

INSPECTION REPORT

**FOREST AND SANDRIDGE CE (VA)
PRIMARY SCHOOL**

Melksham

LEA area: Wiltshire

Unique reference number: 126402

Headteacher: Mrs J M Young

Reporting inspector: Mrs J M Hooper
15334

Dates of inspection: 4th – 6th March 2002

Inspection number: 198173

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Sandridge Common Melksham Wiltshire
Postcode:	SN12 7QS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Wilkinson
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a smaller than average sized primary school catering for boys and girls between the ages of four and 11. It is a voluntary-aided Church of England school situated just outside the market town of Melksham. Most of the pupils who attend the school are from the immediate area although a significant number come from further a field because their parents choose to send them to the school. Currently, there are 157 pupils on roll, which is 31 more than at the last inspection; they are in six classes. Twenty-one pupils are still under five. The children enter school with a wide range of experiences, and their attainment overall is slightly below that expected of their age. The school has identified 42 pupils as having special educational needs, which, as a percentage of the total number of pupils in the school, is a little above the national proportion; none has a statement of special educational needs. All pupils speak English as their first language and a very low proportion of pupils come from ethnic minority backgrounds. Just over four per cent of the pupils are eligible for free school meals, and this is well below the national figure. The school was awarded Beacon School status in 2000 and gained the Healthy Schools Award in 1998, which has very recently been revalidated.

HOW GOOD THE SCHOOL IS

Forest and Sandridge CE (VA) Primary School is a good and, consequently, a popular school. It provides a safe and friendly environment that strongly supports learning, is totally inclusive so that all pupils are treated as individuals with their own rights. Teaching overall is good and sometimes very good. By the time they leave the school, many pupils are achieving standards in English, mathematics and science that are well above those expected for 11-year-olds nationally. The school promotes strong Christian values and provides very well for the pupils' personal development. Very good relationships exist between pupils and with staff. Pupils enjoy being at school, are well behaved and eager to learn. The headteacher provides very effective leadership and has the full support of the staff and governors in the aim of raising standards. She is committed to creating a team spirit within the school where all members of staff feel valued. The school gives good value for money.

What the school does well

- The quality of teaching is good, overall, and this has a significant impact on pupils' learning and contributes greatly to the high standards pupils achieve in English, mathematics and science by the time they leave the school.
- The headteacher provides very effective leadership so that the whole school community is committed to raising standards.
- The very good provision for pupils' spiritual, moral and social development promotes high standards of personal development, strong relationships, good behaviour, and the positive values and attitudes pupils have towards their learning.
- The school looks after its pupils very well and provides a secure learning environment.

What could be improved

- Currently, the school does not have a formal written overview of long-term development planning clearly linked to financial implications.
- The pupils' awareness of the cultural diversity of British society.
- Attendance of pupils.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October 1997, the school has satisfactorily addressed the issues raised for school improvements and, in some cases, for example, curriculum planning, is continually working to refine them. Standards in English, mathematics and science have improved throughout the school and

by the time pupils leave the school at the age of 11, a significant number of them are achieving well beyond the standards expected for pupils of their age. The school has implemented schemes of work for all subjects to help teachers with their planning and these are continually being reviewed. The curriculum and provision for children in the reception class is now good. In addition, the school has introduced effectively the National Literacy and Numeracy Strategies over the last two years. However, due to the high profile of the introduction of these strategies, raising standards in other subjects has received less emphasis, so standards of art and design, judged to be above average at the last inspection, are now in line with those expected nationally. Very effective and thorough procedures are now in place to assess pupils' learning so that appropriate individual work can be planned for them. Resources have improved and are adequate to support learning in all subjects. There is also more equipment for outdoor activities for the youngest children and the school has purchased more computers, all of which are linked to the Internet. The accommodation has improved; the hall has been extended, so there is more space for gymnastics and the kitchen made into a new classroom to house an extra class. The school was awarded the Healthy School Award in 1998 and, as a result of its successful inspection and rising standards, the school gained Beacon status in 2000. Since the last inspection the school has made significant improvements and is well placed to develop further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools ¹
	1999	2000	2001	2001
English	A	A	A	C
Mathematics	A	D	B	C
Science	A	C	A	A

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

Apart from a slight dip in standards in mathematics and science in 2000, the table shows that, since 1999, the standards attained by pupils at the end of Year 6 in English, mathematics and science have been above or well above the national average. In English and mathematics, the results matched those of pupils from similar schools, and were well above in science.

In their tests in 2001, pupils in Year 2 attained well above average standards in reading, writing and mathematics when compared with national figures and with those of pupils from similar schools. Teachers' assessments show that pupils achieved similar standards in science.

Judgements on attainment of the current year groups of pupils are that, by the time children reach the end of the reception year, most are on line to achieve the expected standards for children of their age. By the end of Year 2, most pupils are likely to achieve average standards in English, mathematics and science with a significant number surpassing these. Most of the pupils currently in Year 6 should achieve at least average standards in these subjects, by the end of the year, with many achieving beyond this, especially in science, so that results in the national assessment tests are likely to be similar to those of last year. The school has set challenging and realistic targets for pupils by the end of Key Stage 2 for 2003 in English and mathematics. The trend for improvement is in line with that found nationally and should remain so.

¹ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

Planning, displays and examples of pupils' work suggest that in all other subjects most pupils are working at levels appropriate to their age groups. Some very tuneful singing with good diction was heard in assemblies. Pupils frequently present their work well, especially finished copies, in which handwriting is neatly printed by the younger pupils, and usually in a tidy joined-up style by the older ones.

Pupils with special educational needs often make very good progress in their learning and achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good, and often very good, attitudes to school and their learning.
Behaviour, in and out of classrooms	Most pupils behave well in lessons and at play; they are both courteous and friendly.
Personal development and relationships	Relationships between pupils and with adults are very good.
Attendance	Unsatisfactory. Too many pupils take holidays in term-time, which means they miss important areas of the curriculum. This has a detrimental effect on their learning and progress.

Pupils are confident learners and keen to increase their knowledge and skills in all subjects. The involvement of pupils in their own learning and progress, through target-setting, has a positive impact on what they achieve.

TEACHING AND LEARNING

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

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

The quality of teaching observed was good overall and some very good teaching was seen. Teaching of English and mathematics, including literacy and numeracy, is generally good, and pupils learn effectively because areas for development, such as writing, have been carefully identified and focused upon. Most lessons are planned with a clear focus on what pupils are going to learn. Teachers' subject knowledge is good and, in general, they have high expectations of what their pupils can achieve. Most use skilful questioning techniques to consolidate pupils' previous learning, before introducing new facts and concepts. Teachers use assessment information effectively to help plan future lessons. This means that tasks are, in general, matched well to pupils' needs and enable them to learn effectively. Teachers also provide very well for pupils with special educational needs, who are fully included in all activities. Class discipline is usually good and most pupils listen attentively and respond thoughtfully to well-focused questions, which enhance and extend their learning. However, on the very few occasions when teachers' management of pupils' behaviour is less successful the pace of learning is slow. Support staff make a very valuable contribution to the pupils' education and are briefed well by teachers as to what the pupils are learning and how they should make their input. Voluntary helpers also provide very good help for teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. Planning indicates that the curriculum for the five- to 11-year-olds is generally balanced. However, examples of previous work showed that the bulk of time is given to English, mathematics and science, and whilst this is having a positive effect on standards in those subjects, the time left to teach other subjects in depth is not always enough.
Provision for pupils with special educational needs	Very good, and enables these pupils to make at least good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good provision for the pupils' spiritual, moral and social awareness creates a positive ethos and rich learning environment. Although, overall, the school provides satisfactorily for pupils' cultural development, it does not prepare them enough for living in the cultural diversity of British society.
How well the school cares for its pupils	The school promotes pupils' welfare very effectively, through its concerned attention to their physical and emotional well-being.

The school provides a good range of activities outside school. In general, parents are very supportive; this is reflected in the thriving parent-teacher association, which raises a large amount of money for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership. She is well supported by the two senior teachers and other staff.
How well the governors fulfil their responsibilities	The governors are very supportive, take an active role in the management of the school and, overall, they fulfil their statutory requirements.
The school's evaluation of its performance	The school has a broad overview of its work and is aware of its strengths and weaknesses.
The strategic use of resources	The school makes effective use of all staff, material resources and its accommodation.

The headteacher, senior teachers and staff work together as an effective team to meet the school's wholly appropriate aims, so that a positive ethos pervades the school creating a productive learning environment. Governors are enthusiastic and have a useful committee structure to improve the efficiency of their management. In general, they operate the budget according to the principles of best value.

The headteacher and teachers in their roles of subject co-ordinators have effective procedures in place for monitoring and evaluating the curriculum and teaching and the impact they are having on pupils' learning. However, although the headteacher has a clear vision for future developments of the school and short-term planning is clear, there is no formal written overview of long-term plans and the related financial implications they may incur.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress in their learning. • The good teaching and the high expectations teachers have of their children's behaviour and work. • That the school helps their children to become mature and responsible. • The school is led and managed well. 	<ul style="list-style-type: none"> • The school working more closely with parents. • More information about their children's progress.

The inspection team agrees with the positive comments made by parents and, in general, disagrees with their negative remarks. The school works very hard to involve parents in their children's education. Parents receive regular newsletters and are invited to formal and informal school functions, such as the governors' annual meeting, festivals and school assemblies. They are encouraged to help in school and with after-school activities. On a day-to-day basis, parents have the opportunity to communicate with teachers through the home-school contact book. Unusually for many primary schools, parents are also given the opportunity to put forward their views in an annual questionnaire. Parents are informed of their children's progress in the informative annual written reports, and at consultation meetings with parents, held twice a year, although it is now more usual for primary schools to have three meetings a year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is good, overall, and this has a significant impact on pupils' learning and this contributes greatly to the high standards pupils achieve in English, mathematics and science by the time they leave the school.

1. The quality of teaching observed was good overall. Three-quarters of the teaching was good or better and a third was very good and this was so over all key stages. One lesson of the 18 lessons observed was unsatisfactory. The consistently good quality of teaching in the reception class is reflected in the good rate of progress the children make in their early years at school. The teacher and classroom assistant have a clear understanding of the educational and social needs of young children. They have realistically high expectations of achievement and behaviour.
2. Pupils from Year 1 to Year 6 also learn effectively because most lessons are planned with a clear focus on what they are going to learn. Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson, and, at the end, by asking them to demonstrate that they have achieved this. Most use skilful questioning techniques to consolidate pupils' previous learning before introducing new facts and concepts. For example, in a good science lesson, the pupils in Years 3 and 4 showed clearly, through their answers and discussion, that they were learning how to set up a scientific investigation. They knew the importance of making it a fair test, giving some good examples, and explaining how they predicted possible results. Throughout the lesson the teacher encouraged the pupils to use correct scientific vocabulary. This, and other similar activities observed, also contributed greatly to the development of pupils' speaking and listening skills. Teachers value the answers and responses pupils make and use praise appropriately, and this gives pupils confidence and promotes their learning well.
3. The teaching of English and mathematics is good and frequently very good, and pupils learn effectively because areas for development, such as writing, have been carefully identified and focused upon. The school has implemented the National Literacy and Numeracy Strategies well for the wide abilities, and, in some classes, the mixed ages of pupils. Teachers' subject knowledge is good and, in general, they have high expectations of what their pupils can achieve. This was clearly observed in a mathematics lesson, when the teacher used her expertise well to challenge pupils to give of their very best, promoting learning extremely effectively. In this lesson the pace of learning was also brisk as the teacher made good use of timed targets to motivate the pupils. Teachers use assessment information well to help plan future lessons. This means that tasks are, in general, well matched to pupils' needs and enables them to learn effectively. In addition, pupils in Year 6 are grouped according to their ability for numeracy lessons two days a week. This allows them to learn at a rate appropriate to their attainment levels and is a contributing factor to the significant number of pupils reaching standards above the national expectation in the national tests. Teachers also provide very well for pupils with special educational needs, who are fully included in all activities, and, as a result, these pupils make at least good progress towards the targets in their individual education plans. Class discipline is usually good and the relationships teachers have with the pupils are productive. Most pupils listen attentively and respond well to their teachers and each other and this enhances and extends their learning. However, on the one occasion when teachers' management of pupils' behaviour was less successful the pace of learning was slow.
4. Support staff make a very valuable contribution to the pupils' education, especially those who need extra help. They are briefed well by teachers as to what the pupils are learning and how they should make their input. Voluntary helpers also provide very good help for teachers.

The headteacher provides very effective leadership so that the whole school community is committed to raising standards.

5. The headteacher provides very effective leadership and clear educational direction for the school. She leads a very strong team that has been carefully selected through the appointment processes to meet the needs of the school. Within it there is a very good balance between the experienced teachers and those who are more recently qualified. Regardless of experience, the teachers shared enthusiasm and motivation contribute significantly to the good teaching. As a result of the headteacher's commitment to creating a team spirit within the school, where all members of staff are valued and receive appropriate training, the school is working towards gaining the 'Investors in People' status. The school also has an ethos of investing in the future of education by training student teachers.
6. The senior teachers provide very good support for the headteacher and managed the school very capably when she took a recent secondment. Through the hard work and commitment of one of these teachers the school has recently had its 'Healthy Schools' award revalidated. As subject co-ordinators, teachers have effective procedures in place for monitoring and evaluating the curriculum and teaching and the impact they have on pupils' learning. In addition, the headteacher examines the work of pupils to ensure high standards are being maintained and analyses in detail the progress of groups and individual pupils. As a result, the school has a well-managed provision for pupils on the special educational need register. The individual needs of these pupils are carefully identified and well planned to ensure they are catered for appropriately.
7. The governors are very supportive, take an active role in the management of the school, and fulfil their statutory requirements. They have diverse areas of expertise, which are used to good effect; for example through the various committees, which carry out much of the preparatory work for the regular meetings of the governing body, increasing the efficiency of their management. Most governors visit the school on a regular basis and they also monitor and make observations of lessons and report back to full governing body meetings.
8. The school monitors and evaluates its performance closely and, because the headteacher keeps them well informed, governors have a good understanding of the school's strengths and weaknesses. They make good use of the detailed analysis of assessment results, and compare them with other schools, both locally and nationally. The budget is operated according to the principles of best value and careful tendering processes are employed for all major works. The school has effective consultation practices; for example, it gives parents and pupils the opportunity to express their opinions about the school, through a detailed questionnaire. There was a very positive response to the recent questionnaires. Together with the headteacher and staff, governors have a commitment to providing the best education they can for the pupils and, thus, raising standards.
9. The school makes effective use of new technology and is currently developing a web site. The up-to-date multi-media computers allow pupils and staff to utilise CD-ROM programs and to gain access to the Internet. The well-organised routines of the school are well known to pupils, staff and parents, and effective administrative support ensures that the school runs smoothly.

The very good provision for pupils' spiritual, moral and social development promotes high standards of personal development, strong relationships, good behaviour, and the positive values and attitudes pupils have towards their learning.

10. As at the last inspection, the school is very effective in promoting pupils' spiritual, moral and social development, creating a positive ethos and a rich and supportive learning environment.
11. Spiritual awareness is developed very successfully, through the daily act of collective worship and the curriculum in general. There is a strong Christian ethos in the school, which clearly reflects the school's aims. During acts of worship, pupils are given the opportunities to consider the marvels of the natural world and share in each other's successes. They are given time to reflect on important people in their own lives, such as their mothers, when the assembly theme was based on the forthcoming 'Mothering Sunday'. Many expressed their feelings about their mothers thoughtfully, and one pupil read out a very moving poem that she had written. Pupils celebrate Christian

festivals throughout the year and make regular visits to the local church. The vicar and members of other Christian denominations regularly join the school assemblies. Most pupils have respect for the world around them. In the reception class, children were planning their annual trip to the farm to enjoy the delights of spring, such as newly born lambs. Older pupils care for the school and members of the 'litter club' ensure that the school is kept free of rubbish. Many pupils are acquiring sensitive attitudes to each other and display concern for one another. For example, the 'Friendship Stop' in the playground, brought about by the school council, ensures that pupils who have no one to play with soon find friends. In classroom discussions, pupils show good respect in the way they listen to each other, and most pupils express their thoughts and feelings confidently without fear of derision.

12. Moral issues are addressed very well. Pupils clearly know the difference between right and wrong. Through good example and the positive mutual respect that exists between pupils and adults in the school, the staff constantly distinguish between what is acceptable and unacceptable behaviour, so that, the standard of the pupils' behaviour in and around the school is good. Most pupils adhere to the school rules, which are simple but understandable. In each class, pupils have devised their own rules and they are written up for all to see, and, in most cases, agreed and signed by individual class members. Even in the reception class children quickly learn their class rules, for example, that 'only three children are allowed to play in the sand at any one time'. Pupils are encouraged to discuss issues, such as bullying, or any worries they may have during 'circle time'². Problems, such as how to ensure there is good behaviour on the school bus are often brought to the school council. As a result, members have organised a very effective system to tackle this particular problem.
13. Social development is fostered very successfully through the community spirit that permeates the school. Pupils work and play well together. Older pupils care naturally for younger ones and parents appreciate this. A very good example of this is the 'Buddy System', where the oldest pupils pair with the youngest ones. As well as overseeing their well-being, each week the older pupils spend time reading to their partners. This is a truly social occasion and is particularly successful, as in the case of a shy child in the reception class who has formed a strong bond with her 'buddy' in Year 6. Pupils are encouraged to carry out responsibilities around the school and most do so willingly and conscientiously. Older pupils undertake duties on a regular basis, for instance, getting the hall ready for assemblies and operating the tape recorder and overhead projector. Most pupils demonstrate that they are well motivated and enthusiastic learners who sustain good concentration during lessons. Pupils usually take a pride in producing their best work and the neat, well presented written work of many of the older pupils is a good example of this. Most pupils show a very high degree of confidence and self-discipline in lessons and work responsibly even when they are not directly supervised. Nearly all pupils were seen to collaborate well with others in group and paired activities. The involvement pupils take in their own learning and progress through target setting has a positive impact on what they achieve.
14. Organised residential trips for the older pupils give them a greater social awareness. Diaries they have written indicate they enjoyed the trips. Accounts of mountain biking down six-foot drops are vivid, and illustrate well the positive value of these trips on pupils' personal development. Pupils also join other schools for sporting and other activities. They support several charities, giving them an insight into people who are less fortunate than themselves. A major initiative towards giving pupils a feeling of citizenship has been the formation of the highly successful school council. Members, who are voted for by their classmates, are proud to represent them at meetings. They are keen to talk about the success of the initiatives they have achieved, such as the most recent, whereby the 'dinner ladies' award certificates to those pupils who have healthy lunches.
15. This on-going successful provision for pupils' spiritual, moral and social development has a positive effect on pupils' personal development and learning.

The school looks after its pupils very well and provides a secure learning environment.

² 'Circle time' is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

16. The school provides a safe environment for pupils and gives a high priority to health and safety. This was also judged to be a strength of the school at the last inspection. Staff know the pupils and their circumstances well and provide a welcoming, friendly atmosphere in the school which parents appreciate. As a result, the school is totally inclusive, with all pupils treated as individuals with their own rights. Security arrangements are good. Because of the hazards of the busy road outside the school, very good procedures are in place to ensure pupils leave the premises safely at the end of the day.
17. The school has an appropriate health and safety policy and governors and staff carry out regular risk assessment checks. First-aid and medical matters are efficiently managed, although there is nowhere for pupils to lie down if they feel unwell. Break-times and lunchtimes are well organised to overcome the difficulties of overcrowding in the playground. Supervision is good throughout the day and pupils are encouraged to make the best use of the small hard play area by the provision of interesting play equipment.
18. The school aims to reward kindness to others as well as good work, behaviour and manners, with various incentives offered for achievement. Pupils are encouraged to take responsibility for their own health, safety and behaviour. It is clear that pupils are very conscious of the importance of having a healthy diet. Bullying is actively and consistently discouraged. Child protection matters are well organised and staff training is up-to-date.
19. Procedures for monitoring pupils' progress are very effective and thorough, and have improved considerably since the last inspection. Teachers in the reception classes use the records passed on from nurseries and playgroups that children have attended, along with the formal assessments they make when the children start in these classes, to plan for their individual needs. Appropriate procedures have been identified for assessing pupils' attainment and progress in the key areas of English, mathematics and science. These arrangements meet statutory requirements. Results of the national assessment tests taken by pupils at the end of Years 2 and 6 are analysed carefully and used, if necessary, to review the curriculum. The school has introduced simple but effective assessment records for recording pupils' attainment and progress in all subjects. Teachers regularly update this for the pupils in their classes, and add comments. Most teachers use their assessments effectively to group pupils according to their ability in literacy and numeracy lessons. Pupils also have individual portfolios with examples of work showing progress as they move through the school. Teachers set individual targets for improvement in literacy and numeracy for the seven- to 11-year-olds, and set class targets for the five- to seven-year-olds. They also mark pupils work well, with an appropriate balance between giving praise and making points for improvement.
20. Teachers make good use of individual education plans when planning work for pupils with special educational needs. These plans, developed with the co-ordinator for special educational needs, have accurate and specific targets for improvement.
21. This high level of care, support and guidance the school gives has a positive effect in raising standards.

WHAT COULD BE IMPROVED

Currently, the school does not have a formal overview of long-term development planning clearly linked to financial implications.

22. In general, the school has a broad overview of its work, and improvements needed are generally linked into school development planning. However, development planning is at present very short-term, and there is no formal written overview of plans for future developments and the related financial implications they may incur. For example, the balance of the budget for the financial year 2000/01 was a healthy 15.4 per cent of the income it received. However, the predicted spending for the year 2001/2002 indicates that the balance of the budget will only be just over one per cent of the income for the year. Should spending continue at this rate the school is likely to go into a deficit

budget. Although the headteacher and governors have discussed this problem and identified possible solutions, there is no long-term written plan identifying how the school is going to deal with this. The headteacher and governors have identified this area of school development planning as being a priority for improvement.

The pupils' awareness of the cultural diversity of British society.

23. Overall, pupils' cultural awareness is developed satisfactorily. They gain an insight into the influences that have shaped their own cultural heritage, through subjects such as English, history, art and design, music and geography and activities associated with them. Through their reading, and in literacy lessons, pupils hear traditional stories, and in their art and design lessons the pupils study the work of famous artists. Nearer to home, pupils learn about the local culture through making studies of near-by places of interest, for example, the local church, Lacock village and Farleigh Castle. Trips further afield include visits to Salisbury Cathedral, and the Millennium Dome and National Gallery in London.
24. As a mono-cultural school, the opportunities offered for pupils to become aware of the cultural diversity of British society are catered for less well. During collective worship, religious education and geography lessons pupils learn about other faiths and how people in other countries live. Pupils who go abroad for holidays are encouraged to share their experiences with their classmates. However, there are limited opportunities for pupils to understand, for example, the significance of religion, music, art and literature of other cultures and how these have been significant to the development of customs, values and beliefs of those people.

Attendance of pupils.

25. The school's procedures for monitoring and promoting attendance are good. The school has a suitable policy that aims to support parents in assuring regular attendance. Procedures are well laid out. These include making telephone contact with parents or carers on the first day that a pupil does not attend school, if no message has been received from them, promoting good attendance through guidance leaflets and regular newsletters, and involving the services of the educational welfare officer. The headteacher monitors attendance on a weekly basis, highlighting and following up individual pupils whose attendance is causing concern. Despite this, attendance is unsatisfactory since it is well below the national average. It has deteriorated since the last inspection when it was judged to be very good. Some pupils miss school because they are ill, but, currently, there are too many pupils taking holidays during term time. This has a negative effect on the progress and attainment of these pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. To build on the current success of the school, the headteacher, staff and governors should now:
- Have a longer-term, formal written overview of future developments clearly linked to financial implications. (*Paragraph 22*)
 - Provide more opportunities for pupils to become aware of the cultural diversity of British society. (*Paragraph 24*)
 - Continue to try to improve pupils' attendance through increased liaison with parents and carers, and the local education authority, and through incentives for pupils to attend regularly. (*Paragraph 25*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

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

5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	7	3	1	0	0
Percentage	0	31	44	19	6	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

157

Number of full-time pupils known to be eligible for free school meals

6

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

0

Number of pupils on the school's special educational needs register

42

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

2

Pupils who left the school other than at the usual time of leaving

0

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.4

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	16	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	23	21	22
Percentage of pupils at NC level 2 or above	School	100 (94)	91 (94)	96 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	91 (94)	96 (94)	96 (94)
	National	85 (84)	89 (88)	89 (88)

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

* The number of boys and girls taking the tests has been omitted, as there were 10 or fewer in one of the groups.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	23	21	24
Percentage of pupils at NC level 4 or above	School	96 (83)	88 (57)	100 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	88 (87)	88 (70)	88 (91)
	National	72 (70)	74 (72)	82 (89)

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

* The number of boys and girls taking the tests has been omitted, as there were 10 or fewer in one of the groups.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	135
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	21.8
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	75

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
	£
Total income	307,923
Total expenditure	289,633
Expenditure per pupil	1,957
Balance brought forward from previous year	29,260
Balance carried forward to next year	47,550

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	110
Number of questionnaires returned	26
Percentage of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	4	0	0
My child is making good progress in school.	54	38	8	0	0
Behaviour in the school is good.	23	69	4	0	4
My child gets the right amount of work to do at home.	27	62	8	0	4
The teaching is good.	69	23	4	0	4
I am kept well informed about how my child is getting on.	42	35	15	0	8
I would feel comfortable about approaching the school with questions or a problem.	46	46	4	4	0
The school expects my child to work hard and achieve his or her best.	54	23	8	0	15
The school works closely with parents.	31	50	19	0	0
The school is well led and managed.	54	31	8	0	8
The school is helping my child become mature and responsible.	42	50	4	0	4
The school provides an interesting range of activities outside lessons.	23	54	8	4	12