being said. Most pupils respond quickly to any correction. Behaviour at playtimes is also good. During the inspection, pupils played well and happily together; minor problems were dealt with quickly and effectively and pupils enjoyed their time outside with their friends. Pupils who have particular difficulty with their behaviour are sometimes supported with behaviour plans; parents are encouraged to be involved in working with the school to help pupils improve. No bullying or harassment was observed during the inspection. Pupils are encouraged to report any concerns to teachers; these are noted and a discrete, but watchful, eye is kept on the situation. Pupils are expected to talk about and to learn from their actions; the head expects pupils to resolve their differences and to agree to get on with each other. They work hard to achieve this. There have been no exclusions in recent years; the school works hard with the relevant outside agencies to keep pupils in school.
13. Praise is used well in lessons to help to develop pupils' self-esteem. They are encouraged to work hard and to be proud of what they achieve. They show good levels of respect for property; no vandalism or litter was evident during the inspection. Pupils are polite to teachers and other adults in school. Good relationships exist throughout the whole school community with pupils working and playing well together. Pupils can work with each other in pairs and groups and friends support each other, for example if they are hurt at playtime. Very good relationships between staff and pupils develop right from the nursery and these support the pupils very well, both personally and academically.
14. Pupils with special educational needs and those few with English as an additional language have positive attitudes to their work and their behaviour is good because they are very well integrated into classes and participate in a fully inclusive curriculum. Pupils with physical or behavioural difficulties are treated with firm sympathy and are supported appropriately to promote their development.
15. A large number of parents say that the school helps their children to become mature and responsible and inspection findings support this view. Pupils happily and willingly take part in the day to day running of the school such as returning registers and holding doors open. In the nursery and reception years, a system of self-registration is in place, but this responsibility is not extended into Year 1 and Year 2. Pupils in the nursery are encouraged to be independent in collecting and returning resources, but insufficient such opportunities exist for older children. Teaching assistants too often organise and hand out books and resources and clear up in some classes. However, pupils are encouraged to be independent at lunchtime and especially to clear up after themselves.

16. Attendance at school is broadly in line with the national average. The school has worked hard to reduce the level of unauthorised absences that rose to unacceptable levels recently and has achieved a high level of success in this; the figure for last year was very low at less than 0.1%. Many authorised absences relate to the need for pupils to spend time with parents, particularly fathers serving in the army, prior to or after being posted away from home for considerable lengths of time. The school sometimes experiences difficulties over the punctuality of the bus that brings some pupils to school. The school is quick to act in this respect, usually successfully.

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

17. The school has successfully addressed the weaknesses in teaching noted in the key issues at the time of the last inspection. As a result, the quality of teaching is now good overall and pupils learn well in many lessons. This, in turn, has led to improvements in standards and achievements of pupils across the range of attainment. The quality of teaching was good or better in just over four out of five of the lessons seen. It was very good in a fifth of lessons and occasionally excellent. No unsatisfactory teaching was seen. This is a good improvement from the time of the last report, when one in eight lessons were judged as unsatisfactory. Planning and ongoing assessment have been improved so that teachers have a clear focus for all lessons and provide appropriately challenging work for pupils of all levels of attainment. The good quality of planning, with detailed schemes of work now in place for all subjects, and the consistency of approach with which teachers implement this across all subjects provides better continuity of learning for pupils. These were areas for improvement in the last report. A good, ongoing programme of monitoring and support, established last year, together with well planned in-service training, has contributed well to the improvement.
18. Teaching is now good across the core subjects of English, mathematics and science. Teaching was also good overall in the lessons seen in religious education, art and design, design and technology music and physical education. In all these subjects, the quality of teaching has improved from satisfactory at the time of the last report. This very consistent picture makes a key contribution to the good achievements of pupils of all abilities in these subjects. It was satisfactory in information and communication technology and this has improved from unsatisfactory at the time of the last report. In geography and history not enough teaching was seen to make a judgement. The quality of teaching is good in both in the foundation stage and in Key Stage 1. This again represents good improvement, especially in Key Stage 1, where one in five lessons were unsatisfactory at the time of the last inspection and is a tribute to the hard work and commitment of all of the teachers. It enables pupils to build well on previous learning from whatever point they join the school.
19. Basic literacy and numeracy skills are taught well throughout the school helping pupils to achieve well and to make good progress in many lessons. One reason for this is that teachers have worked hard to implement the national literacy and numeracy strategies consistently, helped by good guidance from the co-ordinator and by making good use of external training. Other reasons include the effective support given to pupils with special educational needs, the use of setting in the last two terms of Year 2 to provide additional support and challenge for pupils of all abilities and the introduction of a structured phonics scheme for literacy. The expertise of teachers has been strengthened through recent and continuing training. This helps them, for example, to use questioning and intervention very well to extend pupils' skills and understanding. In a well taught English lesson for pupils in Year 2, the teacher used her expertise well to help pupils apply their phonic skills to spelling, making very good use of letter fans to keep all pupils involved and interested. In a well taught mathematics lesson for Year 2 pupils, the teacher used her subject knowledge very well in skilled, well targeted questioning to encourage them to find alternative ways of working. A particular strength is the way that teachers use opportunities across the curriculum to extend the range of pupils' writing, although their teaching of new vocabulary is not structured enough and they do not make enough use of planned opportunities for pupils to practice their numeracy skills in other subjects.
20. The quality of teaching for pupils with special educational needs is good. Work is well matched to their specific needs as a result of the clear targets in their individual education

plans, which are reviewed regularly by the class teacher and co-ordinator for special educational needs. Teachers work very closely with their well-trained, skilled teaching assistants and brief them well. This enables them to provide good and often very good support for pupils. They make a positive impact on pupils' learning. As a result of this very good teamwork, pupils make good progress in lessons. At times, pupils are withdrawn from classes for individual focused work with a teaching assistant. In the session observed and from their records, pupils also make good progress towards their targets during these times. The good support given to pupils for whom English is an additional language enables them to participate fully in lessons.

21. In many lessons, there are strong features that contribute to the very positive attitudes pupils have to their learning. Teachers manage their pupils in a very consistent and positive way. This is based on the very good relationships between all staff and pupils throughout the school. Teachers help pupils to meet their high expectations of behaviour and attitudes to work by creating a calm, secure and purposeful atmosphere in lessons. They are very good at adapting their style of teaching to the particular needs of the pupils by using a good variety of enjoyable activities, for example, involving the use of different senses, for necessary repetition and reinforcement. They have a thorough knowledge of individual pupils that they use sensitively to support them and promote their self-esteem. They listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many very good examples of this were seen in lessons across the school. It means that all pupils are keen to share their ideas, in spite of their often, limited speaking skills, and to learn readily from their mistakes.
22. Other good features include the way that teachers work together very well as a team and share good practice well. They brief and deploy their teaching assistants well, so that their skilled support has a very positive impact on pupils' learning. Many examples were seen of teachers using very good subject knowledge well in effective questioning to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls were equally involved. They are careful to choose resources and contexts for learning that are relevant to all of the pupils and arouse their interest. In many lessons, they use a good range of strategies to keep up a brisk pace and sense of urgency, by using time targets effectively. As a result, pupils listen well and work hard. In most lessons, although it was early in the term, they settled very quickly and sensibly to group activities, showing how very well they can concentrate and work independently. It is also strengths such as these, together with good assessment procedures, that help pupils, who join the school at a later stage, to settle quickly and in a way that minimises the disruption to their learning caused by moving schools
23. The impact of such features on pupils' rate of learning was illustrated in a very well taught lesson for Year 1 pupils, based on a play script version of 'The Three Little Pigs'. Not a moment was lost during the lesson. For example, as pupils assembled sensibly on the carpet the teacher was already practising initial sounds and they immediately joined in with these. This set a purposeful learning atmosphere at once. Combined with her own infectious enthusiasm and evident enjoyment, together with a brisk well-judged pace, this kept pupils of all abilities engrossed and very keen to learn, throughout. The objectives of the lesson were made very clear so that pupils knew exactly what they should be learning. The teacher made very good use of resources such as finger puppets as well as her own voice to model the reading of the dialogue between different characters. This clearly captivated pupils, improved the expression in their own reading and reinforced the way that speech is represented in text. She used very well focused questioning, matched to individual needs, which built very well on pupils' learning earlier in the week. The teacher used the plenary session at the end of the lesson very well to continue to extend pupils' phonic and word building skills, making good use of picture clues to ensure that non-readers were fully included. This resulted in pupils of all abilities making very good progress during the lesson. In a mathematics lesson for pupils in Year 1, the teacher used her good knowledge of the pupils gained from skilful questioning of each group to immediately increase the challenge of the task where appropriate. For example, she moved higher attaining pupils quickly on to sequencing numbers to 30 instead of 20. Pupils were very well motivated and interested by the teacher's clear and lively explanations and completely absorbed in the well-matched interesting tasks.

24. There were some elements of teaching, where examples of good or very good practice were seen, but where there was some inconsistency between teachers. These frequently made the difference between good and very good teaching and satisfactory lessons. In some lessons, although teachers had clear objectives in their planning, they did not share these effectively with pupils. By contrast, in some very well taught lessons, the teacher not only discussed the objectives with pupils so they knew exactly what they should be learning, but kept pupils tightly focused by returning to them during the lesson. At the end, they encouraged pupils to evaluate their work against them, so that they knew how well they were doing. Although teachers have begun to set targets for pupils to work on and share these well with parents, they do not yet use these effectively in lessons to help pupils focus on the areas for improvement. Plenary sessions are sometimes used well to help pupils not only review, but to extend what they have learnt and also to set the context for what they will learn next. Good examples of this were seen in several science lessons in Years 1 and 2. In some lessons, plenaries are too brief and such opportunities are lost. Teachers work hard to help pupils develop their skills of independent working. Where these are not yet secure and, in a very few lessons, where the teacher is not insistent enough on pupils' full attention and concentration pupils learn little. In general, pupils in Years 1 and 2, have less opportunities to organise their own work and resources than in the foundation stage. All teachers plan opportunities to use information and communication technology to support pupils' learning in other subjects. However, the impact on pupils' learning varied to some extent with teachers' own level of skills and confidence, although there has been an improvement in this since the last inspection, as a result of training that has already taken place.
25. Particular improvements since the time of the last inspection are in planning and the good use that teachers make of the detailed ongoing assessments of pupils' work and responses. Teachers have made good use of external advice and support from the headteacher to improve the quality of planning at all levels and this is ongoing. They plan weekly in year groups and this ensures that pupils in each class have similar opportunities and experiences. As a result of the improvements, lessons are now clearly focused and well structured. Several good examples were seen during the inspection week of teachers adjusting lesson plans to take account of pupils' responses and level of understanding in the previous lesson. The careful assessments and lesson evaluations also result in teachers matching activities well to the needs of pupils of differing abilities, as in a geography lesson for Year 1 pupils. This has contributed to the good progress pupils now make in many lessons.

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

26. The quality and range of the school's learning opportunities for promoting high standards are good. The school has a good curriculum, which is broad, well-balanced and relevant to the pupils and which meets the statutory requirements for National Curriculum subjects, religious education and collective worship well. The curriculum in the foundation stage is well planned and takes good account of the early learning goals for children of that age. Good use is made of the local environment and visitors to the school to enrich the curriculum. Visits further afield are less well developed. However, this is understandable because the high number of pupils who leave and arrive at the school throughout the year makes it difficult to plan ahead for visits involving transport. The broad curriculum and well-planned opportunities is having a positive impact on pupils' learning and the standards achieved by the end of Year 2.

27. The allocation of time for the curriculum is slightly above the national average. Each subject is allocated an appropriate amount of teaching time with a due emphasis on the core subjects of English and mathematics. Good emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the national literacy and numeracy strategies. Both are having a good impact on raising standards in English and mathematics in the school.
28. Policies and schemes of work are in place for all subjects. In addition to the schemes for the national literacy and national numeracy strategies, schemes are now in place for all subjects, based on a range of guidance produced nationally and by the local education authority. Teachers make good use of these in their planning, which now helps pupils to build on previous learning well. This is an improvement since the previous inspection when a topic-based approach to teaching was judged to have weaknesses. The development of specific schemes for all subjects has ensured that the National Curriculum is fully taught. The scheme for Religious Education is in accordance with the locally Agreed Syllabus for Wiltshire.
29. The provision for pupils' personal, social and health education is good and is taught in accordance with the requirements of the governing body. Provision has been well maintained since the previous inspection. Sex education and attention to drugs misuse is taught through other subjects, for example science and personal, social and health education. A commercially published scheme is used to support the teaching of the subject. The school nurse and local police liaison officer give good support to lessons about health and citizenship. The personal, social and health education programme also includes 'circle time', where pupils have the opportunity to discuss issues relevant to their own experiences; for example kindness, caring and helping others.
30. As well as the school nurse and police liaison officer, visitors to the school also include parents and grandparents, who talk to the pupils about their childhood memories, and builders from the local housing development, who talk about their work and safety issues. A puppeteer has also performed Punch and Judy and The Emperor's New Clothes. Good links have also been established with the army. The army padre visits the school regularly, an army quartet play to the pupils at Christmas and good links have been established with the Royal Horse Artillery. All the visitors make a good contribution to the life and work of the school and enrich the opportunities provided for the pupils. The provision for extra-curricular activities is well below that normally expected in an infant school. Although there are no clubs at present, the school is planning to address this.
31. The local community makes a good contribution to pupils' learning. Parents and grand parents help in lessons. The school has good links with a toddlers' group, which meets two afternoons and one morning a week in the school, and good links with the partner junior school. Induction and transfer procedures are used well to ease pupils into school and to move them on to the next stage of their education. Good links have been established with the local leisure centre, a local college for the development of child care students and the teacher training institution in Bath.
32. The provision for equality of access and opportunity is good. The curriculum is accessible to all pupils regardless of their ability, gender, race, or background. There is good provision for pupils with special educational needs and those with English as an additional language. They are given as many opportunities as other pupils to be involved in all areas of the curriculum, and particularly in developing their skills in English and mathematics. Occasionally this may be in the form of withdrawal, but mainly through good support by well-briefed and experienced teaching assistants in the class. Teachers plan well for these pupils and tasks are matched to targets in their individual education plans. Careful ability grouping within the class and setting for literacy and numeracy in Year 2 contributes effectively to their good progress.
33. The school makes good overall provision for pupils' spiritual, moral, social and cultural development, a strength that has been sustained since the last inspection with provision for moral and social development improved.

34. Opportunities for pupils' spiritual development are good. Collective acts of worship allow for reflection through themes such as, 'God's wonderful world', stories from the Bible and opportunities for prayer. Religious education and links with the churches contribute to pupils' spiritual awareness through celebrating ceremonies such as christenings and weddings. Opportunities for pupils' spiritual development are further developed through art, music and drama, although this is spontaneous rather than planned. Regular circle times provide good opportunities for pupils to explore their feelings.
35. The provision for pupils' moral education is very good. All teachers have high expectations of pupils and from the nursery they are taught the difference between right and wrong. This is promoted very well in the way that pupils are fully involved in drawing up the 'Golden Rules' for classrooms, playtimes and lunchtimes. Last year the focus of one of the visiting theatre groups was to help pupils become more aware of the need for co-operative behaviour. The behaviour policy is applied very consistently by all who work in the school and this has a positive impact on pupils' behaviour. Pupils are regularly rewarded for exceptional good behaviour in the weekly achievement assembly.
36. The school makes very good provision for pupils' social development. All staff provide very good role models in their relationships with each other and with the pupils. The recently introduced personal, social and health education policy and that of citizenship, provide a secure framework for the teaching of social education. Opportunities are provided, in lessons, for pupils to work together collaboratively. Pupils have responsibilities within the classroom and older pupils are responsible for physical education and playground equipment. Support for a range of charities further enhances pupils' social awareness.
37. Provision for cultural development is satisfactory. Visitors to the school, such as theatre groups, puppet shows and an army band, and visits in the locality to study local shops and environmental walks to improve mapping skills all contribute to pupils' awareness of their own culture. The school has worked hard since the last inspection to improve pupils' awareness of other cultures. Pupils are introduced to other cultural traditions through religious education, art, music and displays in the hall, which are changed regularly. These include, for example, aspects of Judaism and the celebration of the Chinese New Year. However, opportunities are missed to celebrate cultural diversity in the particular community in which they live.

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

38. The school takes very good care of its pupils. The good levels identified in the previous report have been well consolidated and built upon further. The school provides a caring and safe environment in which pupils are able to develop well. All adults from the nursery upwards have very good knowledge of the children and pupils they come into contact with and the very good relationships that develop, ensure that individual needs are well known and met.
39. Procedures and practice to ensure health, safety and wellbeing are very good. Pupils are only allowed to leave school with an adult known to the school or someone they have been told about. Accidents and the actions taken are well recorded; letters are sent home if a pupil has been injured. Pupils with specific medical conditions are brought to the notice of staff and, where there is a need, specific training is given in how to cope with any arising emergencies. All necessary fire tests, drills and precautions are undertaken; due care is taken to try to eliminate risk and attention is paid to safety in lessons and on any visits undertaken. The school has a very clear and straightforward child protection policy; staff are reminded of their responsibilities in this area every year. The school is familiar with the system of multi-discipline case conferences and the requirements placed on schools. The current designated person retires at the end of the year; plans are already in place for someone else to receive training and for there to be a smooth transfer of responsibility.
40. The monitoring of personal development is good. It is mainly informal, although teachers often keep notes of achievements and any activities that pupils take part in, particularly outside school. These are often celebrated at the Friday assembly. The personal details provided in reports show that teachers know their pupils well. Discussions take place formally in class circle times regularly and this enables teachers to probe pupils' ideas and suggestions and to

find out more about them. Many parents comment on the very warm welcome that newcomers receive. The school has very good procedures to support pupils, and their parents, who join the school part way through the year; this helps the large number of pupils involved to settle quickly.

41. The school has a very good behaviour policy and the procedures are well used to promote the good behaviour of pupils. Generally, pupils know what is expected of them; each class draws up class Golden Rules at the start of the year and this is an effective way of involving pupils. In addition, pupils helped to devise the rules for lunch and play times. These are effective in promoting good behaviour at these times. Pupils may be expected to account for any poor behaviour and are expected to reflect and apologise if they feel able to. A few parents have concerns about the way bullying is handled. None was observed by the inspection team. The policy and procedures used by the school are clear and unambiguous. Pupils are expected to make their concerns known to staff and for them to be taken seriously. Any bullying brought to the attention of the school is explored and pupils may be asked to discuss matters with, for example, the headteacher. This may result in the concern being posted in the staff room and with staff being asked to keep a particular eye upon individuals and to note anything of concern. Parents may not always be aware of this procedure, although they are generally kept informed.
42. Procedures for monitoring and promoting good attendance are very effective. In recent times the school has managed to reduce the unacceptable level of unauthorised absences that occurred. This was achieved by consistent reminders, especially in Newsletters, to parents of the need to inform the school of reasons for absences, coupled with a system of letters, telephone calls and the involvement of the educational welfare officer, if needed. This has resulted in unauthorised absences being nearly eliminated. The school's attendance policy stresses the need to ensure there are no underlying causes for pupils' absence and, if there are, for the school and parents to work together to overcome them. This shows a very good level of concern and understanding on the part of the school. Concern was expressed in the previous report about registers only being checked weekly; this now happens daily.
43. The school has effective procedures for early identification of pupils with special educational needs, placing them on the special educational needs register and providing what further help is needed in accordance with the school's policy. This is particularly important in view of the high number of pupils that enter the school from other schools at any time during the school year. The identification in the nursery, of children with special educational needs, particularly those children with speech and hearing difficulties and those with behavioural problems, enable support to be provided at an early stage. These children show an improvement by the time they start full time education. The special educational needs co-ordinator is conscientious in maintaining individual education plans and ensuring that provision outlined in statements of special educational need is implemented. She ensures that the school has very good relationships with external special needs support staff and agencies. Termly reviews of individual education plans by the co-ordinator and the class teacher contribute to good assessment arrangements for pupils with special educational needs.
44. Procedures for monitoring and supporting pupils' academic progress are good. Since the time of the previous report, there has been a considerable improvement in assessment procedures, which are now good overall. There are good procedures for assessing pupils' progress in mathematics, English, science and information and communication technology. This is because, in addition to regular ongoing assessments, for example in reading and phonics, teachers make detailed half-termly assessments of pupils' work in these subjects. They then moderate the work carefully, comparing it to national standards. As yet, there is no formal common system for assessing pupils' progress in religious education and other subjects. The information is kept in pupils' individual records, which provide a very good picture of pupils' progress and achievements as they move through the school or to schools elsewhere.

45. The school makes satisfactory use of all of the information from these procedures to raise standards and pupils' progress further. As more information is accumulated, the school is rapidly improving its use. For example, the quality of information now enables teachers to plan more precisely so that pupils of all abilities, including higher attaining pupils, are given work that is matched well to their needs. This is an improvement since the last inspection. Information from baseline and school assessments and national test results is used to track the progress of individual pupils carefully as they move through the school. As a result of the high mobility level of pupils, the school is very appropriately placing increasing reliance on this individual tracking to set targets both at school and individual level as well as to demonstrate their achievements.
46. Teachers are not yet consistently precise in their end of year predictions and their assessments of the standards pupils reach, as often just the broad National Curriculum level is given, rather than the subdivisions within each. Consequently the curriculum targets that are set are not quite as effective as they might be in moving pupils' learning on. Another reason for this is that although teachers share the targets with parents well, they do not use them with pupils in lessons so that they know exactly how they can improve their work. However, good use is already made of the information to identify any pupils who are not making the expected progress. Appropriate support is then provided through, for example, additional support in class or individual programmes of work. This early identification and intervention to support individual difficulties contributes significantly to the good achievements of pupils. Information from national tests is analysed well to identify areas of relative weakness, such as some aspects of reading and writing, and this leads to further staff training and effective adjustments being made to the curriculum and in teaching and learning to raise standards further. A good example of this is the introduction of some setting in Year 2, which has contributed to the improving standards in English and especially mathematics and the use of science circle times to improve pupils' investigative skills.

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

47. The overall picture of the school's good partnership with its parents is similar to that existing at the time of the previous inspection. Parents generally have a good view of the school and express good levels of support for a number of areas. These include the fact that their children like coming to school, the progress the children make and the level of maturity and responsibility they reach, together with the good teaching and the high expectations set for their children. They also feel comfortable to approach the school, which they consider to be well run. Inspectors agree that parents are well justified in their views. There are a few areas that parents are concerned about; these include the range of activities provided outside the classroom, the amount of homework set, the information they receive on their children's progress and the closeness with which the school works with them. Inspectors agree the provision for extra curricular activities is poor, but that the trips out and visitors to school that support pupils' learning is good. The amount of homework indicated in the school's policy is based upon government guidelines. The information that parents receive on their children's progress is judged to be very good and the school operates an open door policy that allows parents to come to school at times appropriate to them. Parents are always welcome in school and their support is sought if there are any problems; they are always willing to discuss any concerns parents have.
48. General information received by parents through newsletters and more specific letters are of good quality; they are helpful and concise. Information on what pupils will be learning is sent to parents regularly so they can help their children if they are able to. Reports sent to parents during July give good, well balanced details of what has been covered and experienced, together with what pupils have learned, understand and can do. Targets for improvement are set and parents are also given an idea of what level their children have reached. Space is provided for pupils to make their own comment and they are encouraged to do so. Very good opportunities are available each term for parents to discuss with teachers how their children are doing. These meetings are well documented and provide a very good record of progress made and targets set. Information is available in the school entrance hall about school policies, recent letters home as well as pamphlets about local events and organisations.
49. The impact of parents' involvement on the work of the school is satisfactory. Although the

school does not have a parent teacher association, it does involve parents in social and fund raising activities and events at the school. A recent sponsored 'name hunt' raised enough money to purchase new printers and to upgrade computers for the use of pupils. A few parents and one grandparent are able to come into school to help. Those spoken to say they feel they are well briefed about what they are to do and their efforts are much appreciated. Many parents are unable to help in school due to work or family commitments, or the non-availability of transport. There is also a frequent turnover of parents due to the high level of mobility and this makes it difficult for parents to commit themselves to long term involvement. Attendance at meetings, such as the termly consultation sessions, is very good, with parents showing good levels of interest in how their children are doing.

50. The school works actively at involving parents of pupils with special educational needs to provide appropriate support. Parents of pupils with a statement of special educational needs are invited to the statutory review of the statement, while parents of pupils with individual education plan are invited termly to discuss their child's progress and needs.
51. Overall, parents contribute satisfactorily to their children's learning. Some parents support their children at home with their learning, hearing them read and learning their 'Jolly Phonics'. However, many children arrive in the nursery with little or no experience of making marks on paper, counting or of books. The school recently ran a course 'Keeping Up with the Children' that a small number of parents attended and found worthwhile. All parents sign the home school agreement when their child starts at the school.
52. In the last report, the school was criticised for only making home visits prior to children starting in the nursery. This year, visits have also been made to the homes of pupils starting in reception. Teachers in both the nursery and reception find these visits very helpful, enabling them to make informal contact with parents and children as visitors in their own homes. They also help to lay good foundations for the very important relationship between home and school and to help alleviate anxiety at the start of school life.

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

53. The overall leadership and management of the school is good. There has been a good response to the weaknesses identified in the previous report. Much of the improvement has taken place as the result of successful initiatives in the last year by the present headteacher, in her role as acting headteacher. Teachers' planning now provides a clear focus for all lessons and is based on detailed schemes of work in all subjects. It contributes to the now good quality of pupils' learning. Teaching time is now used well throughout the day. There has been a significant improvement in the overall quality of teaching, which has improved from satisfactory to good. A well-focused programme of in-service training that has made good use of expertise from within and outside the school has helped to bring this about. Good systems such as those for monitoring and evaluation and for performance management, which have been put in place in the last year, have also made a good contribution to the consistency and quality of teaching and learning. In addition to this, the national literacy and numeracy strategies have been implemented well and further improvements in assessment help teachers to meet the needs of pupils of all abilities more effectively. The impact of these changes can be seen in the good achievements of pupils of all abilities and in the steady improvements in standards.
54. The headteacher provides very good leadership. Her role in creating a positive climate for change, in motivating staff, gaining confidence of parents and securing the commitment of all to school improvement has been a critical factor in the considerable improvements since her appointment, initially as acting headteacher. The response of the whole staff team to this, through mutual support, hard work and the dedication of all to improving the quality of teaching and learning for pupils, contributes well to the common sense of direction and determination to raise standards. This is clearly shared by governors and parents, as is the determination to maintain the high level of care and support for pupils. Teachers' very good knowledge of pupils, the way they promote self-esteem and recognise achievements are good examples of how these aims are seen in practice daily. This makes a strong contribution to the positive attitudes and good behaviour of the pupils.

55. The headteacher has the full support of all staff and they work together very well as an effective and efficient team to manage the smooth day-to-day running of the school and the pastoral care of pupils. It is too early in the term to judge the contribution of the newly formed senior management team as a new deputy headteacher has just joined the school and other key responsibilities have been re-allocated due to staff changes. What is clear, is that as a result of judicious delegation by the headteacher and supported by the useful ongoing training over the last year, all co-ordinators have taken increasing responsibility for developments in their subject, particularly with regard to standards and are accountable to the governing body. They have audited their subject areas and identified appropriate priorities. Through some lesson observations and by providing good support and training for colleagues, the co-ordinators for English, mathematics, science and information and communication technology in particular, have been instrumental in the improved teaching, learning and achievements of pupils in these subjects.
56. The headteacher, as acting special educational needs co-ordinator, has ensured that the good provision for special educational needs, identified in the last inspection, has been sustained so that pupils continue to make good progress. She provides clear leadership and support for class teachers and liaises very well with support agencies. She keeps staff up to date with new initiatives and ensures that teachers' plans are relevant to pupils with special needs. The governor for special educational needs is appropriately involved and holds termly meetings with the co-ordinator to review the progress of all pupils on the register. The governing body receives regular reports on the provision for special educational needs and is committed to providing high quality, well-trained teaching assistants in the classroom.
57. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the focused use of the performance management process. This is linked effectively to well-planned in-service training and increasing opportunities for teachers to observe and share good practice. Although the school has made good use of this initiative and of threshold payments, it has found the processes and paperwork involved very time-consuming. In the last year, the headteacher has also put into place the systems to support a much more rigorous approach to all aspects of monitoring and evaluation, which are being further refined this year. A regular pattern of peer observations of lessons, as well as those by the headteacher, literacy and numeracy co-ordinators was set up and is being extended this year. The subsequent discussions and action points agreed with teacher have already contributed well to improving the quality and consistency of teaching and learning.
58. Last autumn, the headteacher involved all staff in a thorough self-evaluation of all aspects of the school in order to identify strengths to build on and priorities for improvement. These formed the basis for the school development plan. It is costed well, closely linked to the planned provision for in-service training and is a useful tool to support ongoing improvements in standards, teaching and all other areas of the school. As all staff were involved in drawing it up, they are very aware of the priorities and fully committed to them. The headteacher plans to involve governors fully in the process this year. The careful evaluation of each aspect by the headteacher provides a good basis for continuing improvements.
59. Increasingly good use is being made of performance data to track progress of individual pupils, through appropriate information systems. However, the assessments made by teachers are not yet always precise enough to enable individual and group curricular targets to be set and used as effectively as they might be to raise standards further. National test results are carefully analysed to identify weaknesses in the curriculum so that appropriate remedial action is taken. For example, there has been an ongoing successful focus on improving aspects of writing through the school and this year action is planned to increase further the number of pupils reaching level 3 in reading.

60. Governors are committed and very supportive of the school and carry out their statutory duties satisfactorily, overall. They fulfil their individual responsibilities well, for example in areas such as premises management, literacy and numeracy. Several governors work regularly in school. Some governors are now linked to key areas of the curriculum. A rolling programme was set up last year for them to visit lessons. All of this, together with detailed information from the headteacher, helps to inform their clear view of the strengths and weaknesses of the school and of what is needed to continue to take the school forward. It is also enabling them to develop some aspects of their role, such as strategic planning and monitoring and evaluation, in a more structured and pro-active way. The development of these aspects is hindered to some extent as membership of the governing body changes quite frequently as a result of the mobility of army families.
61. The quality of financial planning and management is good and the knowledgeable, efficient finance officer makes a good contribution to this. The funds received by the school are used effectively to improve standards and achievement and to provide a good quality of education overall. Good use is also made of specific grants, for example, to improve the number of teaching assistants in classes. The budget surplus last year was planned to cover essential building maintenance that was carried out in the summer holidays. Principles of best value are applied well. The school ensures through competitive tendering and consultation that they obtain best value for money when purchasing resources and services. For example, by working with other local schools grounds maintenance costs have been reduced. The headteacher compares the school's performance with that of other schools with high mobility levels in the area in order to help evaluate the effectiveness of spending decisions. Last year, parents were consulted through a questionnaire about various aspects of school life. This resulted, for example, in more parents helping in school on a voluntary basis.
62. There is a good number of suitably qualified and experienced teachers who are deployed effectively. There is a higher than average number of learning support staff who provide skilled, effective support for pupils' learning, including those with special educational needs and for children in the foundation stage. The school secretary provides helpful, efficient support. The school is well supported at lunchtimes by the mealtime assistants, who, as all other staff, provide very good role models for pupils. The premises officer and cleaning staff maintain the buildings well. Overall, the accommodation is spacious, well cared for and displays are used well to provide an attractive and stimulating learning environment. This contributes to pupils' good attitudes and interest in their work. The level of resources is satisfactory overall and good in music and religious education. They are used well to support pupils' learning. However, the library resources are only just adequate, which limits their use in supporting pupils' developing literacy skills. The school has plans in place to improve this.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Raise standards in information and communication technology to the expected levels by\*:-
  - further increasing staff skills and confidence by fully implementing the planned training programme.
  - ensuring the purposeful use of information and communication technology in all classes to support other subject areas.
  - ensuring continuity of experience for pupils by continuing to upgrade computers as planned. (see paragraphs 7,24,84,89,97,110,113,121,123-6)
  
- b) Continue to improve pupils' speaking skills towards the expected levels by:-
  - teaching a wide range of new vocabulary to pupils in a more consistent and structured way.
  - increasing the use of strategies used to promote these skills. Including more opportunities for paired and small group discussions.
  - (see paragraphs 4,19,74,77-9,88,106,126)

In addition to the above, the following points for development should be considered for inclusion in the action plan:-

- Provide more opportunities for pupils to learn about and celebrate the different cultures represented in their local community. (see paragraph 37)
- Improve the range and use of resources in the library.\* (see paragraphs 62,77)
- Further refine some aspects of assessment procedures.\* (see paragraphs 44,46,84)

*\*The school has already identified these areas for development.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	37	10	0	0	0
Percentage	2	19	63	17	0	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 one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	25	157
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	16	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	97
Pupils who left the school other than at the usual time of leaving	89

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	43	28	71

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	35	35
	Girls	27	27	27
	Total	59	62	62
Percentage of pupils at NC level 2 or above	School	83(83)	87(81)	87(87)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	35	37
	Girls	27	26	28
	Total	61	61	65
Percentage of pupils at NC level 2 or above	School	86(83)	86(88)	92(94)
	National	84(82)	88(86)	88(87)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	99.3
Any other minority ethnic group	0.7

This table refers to pupils of compulsory school age only.

**Exclusions in the last school year**

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

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

**Teachers and classes****Qualified teachers and classes: YR– Y2**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	17.4
Average class size	20

**Education support staff: YR – Y2**

Total number of education support staff	9
Total aggregate hours worked per week	43

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher(FTE)	25
Total number of education support staff	3
Total aggregate hours worked per week	75
Number of pupils per FTE adult	6

*FTE means full-time equivalent.*

**Financial information**

Financial year	2000/01
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	£
Total income	511082
Total expenditure	493145
Expenditure per pupil	2047
Balance brought forward from previous year	17232
Balance carried forward to next year	35169

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	254
Number of questionnaires returned	87

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	52	45	2	0	0
Behaviour in the school is good.	37	45	8	5	6
My child gets the right amount of work to do at home.	22	49	19	1	9
The teaching is good.	66	31	1	0	2
I am kept well informed about how my child is getting on.	46	37	13	5	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	3	1	0
The school expects my child to work hard and achieve his or her best.	52	42	2	0	4
The school works closely with parents.	39	43	13	3	2
The school is well led and managed.	51	41	1	2	5
The school is helping my child become mature and responsible.	47	45	5	1	2
The school provides an interesting range of activities outside lessons.	22	23	28	11	17

## **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**

63. Children in the foundation stage in the nursery and reception classes enjoy a rich and practical curriculum, which is carefully planned to meet the particular needs of its children. A good range of induction procedures, including home visits on entry to both the nursery and reception classes, results in the children and parents knowing their teachers well. Children are happy and confident to enter the new classes. The good relationships, which are established between parents and teachers, are supported by regular daily access to the classrooms and a good level of communication exists. All the children come into the nursery in the term after they are three and attend for a year, either in the mornings or the afternoons. They transfer to the reception classes in two entries in the year they are five, in the Autumn and Spring terms, according to their age. Because of the particular needs of these children, this is a well thought out agreement to enable children to benefit from nursery provision for a whole year.
64. All children in the foundation stage have benefited from improved teaching since the last inspection. During the inspection, all teaching was at least good and each teacher had some very good teaching. This means that the children learn well and their achievement over the time that they are in the foundation stage is good. Particular strengths in the teaching include very good support for the development of personal and social skills and a strong emphasis on developing good listening skills and clearer speech. Assessment procedures are also good and information from assessments is used well to help teachers to plan the curriculum. Whilst the delivery of the curriculum is closely planned against the early learning goals, it is not yet sufficiently focused on the 'stepping stones' within these and, consequently, the performance of individuals cannot be fully assessed against them. The sensitive, quiet but firm management of the children who come into school with behavioural difficulties is very effective and also a strength. In all classes, there are very good relationships and teamwork between the teachers and their teaching assistants. This means that the children benefit from the consistently good contacts that they have with all adults, resulting in a good rate of learning.
65. Although there is a wide range of attainment, significant numbers of children enter the nursery with well below average attainment. In particular, they have poorly developed speaking and listening, social and mathematical skills. They have difficulties with pencil skills and their basic knowledge and understanding of the world is also well below average. During their time in the nursery, the children make a good start, particularly in their personal and social skills where their progress is very good. Children continue to make good progress towards all the early learning goals as a result of the good teaching in the reception classes. By the time they are ready to start Year 1, they have moved to a level that is just below the expected level in all areas of learning, resulting in achievement which is good over the time that they have been in the foundation years.

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

66. A significant number of children enter the nursery with immature personal independence and lack confidence in relating and playing with other children. By the time they leave the reception class, they are just below the early learning goals in this area. This shows very good achievement and reflects the consistently skilful teaching in both the nursery and reception classes. From their first entry into the nursery, children are encouraged to self-register themselves, make choices and tidy up for themselves. They choose when they have 'snack time' for example, using a cafeteria system. Teachers and teaching assistants place high priority in sitting with the children to establish good manners and reinforce social skills. Children are introduced to each other and conversations are instigated at these times. Children are frequently encouraged by all adults to work and play together in pairs and small groups. For example, in the 'home corner' with sand or when they play with their 'small world' toys in imaginative play. All children make good relationships with the adults who care for them at school, but a significant number play alongside rather than with the members of their group. Most children have a good awareness of the behavioural expectations set by the

school, but a small number are too easily upset, in spite of the very good support they receive. All adults provide very good role models for the children, always treating them with warmth, care, quiet respect and courtesy. This results in good levels of trust and helps children to develop their social skills well. The teaching in this area is very good in both the nursery and reception classes, helping to promote confidence and independence very well.

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

67. Most children are unlikely to attain the early goals in this area of learning by the time they enter Year 1, because of their below average speaking skills and limited vocabulary. The rest are likely to be close to or attaining them. This is because of the well below average skills on starting school, particularly in speaking and listening. All adults take every opportunity to develop these skills in discussion and as a result the children make good progress in their language. Good numbers of adults are employed by the school, so that they support small group activities. At these times, adults use very clear speech to help the children to speak clearly, use short sentences and learn new vocabulary. Good examples of this were seen in both the nursery and reception classes, when teaching assistants were working with small groups of children. They modelled very clear speech to the children, as they have been trained to do by the teachers. Children enjoy listening to stories and learn to understand that text has meaning. In the nursery, children have regular access to picture books, which they learn to share both with the adults and their parents at home. In the reception classes, children make good gains in using a variety of methods to help them to learn to read and continue to learn their sounds and write their letters correctly.
68. Elements of the literacy framework are used in all classes and by the Summer term in the reception classes, children experience a more formal literacy lesson to prepare them for the National Curriculum. Through a variety of well thought out games, children gain a satisfactory knowledge of letters and sounds and the alphabet. By the time the children are at the end of the reception year, higher attaining children write a small number of words correctly unaided and they identify initial and final sounds, whilst lower attaining children are tracing over an adult's writing. Although children's knowledge of their letter sounds is established, the majority are not yet using this knowledge to attempt to read and write independently at the expected level.
69. In all classes, teachers encourage children to think of themselves as readers and writers, whatever their stages of development. For example, they share books and supplies of paper, pens and crayons are regularly available for children in writing and play areas. The teaching in this area of learning is very good and there is a consistent approach to the development of language skills as a priority. In their listening and language development, children's learning is very good. Because of the overall significant weakness in speech development when children come to school, the gains in reading and writing are good.

### **Mathematical development**

70. This area of learning is taught well, but because of the children's well below average mathematical skills on entry to the nursery, together with the significant language problems, the children are below average by the time they leave the reception classes. This represents good achievement during their time in the foundation years. Teachers in all classes help children to see mathematics all around them and encourage children to think as mathematicians. For example, in the nursery they count the number of candles on the birthday cake and in the reception classes, children were asked to recognise circle shapes in their classroom environment. By the time children leave the reception classes, all of them show curiosity about numbers, use them in their everyday life and have learned to count in the correct order. However, many find difficulties in using their knowledge to solve practical problems. The teachers provide a wide variety of practical activities to reinforce knowledge of shapes and sorting for different criteria for example. The children enjoy these practical activities and learn well as a result of this involvement. They draw, cut, stick and build pictures with circle shapes for example, when they are learning about circles.

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

71. Many children enter the nursery with well below average basic knowledge. When children leave the reception classes, they have reached a level that is just below average. This represents good achievement from when they entered the nursery. Through good teaching, they are helped to build their knowledge through learning about the place where they live and the past and present events of their lives. They walk around the school and its grounds and later on into Tidworth. They talk about holidays and birthdays and there is daily recording of the weather and days of the week in the nursery. Regular opportunities to play on the computer help children to develop hand-eye co-ordination by using the 'mouse' to complete such activities as 'dressing Teddy'. Children use a variety of construction equipment to build in both structured and unstructured activities. Because of the children's overall limited experiences and lack of vocabulary, many find it difficult to ask questions about why things happen and to talk about features in terms of what they like and dislike.

### **Physical development**

72. Frequent use of the outdoor play area in the nursery, the playground for specially arranged playtimes and the school hall, are major factors in the good development in this area of learning. The good teaching offers a wide range of activities and the nursery children have a good number and variety of wheeled vehicles for outside play. The teaching of physical activities in the hall is also good, where children start to learn to develop an awareness of space and how to control their movements. Children have frequent opportunities to develop fine motor skills through the use of a variety of construction toys, playdough, plasticine, scissors, paint and pencils. Additionally, they develop simple ball skills such as throwing, rolling and catching. By the time children leave the reception class they are just below average, as a significant number do not have sufficient awareness of space of themselves and others and their control and co-ordination is not as well developed as it should be.

### **Creative development**

73. At the end of the foundation years, children are below the expected levels. This represents good achievement as children enter the school with well below average skills. However, although the teaching is good in this area of learning, the lack of language and experience inhibits the children's ability to respond in creative ways and to express and communicate their ideas and thoughts in an imaginative way, consequently this has a strong bearing on their creative development. Children paint, draw and dance. They regularly sing songs in the nursery and make music and sing in the reception classes. Role play areas are set up in all classrooms and there is good provision for adults to join in creative activities to help to develop this area. Children experiment with sound, using percussion instruments and are helped to be responsive to sensory experiences. They use 'feely bags' play with water and feel cornflour when mixed with water.

### **ENGLISH**

74. Lesson observations, together with a scrutiny of current and past work show that standards, by the end of Year 2, are broadly in line with those expected in reading and writing. Pupils' listening skills are also in line with those expected but the speaking skills of the majority do not yet meet these. Over the last three years results in the national tests have shown steady improvement, broadly keeping pace with national trends, with the rise most marked in the percentage of pupils reaching the levels 2A and 2B, especially in writing. The unconfirmed results of the national tests in 2001 show a continuing increase in the numbers of pupils reaching the expected levels in reading and writing and in the higher levels in reading, but a slight drop in those reaching the higher levels in writing. This reflects year to year differences in the groups of pupils in Year 2, rather than sudden fluctuations in standards.

75. Children come into the school with poorly developed language skills. As a result of good teaching in the foundation stage, they achieve well and, by the end of the reception year, standards in communication language and literacy have improved but remain below the expected levels. Overall standards fluctuate a little from year to year, especially because of the high numbers of pupils leaving and joining the school during Years 1 and 2. However, it is clear from the detailed records kept of pupils, from whatever point they join the school, and from scrutiny of past and current work that most boys and girls of all abilities now achieve well in relation to their prior attainment. This is an improvement from the time of the previous inspection, when pupils' progress was described as satisfactory. Key factors in this include a significant improvement in the quality of teaching, from satisfactory at the time of the last inspection to good overall, and the increasingly effective and consistent implementation of the literacy strategy. Pupils' attitudes to their work have also improved and setting is used to good effect in the last two terms of the Year 2, so that the curriculum can be adapted to provide an even better level of challenge for pupils of different abilities.
76. Pupils with special educational needs and those who speak English as an additional language make good progress towards their targets in all aspects of the subject. Those in need of additional help are identified at an early stage. Class teachers and teaching assistants work closely together to help these pupils to do well, through effective, well-planned sensitive support in class and, where appropriate, through individual teaching.
77. Pupils continue to achieve well in their listening skills during Years 1 and 2 and satisfactorily in speaking. Teachers place careful emphasis on ensuring that pupils are clear about the meaning of new words introduced. They provide a number of opportunities, for example, through frequent, purposeful circle times, for pupils to practise their speaking and listening skills. By the end of Year 2 pupils' listening skills are better than their speaking skills and are broadly in line with those expected for their age. Most pupils listen very attentively to the teacher and increasingly to each other, responding appropriately to questions and instructions. One reason for this is the effective and very consistent way that teachers now manage and motivate their pupils. Teachers also provide regular oral sessions focused on helping pupils to improve particular aspects of speaking and listening, such as their questioning skills. The impact of this was evident in some of the literacy lessons seen. For example in a Year 2 lesson the teacher checked pupils' understanding of the main events and characters in Jack and the Beanstalk by taking on the role of Jack's mother and inviting questions from the pupils. Almost all pupils were able to pose relevant and varied questions, such as, 'Did you like milking the cow,' or 'What was it like to get a lot of money?'
78. Many pupils make good progress in speaking clearly and audibly in relation to their skills on entry to school. They are reasonably confident in speaking in front of others, contributing to class discussions and in talking to adults. The very evident value teachers place on what to each pupil has to say contribute well to this. Nevertheless, their speaking skills are below those expected. Most pupils reply very briefly to questions, adding little detail even when prompted. Many use only a limited vocabulary, often struggling to find words to describe pictures or objects, such as a go-kart, or to express their ideas fully. This also has an adverse effect on the development of their writing skills, especially in reaching the higher levels of writing. While teachers extend pupils' vocabulary in some subjects through their emphasis on pupils understanding and using specific terms correctly such as 'illustrator', and in exploring the meaning of unfamiliar words, the approach to this is not yet sufficiently structured or consistent. Teachers already provide some good additional opportunities for role play to support pupils developing speaking skills, but not enough consistent use is yet made of strategies, such as paired and group discussions, to help pupils order and articulate their thoughts.
79. Standards in reading are broadly in line with the expected levels at the end of Year 2, with the gradual improvements in the number of pupils reaching the higher levels. Pupils of all abilities achieve well. This is an improvement from the time of the last inspection. Several factors have contributed to this. Phonics and key words are taught in a well-structured way and teachers monitor and support progress of individual pupils carefully. The well-planned use of the national literacy strategy means that pupils are now familiar with the features, structure and use of non-fiction as well as fiction books. Teachers successfully foster interest and

enjoyment of books. They make generally good use of guided reading sessions within the literacy, to help pupils improve their skills. They have an appropriate sight vocabulary and use their knowledge of phonics successfully to sound out simple words, but do not yet always apply what they have learnt about blending sounds to tackle more difficult unfamiliar words. Younger and lower attaining pupils use picture cues confidently, while some more able readers begin to make use of the context and to use expression well. Good examples were seen of teachers using guided reading sessions well to help pupils improve their skills in these ways. While most boys and girls clearly enjoy reading, many find difficulty in talking about what they have read even with considerable prompting. One reason for this, in addition to the difficulty many have in expressing their ideas, is that a significant number of pupils have little experience of books and stories outside school. Although pupils are taught how to locate, borrow and use books in the school library, the limited range and quantity of books limits the usefulness of this resource to support pupils learning. The school has already appropriately identified this as an area for development.

80. Standards in writing meet the expected levels by the end of Year 2. Pupils of all abilities now achieve well in relation to their prior attainment. One reason for this is the good use teachers are making of ongoing training in guided, shared and modelled writing strategies in helping pupils to improve their skills. Teachers also make good use of opportunities in other subjects for pupils to practise different forms of writing. Pupils develop their handwriting skills systematically with the result that by the end of Year 2, most pupils write legibly, with letters that are well informed, a consistent size and correctly orientated. The majority write in simple sentences, often with full stops and capital letters and some use simple connectives. Their spelling is reasonably accurate or phonetically plausible and pupils in Years 1 and 2 make good use of word banks or their own word books to help with their spelling although the vocabulary that they use is quite limited. They write in a good variety of forms including letters, poems and book reviews. They begin to apply what they learning about story structure to their own writing. The opportunities they have to re-draft their work helps them to improve it. A few higher attaining pupils begin to use more structured sentences and interesting vocabulary as in, 'Sally the Scarecrow', a good example of lively writing that engages the readers' interest. However, the range of vocabulary used by most pupils is quite limited and their stories show little imagination.
81. The quality of teaching is good overall. In two thirds of the lessons seen it was good or better. No unsatisfactory teaching was seen during the inspection. This is a significant improvement since the last report and is a key factor in the good achievement of pupils. In a very good example of this in a lesson for pupils in Year 2, the teacher made very effective use of a game based on noughts and crosses to help pupils practise their phonics skills in a way that fully engaged their enthusiasm and interest. The high expectations that she had to their concentration and participation meant that all children joined in reading part of Jack and the Beanstalk enthusiastically. The way in which she invited individual pupils to demonstrate, for example, 'your really frightening ogre voice,' led to a significant improvement in the expression used by other pupils. The teacher used skilful questioning to check pupils' understanding of key elements of the story and structure to which they responded well. They had considerable difficulty however in trying to suggest alternative endings for the story. Consequently the teacher, very appropriately, adjusted planning of the subsequent group activities to enable pupils to explore this further. All of these features contributed towards the very good learning of pupils during this lesson.
82. Good examples of teachers using skilful questioning to extend pupils' learning and to target pupils of differing abilities were seen in all lessons and reflect the impact of good quality in-service training and support. Teachers deploy and brief their teaching assistants very well, and this contributes to the very effective, skilled support they give to both pupils with special educational needs and others groups with which they work. All of these factors contribute well to pupils' good achievements in English. Teachers generally manage their pupils in a very consistent, positive and effective way, which helps to build their confidence, sustain their concentration and contributes to their positive attitudes to the subject, which have improved since the last inspection. The way that teachers were setting high expectations and establishing good classroom routines with their new classes was clear from their pleasant but firm insistence on pupils following, for example, their 'Golden Rules'. It was reflected in the

way that pupils worked in independent group activities purposefully and co-operatively, even at this early stage of the school year, and in the good attitudes and behaviour shown by pupils in almost all lessons.

83. The introductory whole class sessions in the literacy hour are generally well taught. The well matched tasks and targeted questioning seen in many lessons shows that teachers already had a good knowledge of the needs of individual children. The teaching assistants provided unobtrusive but effective support for pupils with special educational needs which enabled them to participate fully in the sessions. Teachers make good use of resources such as letter fans and small white boards to help pupils reinforce their phonic skills and to apply them to spellings, making good use of mixed ability partners so that pupils help each other. They did this willingly and sensibly.
84. All lessons are carefully planned with clear objectives. However there is some inconsistency in the effectiveness with which teachers share these with children pupils, so that they know exactly what they should be learning. In the best lessons seen, teachers encourage pupils to review their learning against these objectives at the end of the lesson. In a very small minority of examples where pupils learnt little from their group activities, this was because the teacher's expectations of their behaviour and concentration were not high enough and so they did not work well and purposefully without direct supervision. Teachers make some use of information and communication technology to help pupils develop their word processing skills, but they do not yet make enough use of it to support their language development. Teachers use their assessments of pupils well to match work to pupil's needs and to adjust their planning. They have begun to set group and individual targets for them, for example in writing, which have been shared well with parents. However, in none of the lessons seen was any reference made to them and as yet they are not being used effectively with pupils themselves to help them improve their work. Teachers sample and moderate writing across the school to increase their own awareness of how pupils' skills are developing, although their judgements about the national curriculum levels reached are not yet always precise enough to enable them to use information to set focused targets for pupils' next steps in learning.
85. Teachers have worked hard and successfully to implement the national literacy strategy very consistently so that the pupils build effectively on previous learning. The co-ordinator, who manages the subject well, has been instrumental in this. With good support from external advisors, she has helped teachers to make good use of in-service training, for example, to improve the quality of planning so that lessons are sharply focused. Careful attention has been given to choosing reading resources that are of interest to boys as well as to girls. Very good assessment procedures help to ensure that pupils joining the school during Years 1 and 2 to quickly receive work that is well matched to their needs, so that the disruption to their learning is minimised. Pupils' learning opportunities are enriched through regular events such as visiting theatre groups and book fairs. All of these factors have contributed well to the improving standards and achievements of pupils since the last inspection.

## **MATHEMATICS**

86. Inspection evidence indicates that by the end of Year 2 attainment in mathematics is in line with national expectations. Standards are below average at the end of the foundation stage. All pupils achieve well and make good progress during Years 1 and 2. Boys and girls perform equally well. This is an improvement since the previous inspection, which found progress to be satisfactory. The impact of the national numeracy strategy on the teaching of mathematics and the raising of standards is good.

87. The overall results of the national tests for 2000 were in line with national averages and an improvement on the 1999 results. Results for 2001 indicate a continued improvement with all pupils reaching level 2 or above. Due to the high number of pupils who join and leave the school throughout each year, comparisons of results from year to year must be treated with caution.
88. There is no significant difference in standards between the different areas of the mathematics curriculum. By the end of Year 2, the majority of pupils can identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and have a sound understanding of the place value of hundreds, tens and units. Pupils are developing personal strategies for mental calculations. However, not all teachers encourage pupils to compare and discuss different strategies. A good example of the way in which teachers encourage personal strategies was observed in a Year 2 class. The lesson began with pupils sitting in a circle, where they were encouraged to show on a large one hundred number square ways to count on and back in fives. After each demonstration, the teacher would ask, 'Is that the only way?' or 'Does anyone have another idea' or 'Who can show us another way?' However, in other lessons observed, teachers only accepted the first answer given and didn't expand on other strategies. This also impacted on pupils' use of language and mathematical vocabulary. Pupils asked to explain their strategies displayed greater confidence in explaining their work than those who simply gave an answer.
89. The use of numeracy across the curriculum is sound. However, opportunities are not always planned for. In science, pupils draw graphs of insects found in a survey. In design and technology, pupils are encouraged to measure with care. In history, pupils use time lines to develop a sense of chronology and in art, pupils use a computer program to design symmetrical patterns. Although some use is made of information and communication technology to support pupils' learning, teachers do not always use the opportunities effectively. In two lessons observed, a computer program was used to support pupils' work on addition of units. However, in one of the lessons, pupils struggled to use the program because the objectives were not clearly explained by the teacher.
90. In their work on shape, space and measurement, Year 2 pupils are able to tell the time on the hour, quarter hour and half hour. Able pupils know the minutes from and to the hour and can count in seconds. Most pupils can describe common two-dimensional shapes by their mathematical attributes and are beginning to measure accurately in centimetres. They use an art program on the computer to produce repeating and symmetrical patterns.
91. When handling data, Year 2 pupils can sort objects using a variety of reasons. They can draw and interpret simple bar charts. For example, Year 2 pupils draw and interpret graphs of favourite toys, favourite sports and class birthdays. Computer generated graphs are also produced to show the frequency of the numbers obtained when throwing a die.
92. The quality of teaching is good and has improved since the previous inspection, when it was judged to be satisfactory overall. Three-quarters of lessons observed were good or better and no lessons were less than satisfactory. In a Year 1 lesson observed, teaching was excellent. The improvement in teaching is a direct result of the effective implementation of the national numeracy strategy, training of teachers and teaching assistants in the teaching of the strategy and good analysis of assessment data to target individual pupils. The good teaching is resulting in the raising of standards and pupils' achievements. Pupils with special educational needs and English as an additional language also achieve well. Lessons are well organised and start with a whole class, mental warm-up session, in which teachers try to involve everyone. In all lessons, after the warm-up activities, pupils work in groups. The whole class then comes back together to share what they have learnt. Teachers maintain good class management and create a good atmosphere for learning.
93. Generally, teachers make good use of questions and answers to assess and move pupils on to their next stage of learning. Overall, satisfactory use is made of pupils' errors and misconceptions in discussions. However, not all teachers allow sufficient time for pupils to discuss their personal strategies, which also develops mathematical vocabulary. Incorrect answers are not always used as teaching points to further develop pupils' understanding. In all

lessons, teachers share the objectives of the lesson with the pupils. This ensures that the pupils have a sound understanding of what they are to learn and leads to a clearer understanding by the pupils of what is being taught and why. Teachers give their teaching assistants good guidance, which enables them to give very good support to pupils, especially those with special educational needs and English as an additional language. They ensure that all pupils are included in lessons. Throughout the school, the attitudes of pupils to learning are good. They respond with enthusiasm to questions, work well together and treat resources with care. In the excellent Year 1 lesson observed, the teacher used questions and discussion very well to develop pupils' understanding of counting to and from twenty and sequencing numbers. She used a variety of activities, which challenged and maintained the pupils' interest and so encouraged and motivated them to succeed. The teaching assistant gave the lower attaining pupils very good support. Both continually encouraged pupils to discuss their work and so articulate their knowledge and increase their vocabulary. At the end of the lesson the teacher asked, 'What have you learnt today?' in order to assess the pupils' understanding and to encourage pupils to assess themselves. The result was that pupils made very good progress and by the end of the lesson were able to sequence numbers with confidence and count to one hundred. Not all teachers ask pupils to assess their own learning at the end of a lesson.

94. The co-ordinator gives good leadership and is clearly aware of the strengths and areas for development for the subject. As a result of good tracking and target setting, she has ensured that the school's targets are being met. She has had the opportunity to monitor teaching and monitors planning. Long term and medium term planning is sound and identifies learning outcomes. Good procedures are in place for assessing pupils' progress and understanding. The school is systematically assessing all pupils and sets individual targets each term, which are shared with parents. Assessment is used to group Year 2 pupils by ability from Christmas. This setting of pupils is ensuring that work is well matched to their needs and ensures good progress and rising standards. The previous report judged that higher attaining pupils were not being sufficiently challenged. This has now been addressed by the use of setting in the last two terms of Year 2. At the pre-inspection meeting for parents, they expressed concerns that not enough mathematics homework was set. Inspection evidence shows satisfactory use is made of homework, which is set regularly in Year 2. A successful mathematics day has been held for parents to become aware of how numeracy is taught in the school. A number of parents have also been involved in a three week initiative in mathematics "Keeping up with the children", which helps parents to understand their child's mathematics. It was very well received by those who attended. The numeracy governor has a good understanding of mathematics in the school and gives good support.

## **SCIENCE**

95. Standards in science seen during the inspection, at the beginning of the school year, are in line with national expectations and with the continued good teaching and good progress made by pupils in lessons, may well exceed this by the time pupils reach the end of Year 2. This reflects the standards attained by pupils last year in national assessments at the end of Year 2 and is an improvement in standards seen during the previous inspection.
96. Over time, the pupils acquire the knowledge and understanding they should, and their achievement is good. From below average levels of attainment in the reception year, they achieve well to reach standards in line with national expectations. Pupils with special educational needs and those with English as an additional language achieve well and make good progress in lessons. They are well supported by experienced teaching assistants.

97. From the lessons observed, samples of work provided by the school, discussion with the subject co-ordinator and pupils, all aspects of science; life and physical process, and materials and their properties are well covered and there is a strong emphasis on teaching scientific enquiry and investigative skills. Pupils record their work well, by writing, drawing and they use their numeracy skills to communicate information through tables and block graphs, but there is little evidence of the use of information and communication technology.
98. In a well taught Year 1 lesson, pupils were introduced to the exploration of materials using their senses. The teacher also used opportunities well to extend pupils' language. The teacher focused on `touch` by asking pupils to describe how the object hidden in the bag felt. Pupils were not spontaneous in finding adequate words and the teacher offered choices such as rough or smooth, heavy or light. Objects were then grouped according to whether they were made of wood, metal or plastic, and pupils in groups were encouraged, by the teacher and well prepared teaching assistants to consider further descriptive words whilst they recorded their work in the science books.
99. Pupils in a Year 2 lesson were able to sort material using more scientific vocabulary. For example, skilful questioning by the teacher to encourage pupils to explain the main difference between two plastic objects, eventually established that one was transparent. In the lesson, there is a strong emphasis on encouraging pupils to develop their thinking and express their ideas. For example, while most pupils were content to describe metal objects as shiny or dull, one pupil likened the shiny metal object to a mirror. Pupils were further challenged when working in pairs, by looking for an object to match the property on their card. They worked well together collaboratively, and although they did not always use specific language, their level of understanding was in line with that of pupils of a similar age. To encourage pupils' development of scientific language, a group of lower attaining pupils with a teaching assistant, were provided with a wide range of objects to consider and discuss, when they looked at a high quality display of natural materials in the corridor.
100. The use of science `circle time` to focus for a short time on scientific enquiry and investigative skills contributes to raising standards in science. Year 2 pupils were shown a box the size of a shoe box and asked what was in it. This quickly established the difference between a guess and a prediction. Through opportunities to feel a few smaller packages, pupils started to give reasons for their opinion using the format `I think it is a... because...`. By the end of the lesson most pupils understood the process, but answers ranged from `a Barbie doll because it's a toy` to `a plastic cup because it's the right size, has a rim and is soft`.
101. In addition to raising standards of attainment, improvements since the last inspection have been significant. The quality of teaching is good, while at the last inspection one third was unsatisfactory. There is an improved scheme of work, pupil assessment has been further developed and the monitoring of teaching has been introduced.
102. The quality of teaching is good overall. At times it is very good. Teachers benefit from the local authority scheme of work that gives detailed guidance and contributes significantly to teachers improved knowledge and understanding of the subject. Further support is provided by the commitment of the science co-ordinator and the way in which teachers plan collaboratively within their year groups. Teachers recognise the weakness in the pupils' language development so in their planning and their expectations they focus on providing opportunities to encourage the development of scientific language. There is not enough emphasis on the introduction of key vocabulary in planning. Teachers manage their pupils very well, maintaining a good pace despite the odd interruption when a pupil calls out an answer or is off task. This has a clear impact on pupils learning and their good progress in lessons. Class organisation allows opportunities for pupils to work together collaboratively and discuss their work. Teachers question pupils to assess their understanding and use their teaching assistant well for this purpose too. Termly assessment of pupils' work, which is shared with the parents, contributes to the schools assessment data. The quality of teacher assessment is improved by working together to level pupils' work against National Curriculum criteria.
103. Science has a high profile in the curriculum and the school is justifiably proud of its pupils`

achievement. To raise standards further, the tracking of individual pupil progress is to be monitored particularly in relation to the length time a pupil has been in school, and the monitoring of teaching is to be developed and extended.

## **ART AND DESIGN**

104. By the end of Year 2, pupil's work in art is at the standard expected for their age. This is good achievement as most pupils have below average creative skills when they begin school. Art has a high priority in the curriculum and is attractively displayed around the school, helping to show pupils that their work is valued and contributing well to their spiritual and cultural development. Art is often usefully linked with other areas of the curriculum. Literature and the celebration of books that pupils have enjoyed and illustrations of stories from the Bible, are good examples of this.
105. Throughout the school, pupils experience a good range of activities, using a wide range of materials. Particular strengths lie in the progressive teaching of colour mixing. The youngest pupils learn to mix colours to find a colour they like. As they grow older they learn which primary colours make the secondary colours. Red and yellow make orange, for example. The oldest pupils learn to match colours. A good example of this is the matching of leaves as was seen in the Year 2 class. Pupils are taught regularly about the work of famous artists such as Paul Klee and Lowry. They make good gains in learning about the style and technique of the artist they are studying and then use their knowledge in their own work. Art work is sometimes linked to information and communication technology and pupils use a variety of programmes to draw and make patterns on the computer.
106. The quality of teaching and learning is good and has improved since the last inspection. Teachers demonstrate the skills well that they want their pupils to learn and this has a significant bearing on the good progress pupils make. The mixing of oil pastels with the finger is one such example. The management of the pupils is a particular strength, enabling lessons to run smoothly and resources to be used carefully. A good variety of resources is on offer, tissue paper, paint, oil pastels and chinks were available for a colour matching lesson, for example. This enables pupils to make choices and work independently. As a result, they enjoy lessons and make good progress. Another strength in the teaching is the good level of questioning to explore ideas and preferences when reviewing work at the end of the lesson. Often class teachers review work well at the end of the lesson, but miss opportunities for pupils to be more involved. The very best teaching helps the pupils to find the right vocabulary to respond, whilst weaker teaching gives the answers for pupils. The good teaching gives significant support to the overall low level of vocabulary that some pupils have, helping their creative development and creative appreciation.
107. The subject is well managed. The art curriculum is well planned and structured to help ensure regular coverage and to help pupils develop their skills progressively. Although there is no formal assessment, a drawing is included in the half-term assessment book and this enables progression to be monitored by teachers.

## **DESIGN AND TECHNOLOGY**

108. Examination of planning documents, analysis of the school's portfolio of previous work and discussion with teachers, indicates that the standards reached by pupils by the end of Year 2 are in line with national expectations and pupils' achievement is good. An appropriate range of activities is being provided in the subject. Since the last inspection standards have been sustained.
109. Two lessons were observed during the inspection, both initial introductory lessons in the school year. In a Year 1 lesson, pupils visited a children's play park in the new Tidworth leisure complex, to investigate how equipment is designed for its intended purpose and how materials and components are used and joined. Pupils listened well to one of the leisure centre staff explain about safety issues. In small groups with good adult support, pupils explored the range of equipment. Effective questioning by teacher and adults encouraged pupils to consider the purpose and use of the equipment and to extend their vocabulary.

110. In a Year 2 lesson, pupils designed a card for chosen criteria. Through a range of cards displayed by the teacher they considered the use of materials and contrasting colours, its shape and size and for whom the card was most suited. Effective teacher questioning encouraged pupils to think about their design before they settled quickly to work. Two pupils worked on a computer using a design programme, but there was little other evidence of the use of information and communication technology in the analysis of pupils' work.
111. The teaching of design and technology is good. Teachers' benefit from following a national scheme of work and by joint planning in year groups. Planning indicates a strong emphasis on investigation, designing for a purpose, working with a range of tools and materials and evaluating. Good questioning in lessons contributes to developing pupils' vocabulary and their ability to express themselves. It also helps them to build on previous learning. Pupils are well managed and organised, as for example, in the walk to the play park and the practical task of designing a card. This helps to keep them well focused on the activity in hand. Design and technology is not a priority on the school development plan, but the co-ordinator has a realistic overview of maintaining pupil standards and keeping the subject 'ticking over'!

## **GEOGRAPHY**

112. Standards in geography are at the nationally expected level by the time that pupils reach the end of Year 2. Although only one lesson was seen during the inspection, the school was able to provide a satisfactory range of evidence. Pupils' work and teachers' planning indicated that the subject has good coverage and that pupils achieve well from a below average standard on entry to the school. Standards have been maintained since the last inspection.
113. In Year 1, pupils look at holiday destinations such as Florida and Spain and consider what 'Barnaby Bear' will need to take. They consider climate, make a passport and consider destinations on a world map in relation to where we live. This helps them to develop their awareness of the wider world. The development of mapping skills is given a high priority and is established well in Year 1, through such activities as a map of the playground where pupils draw in features they have observed. Pupils take part in traffic surveys where they observe and record traffic, using a tally chart. This work is linked well to their mathematical development. In Year 2, these skills are built on progressively and include, for example, a map of 'Chestnut Island' where pupils use simple co-ordinates and a key to locate features. Pupils can follow simple maps and use maps in their studies. Maps of Tidworth are a good example of this. 'Barnaby Bear' continues to be a good feature of the work throughout the school, helping to maintain all pupils' interest in the subject, through letters and postcards from all over the world. There is little evidence of the use of information and communication technology either in pupils' work or teachers' planning.
114. In the one lesson observed, very good teaching indicated that geographical vocabulary was identified in the planning. This is a particular strength, as many pupils do not have the breadth of vocabulary that they should have for their age. The work was well differentiated and this again was a strength, particularly as the sensitive support given to the lower ability pupils with poor literacy skills did not preclude them from mapping the route taken when visiting the Leisure Centre that morning. All pupils had a suitable level of challenge and this resulted in very good progress being made by all pupils in the lesson.
115. The co-ordinator is new to the post but has maintained a high profile for geography in the school's curriculum. A good range of visits is organised within the local area and this supports pupils' developing knowledge of their own neighbourhood well, but there is little opportunity to make visits further afield.

## **HISTORY**

116. During the inspection week it was only possible to observe one history lesson. Therefore, judgements are based on the scrutiny of pupils' work, discussions with pupils and staff, displays, photographs and evidence of past work.
117. Inspection evidence indicates that by the end of Year 2, pupils attain standards that are in line with national expectations. This is similar to the judgement of the previous inspection report. Year 1 pupils study toys of one hundred years ago and successfully compare them with those of today. Year 2 pupils study life in Victorian times and are able to thoughtfully compare, for example, seaside holidays and homes then with their own experiences. They are able to recall the major events of the Plague and Fire of London. They soundly recall the important facts in the lives of the Victorian nurse Mary Seacole, the inventor George Stevenson and the heroine Grace Darling. They show an increasing understanding of the passing of time and the difference between fact and fiction.
118. The achievement of pupils is good. They enter school with a knowledge and understanding of the world, which is below expectations. They make good progress in lessons throughout the school and by the end of Year 2 have a sound recall of their work.
119. As only one lesson was observed during the inspection week, it is not possible to judge the overall quality of teaching and learning. However, in the one lesson observed in Year 2, teaching was good and led to good progress within the lesson. The teacher introduced the life of Grace Darling in an exciting and stimulating way, using a variety of pictures and posters, many obtained from the Grace Darling Museum in Northumberland, and a short introduction from a teacher colleague who had visited the museum. She also used a video, which told the story of Grace Darling's rescue of nine shipwrecked sailors, in a lively and interesting way. All pupils were totally engrossed in the story and were able to recall the main facts when asked to write or draw the story and were able to distinguish fact from fiction. The lesson also contributed well to pupils' spiritual, moral and cultural development.
120. The subject makes a satisfactory contribution to literacy, through written work and discussion. However, pupils' ability to express their understanding of a topic through discussion is restricted by a lack of appropriate vocabulary and use of language. The contribution to numeracy is also satisfactory, through the use of time lines and the pupils' developing sense of chronology. The use of information technology to support the subject is sound. Pupils' word processing accounts of the Fire of London and the story of Grace Darling and use an art program to draw pictures of Grace Darling. Some Year 2 pupils have used the Internet to find out information about the Fire and Plague of London. The local environment is used well to help stimulate pupils' interest and give first hand experiences. For example, pupils look at the development of houses in Tidworth and have visited the Salisbury museum. Parents and grandparents visit the school to talk to pupils about their childhood memories. For example they describe their holidays at the seaside. A Punch and Judy theatre company has also performed to pupils as part of the topic on the seaside. The use of the library to develop research skills is underdeveloped. The previous report judged that the history curriculum was not broad and balanced. The co-ordinator has ensured that this has been addressed and that a scheme of work, now in place, and improvements in teachers' planning ensure a well-balanced curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. By the end of Year 2, pupils reach standards that are below those expected nationally. They achieve satisfactorily in relation to the standards they reach at the end of the reception year, which are also below the expected levels. This is an improvement on the unsatisfactory progress noted in the last report. Year 2 pupils confidently use the mouse to select from an on-screen menu, delete and insert letters and words and print single copies of their work. Some pupils can change the size and colour of fonts and load and save their work onto a disk or the hard-drive but this is not achieved by all. The majority of pupils show satisfactory standards when word-processing. However, not all are confident with the layout of the QWERTY keyboard. One of the reasons why pupils are not able to achieve more is that

computers in Year 2 are different to those in Year 1, and so pupils have to relearn skills and knowledge acquired in Year 1. Teachers also load programs for pupils rather than expecting the pupils to, and so they do not acquire the relevant skills to load and save.

122. The overall quality of teaching is satisfactory. This represents an improvement since the previous inspection, when teaching was judged to be unsatisfactory. During the inspection week pupils were observed mainly working in groups, pairs and individually on computers. Only two lessons of whole class direct teaching were observed. Pupils were taught about new programs by a demonstration to the whole class. This gave them a better understanding of how the program worked and its aims and objectives. In a good Year 1 lesson observed, the teacher introduced the different parts of the computer to the pupils through a whole class demonstration and question and answer session. The pupils made good progress in the lesson and were able to identify the main components of the computer and explain the function of the monitor, hard drive, keyboard, mouse and printer. In a good Year 2 lesson observed the teacher introduced pupils to how to change the style of a font. The teacher displayed good knowledge and was able to give clear instructions. She used pupils well to demonstrate, which ensured that they were interested and motivated. However, pupils were not shown examples of the different fonts available, or set a specific target when changing the fonts, and so they only made random selections from the font menu.
123. Although there are a sound number of planned opportunities to use information and communication technology to support pupils' learning in areas of the curriculum, these tend to concentrate on developing pupils' word processing skills. The effectiveness with which programs are used vary with the levels of teachers' skills and confidence. Displays around the school and work in books reflect the use of computers in English, mathematics, history, science, art and religious education. Pupils word process poems about the weather, sentences which use alliteration, the main facts about Grace Darling and the nativity story. They use a data-handling program to produce graphs of the throwing of a die and an art program to produce pictures in the style of the artist Paul Klee. Some Year 2 pupils have also used the Internet to find information about the Plague and Fire of London.
124. During the inspection week a significant minority of computers were not used and so restricted pupils' progress. Although this was partly due to it being the first full week of the school year, when teachers are still settling and assessing their class, it was also because of the lack of skills and confidence of some teachers. For example, during a Year 2 mathematics lesson a teacher loaded a number program for a pupil to use. However, the aim of the program was not explained to the pupil and so she quickly became bored and just made random attempts at completing the task. In a Year 1 mathematics lesson, the computers remained switched off and covered throughout the lesson. Boys and girls generally display the same good attitudes and the same growing confidence and interest in the subject. They are eager to learn new skills but often show confidence rather than skills in their use of computers.
125. Teachers generally have sufficiently high expectations in lessons but not all have sufficient skills and knowledge of the programs available. This limits pupils' learning. Many teachers and teaching assistants have attended courses on various aspects of information technology. Staff training is to be fully addressed when a national training initiative is implemented during the spring term of 2002. The co-ordinator has recently successfully trained as a 'platinum trainer', as part of a government initiative. This means that she is well placed to train staff from the spring term. The good management of the subject is seen in the improvements in computer provision. She has begun to rationalise the various stand-alone and multimedia computers in the school and is using government funding well to improve hardware. All computers in Year 2 are now multimedia computers and Year 1, reception and nursery have a mixture of multimedia computers and stand-alone computers. This means that pupils have more opportunities to develop their skills than at the time of the last report.

126. The curriculum is being developed well and planning has improved. A comprehensive scheme of work, produced by the local education authority, has recently been introduced and has been well received by the staff. This will aid staff confidence when teaching the subject. Assessment is used well to track pupils' progress. This is an improvement since the previous inspection, when assessment and recording was judged to be underdeveloped. In the spring term, pupils and parents supported a very successful sponsored activity and raised a thousand pounds for upgrading computers and additional printers. Supermarket vouchers have also been used well to purchase a computer, with a second on order.

## **MUSIC**

127. By the end of Year 2, attainment in music is in line with national expectations. This represents good achievement as pupils enter school with below average skills. Pupils sing in tune and with expression. They keep a steady pulse accurately both individually and as part of a large group. Using different parts of their body, they create a good variety of different sounds such as stamping their feet and patting their knees. They explore different ways in which these sounds can be arranged as part of a group.
128. Progress in lessons is good because the teaching is good and has improved since the last inspection. Although there is now no specialist musician on the staff, teachers have worked hard to improve their musical knowledge. With the good support of the co-ordinator and using the structure of a published scheme of work, together with the school's own scheme, they deliver well planned lessons. Teachers make good use of the pupils' own ideas. For example they choose 'nod your head' or 'clap your hands' in action songs. Pupils are often involved by being the 'conductor' for musical activities. Because of the high level of practical involvement, pupils are interested and enjoy lessons. This has a positive impact on their learning. Teachers use a very positive but firm approach to manage children and establish good relationships. The good pace and variety of activities engages and holds pupils' interest and as a result of this there is good progress in lessons. These also contribute well to pupils' spiritual, moral, social and cultural development.
129. The music curriculum is well structured and planned and pupils are progressively taught about all the musical elements. Additionally, they learn to recognise and name a range of instruments and sort them in various ways, those that make long or short notes for example. They successfully use information and communication technology programmes to help them to record their ideas in 'musical shorthand' and drawing form.
130. The co-ordinator, although having no formal qualification as a musician, is highly enthusiastic and has undertaken in-service training and visited other schools to build her expertise. This has enabled her to give good support to teachers and this in turn supports the pupils' good achievement in music.

## **PHYSICAL EDUCATION**

131. Improvements in the teaching of physical education since the last inspection have resulted in better progress in lessons, in both Year 1 and Year 2. Teaching is now good and achievement overall is also good. This is because pupils enter the school with below average skills and by the time they leave year 2 their standards are in line with what is expected nationally.
132. In Year 1, pupils join actions together successfully into short sequences. For example, they run, jump with a stretch and land safely with bent knees. On other occasions, they experiment with movement and stillness in short dance sequences. In Year 2, pupils now build on the progress they made in Year 1. This was identified as a weakness in the last inspection. Pupils showed suitable control and co-ordination in games activities. They rolled a ball accurately between two obstacles for example, or controlled a small ball with a shinty stick. The main weakness in the pupils' work is to overcome their natural exuberance when first in a large space such as the hall. They are inclined to forget how to maintain their personal space and follow each other about.
133. The good teaching has several strengths. Teachers manage pupils and resources well. This results in well controlled lessons where pupils enjoy their work, behave well, listen to the

teacher attentively and make good progress. Skills to be learned in the lesson are taught well to individual pupils and sometimes to the whole class, which is a more profitable use of time. Teachers now plan lessons well to have a structure of increasing difficulty, which helps to reinforce new skills and include challenging tasks. A particularly good feature of one lesson was the inclusion of a scoring system to reinforce counting skills. Pupils gained five or ten points for an activity and were required to add their scores for their teams independently. This contributed to their developing numeracy skills.

134. Good in-service training, through demonstration lessons provided by the 'Tops' organiser, has given teachers better knowledge of how to plan their lessons successfully and the confidence to ensure that progression between Years 1 and 2 is taken into account. A combination of national guidance and the school's own scheme of work is used effectively in planning by teachers, although these are not formally integrated together. No use is made at present of information communication technology in physical education.

## RELIGIOUS EDUCATION

135. By the end of Year 2 pupils meet the expectations of the locally Agreed Syllabus for religious education and achieve well over time. Pupils with special educational needs and English as an additional language do equally well. These standards have been sustained since the last inspection. The work provided is based on the most recent scheme of work devised by Wiltshire Education Authority to support the teaching of the locally Agreed Syllabus and focuses on learning about and from religious and human experiences. The principle focus is the teaching of Christianity, but differences in other religions are explored through Judaism. This aspect has improved since the last report. This provides strong support for teachers in their planning, and identifies appropriate resources and religious artefacts to enhance the quality of pupils learning. Religious education has an established place in the school's curriculum and makes a significant contribution to pupils' spiritual, moral and cultural development.
136. The quality of teaching of religious education is good. This is an improvement on the previous inspection. Teachers use questioning effectively to provide opportunities for pupils to develop their speaking skills and to assess their understanding. Lessons observed were the first in the school year and teachers were establishing relations very well with their classes, so that pupils felt confident in making contributions that they felt were valued. In a Year 1 lesson, pupils began to explore the concept of why people are special to them. Pupils made good progress in the lesson from naming people who are special to them to exploring feelings such as love and care. Pupils listened well but when speaking they found it hard to express their feelings in developed sentences. In a Year 2 lesson, all pupils brought in a book that was special to them. The teacher introduced the lesson by explaining her choice of a special book followed by pupils giving their contribution. Pupils gave good range of reasons mainly related to the content of the book, some choosing a book of bible stories, while one pupil chose a book that had been in their family for a long time. The lesson effectively introduced the concept of a special book in preparation for looking at the Bible and the Torah.
137. Pupils understanding of the importance of ceremonies is further developed by the close links with two churches in the locality. Arrangements are made, not only to visit the churches, but also to take pupils through christening and wedding ceremonies. The subject is further enriched by a 'Bethlehem Day' in which areas of the school are used to feature different events, such as census counting at the time of Christ's birth. Pupils respond well in lessons and the samples of work that the school produced show good use of pupils' literacy skills, although **there** was no evidence of the use of information and communication technology.
138. Teachers' subject knowledge and planning have been improved by the use of the new scheme of work, joint planning in year groups and the commitment of the subject co-ordinator. The co-ordinator has a good understanding of the subject's current strengths and areas such as pupils' assessment and the monitoring of teaching, which are planned for further development.