

INSPECTION REPORT

CHARTER PRIMARY SCHOOL

Chippenham

LEA area: Wiltshire

Unique reference number: 126292

Headteacher: Mrs S Paul

Reporting inspector: Stephen Bugg
15306

Dates of inspection: 18th – 21st June 2002

Inspection number: 198719

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Wood Lane
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Appropriate authority: Wiltshire County Council

Name of chair of governors: Mr J Kilgour

Date of previous inspection: 17th November 1997

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15306	Stephen Bugg	Registered inspector	Mathematics Art	What sort of school is it? How high are standards – the school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9163	Geoff Humphrey	Lay inspector		How high are standards – pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32104	Mark Sandercock	Team inspector	Science Music	
17687	Lisa Johnson	Team inspector	Information and communications technology Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?
19667	Lyn Paine	Team inspector	Physical education Foundation Stage	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Charter Primary School caters for pupils aged between four and eleven. It is of larger than average size and currently has 349 pupils on roll. The school roll is continuing to rise slowly and there are significant differences in the size of year groups from year-to-year. The pupils are drawn from a wide range of backgrounds and a number are drawn from outside the school's recognised catchment area. The proportion of pupils eligible for a free school meal is eight per cent, below the national average. The proportion of pupils on the school's special educational needs register is 30 per cent, which is above the national average. The majority of special needs relate to moderate learning or behaviour difficulties or dyslexia. In September 2001 a local education authority base for pupils with autistic spectrum disorder was established at the school. This currently caters for seven pupils. In addition to these pupils one other pupil in the school has a statement of special educational needs. Almost all pupils are of a white ethnic background. One pupil is at an early stage of learning English. When the pupils start school, their levels of attainment vary considerably although overall it is broadly average when compared to other schools in Wiltshire.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. Overall the pupils make good progress, particularly in Years 3 to 6. This is because the teaching is good and often very good and the teachers' planning and assessment of pupils is of very high quality. The pupils attain above average standards in mathematics, science and music. The headteacher provides very strong leadership. Currently she is skilfully managing the school through a period of considerable staffing changes. Pupils have good attitudes to their learning. However, a small minority disrupt some lessons. It is to the school's credit that the disruption significantly reduces as the pupils proceed through the school. The new centre for pupils with autism is a strength and all pupils, regardless of ability, are fully included in all aspects of the school's life. The pupils' chair of the school council has summarised her view of the school thus: 'Our classmates are a range of people from different backgrounds, but the teachers treat us the same.' The school provides good value for money.

What the school does well

- The teaching is good overall and often very good.
- The pupils make good progress in Years 3 to 6.
- The headteacher provides very good leadership.
- Curriculum planning and the procedures for assessing the pupils' progress are very good.
- The provision made for the pupils with autism in the Charter Rose Centre is excellent and very good for other pupils with special educational needs.
- Very good opportunities are provided for pupils to take responsibilities.
- Pupils make very good progress in information and communications technology (ICT).

What could be improved

- The behaviour of a minority of pupils in lessons.
- The progress made by some pupils of below average capability in Years 1 to 3 in reading and writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement in the school since the last inspection in November 1997. The quality of teaching has improved and it is now good overall with some teaching that is very good. Curriculum planning has improved and all schemes of work have been completed. This development has been key to ensuring that the various mixed-age class arrangements work effectively. Similarly, the school has developed very good assessment strategies and these are very well used to inform planning. Whilst behaviour is now very good amongst the oldest pupils there are still too many occasions where the behaviour of a few is unacceptable in lessons. Although standards dipped in 2001 they are now higher, and broadly the same as at the time of the last inspection. Overall the pupils are making good progress particularly as there is a more than an average proportion of the pupils who have significant special educational needs. Given that the school is currently facing a number of maternity and other staffing absences this is a significant achievement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	E	E
mathematics	A	A	C	C
science	A	B	C	C

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

Overall standards have been above average in the four years since the last inspection. However, there was a significant dip last year, caused in large part because the school was unable to make satisfactory arrangements to cover a long-term absence of a key Year 6 teacher. The situation is now fully resolved and pupils in Year 6 are now attaining above average standards in mathematics and science and average standards in English. Overall they are making good progress in Years 3 to 6.

Standards attained by pupils in Year 2 national tests have been broadly average since the time of the last inspection. Inspection evidence indicates that they remain the same, average, in writing and mathematics but that they are now lower, below average, in reading. The arrangements for pupils with special educational needs are very good and most, particularly those with significant needs, make good progress. However, there are a number of other pupils in Years 1 to 3 whose attainment is below average and who are not benefiting from the additional focused support they need. They are therefore not making sufficient progress in developing their basic literacy skills.

Pupils in the reception classes make a good start. Despite the need to change staff mid-year to cover a staff absence the vast majority are on course to attain the nationally expected standards by the end of their first year in the school.

Standards attained by eleven-year-olds are above average in music. In ICT standards are rising rapidly and the pupils are making very good progress. In all other subjects standards are broadly average and the pupils are making at least sound progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, although a minority of younger pupils demonstrate unsatisfactory attitudes in some lessons.
Behaviour, in and out of classrooms	Sound. Around the school behaviour is good as it is in the vast majority of lessons for older pupils. It is unsatisfactory in a number of lessons for younger pupils.
Personal development and relationships	Very good. The initiative shown by pupils and their response to personal responsibility, particularly by the older pupils, are excellent.
Attendance	Satisfactory.

The older pupils display mature attitudes. Their very good support of the younger pupils ensures pupils play well together at lunch and break-times.

TEACHING AND LEARNING

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

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

Overall the teaching is good. It is good in over two-thirds of all lessons and very good in more than a quarter. In the vast majority of the remainder it is satisfactory.

Whilst there is very good teaching throughout the school the very best teaching is to be found in the Charter Rose Centre and in the teaching of the older pupils. Some of this teaching is inspirational.

Characteristics of this teaching include very precise planning, excellent relationships between adults and pupils, very challenging tasks and variations in the pace of learning – at times very brisk and at others slower, allowing pupils good opportunities to reflect on their work. Teachers' planning throughout the school is very clearly matched to the needs of the pupils and the teachers are very clear as to what they are going to assess. Teaching assistants play a full role in many lessons and provide very good support to groups of pupils of all abilities.

Almost all teachers teach literacy and numeracy well, although there is insufficient focused support for some younger pupils who have below average literacy abilities. The planning for those pupils with significant special needs is very thorough and they are well taught by both teachers and their assistants. Most teachers are highly skilled at managing challenging behaviour although a few have not been sufficiently trained to handle the range of teaching strategies expected of them. In particular, in the younger classes, they set tasks which require the pupils to show greater responsibility for their own learning than they are ready for. However, in only a very small minority is the teaching unsatisfactory. Where this occurs it is

linked to the arrangements the school is making to cover staff absence. It is not an ongoing problem.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school plans very well for the complex arrangements for mixed-age classes.
Provision for pupils with special educational needs	Very good. The school is benefiting from the expertise of staff in the Charter Rose Centre.
Provision for pupils with English as an additional language	The school is providing effective support for the one pupil who is at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Sound provision for spiritual and cultural development, good provision for moral development and very good provision for the pupils' social development.
How well the school cares for its pupils	Very good for both the pupils' personal development and for their academic progress.

The school has very good links with parents and provides good information about the curriculum and the pupils' progress. The very good curriculum planning is a significant factor in why pupils make good progress despite the complex class arrangements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, the school is well led. There is a common vision shared by the school's senior management team and other subject leaders for the continued improvement of the school.
How well the governors fulfil their responsibilities	Well. The governing body is very supportive and takes an active part in shaping the development of the school.
The school's evaluation of its performance	Good. All staff are encouraged to share in the monitoring of the school's performance.
The strategic use of resources	Good. Careful thought is given to the deployment of staff and resources and the accommodation is well used.

The headteacher provides the school with a very clear educational direction and with the support of her staff and governors has instigated a number of initiatives. There is a commitment to regular evaluation and to constantly striving to improve. There is very careful management of finances and the governing body regularly reviews expenditure to ensure the finances at its disposal are well spent. The headteacher and the governors have skilfully managed recent staffing problems although at times they have found it difficult to appoint staff of the required calibre.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy going to school.• The children make good progress.• The school encourages hard work and achievement.• The behaviour in the school is good.• The teaching is good.• The school is well led and managed.	<ul style="list-style-type: none">• The amount of homework set.• The range of activities offered to children outside lessons.• The information provided about how their child is getting on.• The way the school works in collaboration with parents.

The inspectors agree with parents as to the strengths of the school although they would point out the need for the school and parents to work together to ensure improvements in the behaviour of a few of the youngest pupils. They consider that the arrangements for homework, provision for extra- curricular activities, information provided for parents and the schools links with parents are all satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school with capabilities that are broadly average for Wiltshire, but a significant number have moderate learning or behaviour difficulties. Overall the proportion of pupils on the school's special educational needs register, including those who are designated as having more extensive needs, is high.

2. Standards attained by pupils in 2001 in the end of Year 6 national tests were well below the national average in English but broadly in line in mathematics and science. Similarly when compared to pupils in similar schools, schools that have between 8 and 20 per cent of pupils claiming a free school meal, the standards attained were well below average in English and broadly average in mathematics and science. In all three subjects this was significantly lower than in any of the three previous years, where they had been above or well above average.

3. The progress the pupils made between Year 3 and the end of Year 6 when they took the national tests in 2001 can be compared against other pupils nationally who achieved to a similar standard at the end of Year 2. By comparison these pupils' progress was slower in mathematics and science and significantly slower in English.

4. The reason for the lower standards and the unsatisfactory progress was that one of the two Year 6 teachers was absent for more almost all of 2000-01. Despite their best endeavours, the headteacher and the governing body were unable to make satisfactory arrangements to provide the pupils in this class with appropriate high quality support for the majority of the time. Consequently the pupils' education in the key last year of schooling was seriously disrupted.

5. Standards attained by the current pupils in Year 6 are broadly average in English and above average in mathematics and science. In three of the last four years standards have been lower in English than in mathematics or science. Current indications are that pupils are still not attaining as high standards in English in Year 6 as in mathematics and science. However, high quality teaching in Years 5 and 6, as well as in some classes in Years 3 and 4, together with very high quality planning and assessment procedures, means that the pupils are now making good progress in English. Standards are therefore set to rise further.

6. Overall the pupils are now making good progress in English, mathematics and science in Years 3 to 6. Inspection evidence indicates that pupils of all abilities, including the higher than average proportion with special educational needs, are making similarly good progress. This is impressive. However, progress is better in Years 5 and 6 than in Years 3 and 4. This is because older pupils are benefiting from being taught by a high quality stable team. By contrast, whilst there is some very good teaching in Years 3 and 4, the education of a few pupils is being disrupted by the school's difficulty in again effectively covering long-term staff absence.

7. Standards attained by pupils in the end of Year 2 national tests are broadly average. In 2001 the pupils attained standards in line with the all other pupils nationally in reading and writing but below average in mathematics. Standards over the past four years have broadly tracked the national average in reading and writing but have varied from below average to above in mathematics. Inspection evidence indicates that pupils in the current Year 2 are on

line to attain average standards in writing and mathematics but are lower, below average in reading.

8. Overall pupils make sound progress in Years 1 and 2. However, there are variations between pupils of differing abilities. Many higher attaining pupils make good progress and almost all attain standards that are above average. Similarly those pupils with significant special educational needs are very well provided for and make good progress. However, pupils of below average ability are not as well catered for and a number of these are not making sufficient progress. In reading and writing this is because the need to develop their basic phonic skills is not satisfactorily addressed.

9. Inspection evidence shows that standards in speaking and listening are average. Generally pupils listen attentively in lessons although a few, younger pupils especially, find it hard to concentrate for any length of time or to wait their turn to speak. In such situations other pupils show great tolerance. By Year 6 the pupils speak with developing confidence and understanding about personification, alliteration and imagery. In reading pupils attain average standards by the end of Year 6. Older pupils enjoy reading and have very good attitudes to books. They are given great encouragement to read. For example, in one class daily copies of national newspapers are provided for the pupils to read. By the end of Year 2 standards are below average, mainly because the lower attaining pupils are not making sufficient progress in learning to blend individual sounds to make words. A significant number have not attained the nationally expected level for pupils of this age in the end of Year 2 tests. In writing standards are average across the school, although at Year 2 lower attaining pupils are not making consistent use of full stops and capital letters when punctuating their work. However, by the end of Year 6 the pupils' handwriting and presentation develop well and the pupils produce work demonstrating a good coverage of a range of writing for different purposes and audiences.

10. In mathematics pupils make sound progress in Years 1 and 2, although progress is better amongst the higher attaining pupils who are more successful at working unaided when required to do so. Progress is good in Years 3 to 6 where some very effective teaching, linked to careful consideration of the varying needs of pupils of differing abilities and high quality planning is helping ensure pupils attain well. Many pupils leave the school, confident in basic mental and oral work and with good strategies to estimate or calculate answers when they are not sure.

11. In science pupils make good progress at both key stages and attain above average standards. This is primarily because the quality of teaching is good and the teachers' planning very thorough. The two co-ordinators are providing very good leadership. In information and communication technology (ICT) the pupils are making good progress in Years 1 and 2 and very good progress in Years 3 to 6. This is because all staff have recently completed high quality training, the resources have been upgraded and the new co-ordinator is providing very effective leadership. As yet this has not impacted on standards, which remain in line with national expectations, but given the progress being made across the school and the importance given to ICT in supporting other subjects all indications point to standards rising quickly in the short-term.

12. Pupils are also attaining standards in music that are above national expectations by the end of both Year 2 and Year 6. High quality co-ordination, an effective curriculum and good opportunities provided by teachers enabling pupils to study all areas of music within the National Curriculum are helping to ensure the pupils make good progress.

13. In all other subjects standards are in line with national expectations and the pupils are making at least sound progress, with some pupils making good progress. In art standards of

painting are quite high and there are some delightful examples of the pupils' work displayed around the school, although standards of drawing are lower.

14. Pupils in the foundation year make a good start to their education and most will achieve the nationally expected standards across all areas of learning by the age of five. Although the school has again been disrupted by long-term staff absence the disruption to the education of the youngest pupils has been minimised by the securing of effective short-term cover and by the good planning and organisation of the Early Year's co-ordinator.

15. Overall pupils with special educational needs make good progress particularly those with significant needs. The school identifies pupils with special needs promptly and appropriate learning targets are set for them within their individual educational plans. Most pupils make good progress towards these targets both in their classes and in withdrawal groups because of the good, and often very good, levels of support they receive. The pupils have very positive attitudes to their work and have high levels of self-esteem. This aids their progress. There is no evidence of any regular significant variation between the progress made by boys and girls and the school is providing carefully considered support for the one pupil who English as an additional language. Targets set for the pupils have been modest although recently they have been reviewed and raised. The pupils are attaining the targets set for them.

Pupils' attitudes, values and personal development

16. The attitude of the majority of pupils towards their learning is good. This majority demonstrates interest and enthusiasm towards their learning and takes pride in what they do. A significant minority of pupils however, mainly younger ones, demonstrate unsatisfactory learning attitudes in some lessons and this can cause disruption to the learning of others. It is to the school's credit that the learning attitudes of these more challenging pupils improve as they progress through the school. This is because they respond to the school's rigorous behaviour management approach and high teacher expectations.

17. In the reception class children work and play well together. They busy themselves with the various activities, demonstrate good levels of interest and concentrate well on the tasks they are given. The majority develop good listening skills and enjoy number games. In a counting activity using little and big frogs, for example, the children were attentive and keen to respond. On another occasion, during a reading and writing activity with a teacher, they demonstrated good self-discipline by waiting patiently with their hand up to answer questions. However, on some occasions as for example in a physical education lesson a minority of pupils were noisy entering the lesson and continued to make a considerable amount of noise throughout the lesson.

18. The learning attitude of pupils in Years 1, 2 and 3 is more variable and some pupils in these years present challenging behaviour in a number of lessons. For example, in a music lesson, where pupils were listening to different sounds, a few pupils demonstrated challenging behaviour and were easily distracted, even though the teaching strategies used were very effective. Similarly in a physical education lesson a small group of pupils became noisy and demonstrated a lack of self-discipline when the pace of the lesson slowed.

19. In a small number of lessons younger pupils have poor attitudes and their challenging or disruptive behaviour disrupts the learning of others for part of the lesson. In some instances teachers and their assistants deal with the situation very well, although on a small number of occasions short-term supply teachers lacked sufficient experience when confronted with poor behaviour. Occasionally teachers set tasks which lack sufficient challenge or are not well managed and this aggravates rather than solves the behavioural

problems. Similarly for pupils in Year 3 and 4, lapses of concentration and disruptive behaviour by a minority were observed. By contrast, excellent behaviour was observed in many other lessons, for example in a Year 2 science lesson, where pupils were studying the habitats of different creatures, and very good co-operation and concentration was evident during a lesson on ICT.

20. As pupils progress through the school their concentration, enthusiasm and interest in learning develops and attitudes and classroom behaviour improve significantly. For example during an independent reading session pupils in Years 3 and 4 were quiet and concentrated well on the activity, whilst in a mathematics lesson they demonstrated very good behaviour and clearly enjoyed the challenge. In an ICT lesson, where pupils were undertaking research for their project on World War II, a combined class of Year 5 and 6 pupils demonstrated exemplary behaviour and co-operation. Similarly in a mathematics lesson on number progress and sequence, relationships in the classroom were excellent.

21. By Year 6 the vast majority of pupils demonstrate both maturity and independence in their learning attitudes. For example in a physical education lesson pupils demonstrated high levels of maturity and concentration and excellent attitudes were observed in science, where pupils were challenged by the task of identifying the differences between vertebrates and invertebrates.

22. Behaviour overall is satisfactory. Although in the classroom the behaviour of a few, mainly younger, pupils is unsatisfactory, around the school and during recreational times behaviour is good, often very good. Pupils show respect for each other and towards adults. They are polite and courteous, holding doors open for each other and standing aside to let people pass. They show confidence and often exchange a greeting in a friendly positive manner.

23. Pupils have a very good understanding of the impact that their actions can have on others. Relationships between all members of the school community are very good. Staff treat pupils with respect and consideration and this is reflected in the confidence and trust that the pupils in turn have in their relationships with others. Pupils have very good respect for the feelings values and beliefs of others. Both girls and boys, and the few who come from different ethnic minority and cultural backgrounds, are fully included in the life and work of the school, in an atmosphere of total racial harmony.

24. The relationship between pupils in the mainstream school and those in the special unit for pupils with autism is a special strength of the school. Both groups are often included in the activities and lessons of the other. Pupils from the mainstream school frequently join in with the learning activities of those pupils with autism and the pupils from the special unit join mainstream classes for subjects like music and physical education. This is an excellent example of educational inclusion for pupils with a wide range of special educational needs.

25. There were no instances of bullying or harassment observed during the inspection. Pupils have the confidence to report any incident of unacceptable behaviour with the certain knowledge that it will be dealt with effectively. There have been no pupils excluded from the school for the past twelve months.

26. The responses by pupils to the many opportunities that are provided for them to show initiative and take responsibility are excellent. Pupils of all ages participate in a duty roster and help to prepare and clear up before and after lessons, and take turns in returning class registers to the school office. Older pupils have a wide range of care duties towards the younger ones, functioning as prefects, operating a 'buddy' system, helping younger children at lunchtimes, assisting with the school library and participating in the school council which

takes its role very seriously and is consulted by school management on a number of important policy issues.

27. Attendance has been maintained since the last inspection and is in line with the national average. Punctuality is good. Overall learning attitudes and behaviour are much the same as reported after the last Ofsted inspection that also found some unsatisfactory behaviour amongst a minority of pupils. Overall pupils' attitudes to school are good and behaviour satisfactory. The good, and sometimes very good, learning attitudes of older pupils make a positive contribution towards their achievement.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

28. The quality of teaching is good. This is an improvement since the last inspection when the teaching was judged to be sound. Overall in approximately two thirds of lessons the teaching is good and in over a quarter it is very good or outstanding. Whilst there is a small amount of unsatisfactory teaching, it is to be found in classes where the school has made short-term provision to cover for teachers currently on extended absence. The current staffing turbulence and the school's difficulties in consistently finding high quality staff to provide cover has had an impact on the quality of teaching despite some of the teaching provided being of a high quality. The best teaching is at Key Stage 2, where over a third of the teaching is very good or outstanding and in the Charter Rose Centre where much of the teaching is outstanding.

29. There are a number of notable features in the teaching. In particular there is a commitment by the headteacher and all her staff to constantly strive to improve the quality of the pupils' learning. New teaching and learning strategies are quite regularly discussed, tried and evaluated. The teachers see themselves as learners also. For example, many staff have very successfully introduced into their teaching a range of activities aimed at helping the children to improve their ability to concentrate in lessons. It is not unusual therefore to find the pupils spending some minutes standing, to rub their stomachs and at the same time pat their heads, or to play a game of "Do this, do that," in the middle of a lesson. The result is that very often pupils stay on task longer, and clearly enjoy the various challenges and changes of approach. The desire to improve further is most noticeable in the Charter Rose Centre where the teacher and her team of assistants despite providing teaching of the highest quality are regularly reviewing their procedures and strategies in order to see where improvements can be made.

30. Teachers use the time at their disposal very well. Many lessons are conducted at a brisk pace whilst in others teachers skilfully vary the pace of the lesson. For example, in some lessons teachers use an alarm clock and require pupils to complete a prescribed amount of work within a set time. This creates a challenge that many pupils find hard to resist and they regularly set to, working very hard to meet the deadline. At other times teachers ask pupils challenging questions and then are prepared to wait for some time for the correct answer. In these instances the teachers will often ask the pupils to think again or to discuss it with a partner when the answer they receive is at first inaccurate. This helps the pupils to develop their self-confidence and most pupils are keen to answer even though they are not always right. Relationships between teachers, teaching assistants and the pupils are invariably very good.

31. Teaching assistants are also central to the commitment to high quality teaching and learning. In most lessons they play a very important role and work closely with the teacher to ensure the pupils are fully supported. It is not unusual to find a teaching assistant sitting on the floor whispering advice and support to two or three lower attaining pupils whilst the teacher addresses the whole class. In many lessons the high quality support they provide is

having a significant impact on the progress made by pupils of all abilities. However, there are instances, particularly in the support provided for younger pupils where their work is insufficiently focused on supporting pupils to develop key literacy skills or to modify their behaviour and improve their attitudes.

32. In almost all classes the teachers plan meticulously, taking great care to ensure the work they set links with the pupils' previous learning thereby meeting the needs of pupils of various abilities. It also ensures that teachers temporarily covering for absent colleagues are clear about what they need to teach. Similarly almost all teachers mark the pupils' work thoroughly and regularly test the pupils to check that their learning is secure. They use the knowledge they gain from these tests very well to adapt their teaching thus ensuring the work they set is relevant and challenging. In many lessons teachers have high expectations of the pupils, for example the most able mathematicians in Year 6 undertake investigations into the properties of numbers at a standard often suited for pupils in Year 7.

33. Most teachers are adept at managing the pupils' behaviour even though in some lessons one or two pupils are very challenging. However, there are instances where the teachers are less effective and where the behaviour of a few affects the learning of others. In some instances this occurs where teachers set tasks which allow pupils opportunities to be disruptive. For example, when teachers use structured play activities in mathematics in Years 1 and 2 without ensuring there are sufficient adults to oversee the pupils. It is a testimony to the skill of the teachers and their commitment to following the school's behaviour strategies fairly and consistently that as pupils progress through the school so their behaviour in lessons improves.

34. The school has made a significant commitment to the teaching of basic literacy and numeracy skills. Much of the teaching of these key skills is good. However, there are weaknesses, most noticeably in the teaching of basic phonic skills to lower attaining pupils in Years 1 and 2. The school's provision for those pupils with identified special educational needs is very good and they are well supported by teachers and assistants in lessons so that they make good progress. Work is carefully planned to match targets set in pupils' individual educational plans and very good use is made of support staff. Nevertheless there are a number of other young pupils who are attaining below the national average and whose needs are not specifically addressed through the special needs programme. It is for these pupils that the teaching is insufficiently structured and for whom the school is not making the best use of its teaching assistants to address their needs.

35. The quality of teaching for reception children is generally sound, and often good. Teachers have good strategies to settle the children and develop their attention and listening skills. Classes are well managed, with established routines and good organisation. Planning is very good and effective links are made between different areas of learning within topics. Teachers use questioning effectively to consolidate pupils' learning and to develop their thinking and speaking skills. Resources are used well to develop pupils' interest and curiosity. The focused teaching of groups in literacy and numeracy is good. Activities for children to carry out work independently are sometimes not planned with a clear focus on learning, nor do teachers always spend sufficient time with the pupils on their self-chosen activities.

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

36. Overall the curriculum offered to the pupils in the school is very good. The last inspection identified a number of strengths in curriculum planning but also indicated that the school needed to complete a number of schemes of work. This has now been done and the

school has made very good progress in improving the overall quality of curriculum planning. The quality, range and learning experiences provided by the school are very good. In all subjects statutory requirements are fully met. The curriculum is broad and balanced and meets the needs of pupils of all abilities, including the requirements for religious education.

37. The curriculum offered to pupils in the foundation stage is also good. It is broad and balanced and well matched to the six areas of learning. The careful planning in the reception year and for those pupils in the reception and in the Year 1 class ensures an easy transition for the children into the requirements of the National Curriculum. It also helps ensure that the vast majority of children meet the Early Learning Goals by the end of the reception class.

38. The curriculum provision for pupils with special educational needs is very good. The school ensures that all pupils have equal access to the full range of the curriculum and have a policy to take advantage of every opportunity to integrate pupils with special needs. For example, pupils from the Charter Rose Centre regularly join the main school for learning experiences linked to the specific needs. Likewise, pupils with special needs in the main school who experience difficulty with physical co-ordination often join the activities in the centre to improve their skills. Teaching assistants have been trained to help with planning work which meets the pupils' precise needs and this helps ensure the curriculum is relevant.

39. Similarly the school meets the needs of the higher attaining pupils. For example these pupils are well catered for in mathematics in Years 3 to 6 where because they are taught in ability groups for part of the week they are fully stretched. The pupils in Year 6 are already tackling mathematics work of a standard undertaken at secondary school.

40. The school plans very well for the complex arrangements for mixed-age classes and has appropriately lengthened the teaching day for the older pupils, to ensure that sufficient time can be given to the development of reading skills. The development of ICT is a strength of the school and ICT is very well used to enhance teaching and learning in subjects across the curriculum. There is good support for the pupil who has English as an additional language. The school is very successful in promoting the social inclusion of all pupils and all members of the school community are highly valued and respected as individuals.

41. The school has taken appropriate account of the national strategies for literacy and numeracy in its curriculum. The impact of the numeracy strategy on standards in mathematics is good and the impact of the literacy strategy on standards in English is satisfactory overall. The school has worked hard to develop literacy and numeracy in other subjects across the curriculum and in history and geography, for example, the pupils are given the opportunity to write for a variety of purposes.

42. The curriculum includes very good provision for pupils' personal, social and health education. The development of 'emotional literacy' in the school is helping the pupils to learn to express their emotions, thoughts and feelings in a nurturing and supportive atmosphere. The pupils demonstrate considerable sensitivity and thoughtfulness in choosing a 'pupil of the day' and giving reasons for their choice. The curriculum provides sex education through the science curriculum for the oldest pupils and appropriate education on the dangers of misuse of drugs.

43. Since the last inspection the school has monitored the overall good provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development is sound. Acts of collective worship make a contribution to the school's provision but the spiritual content is often brief and of low quality. Singing makes a good contribution to acts of worship but frequently not enough time is provided for quiet reflection. However, at other times the staff look for opportunities to enhance the pupils' self-esteem and

self-worth and this has a very positive effect on the vast majority of pupils in their care. The school uses the local environment to develop an appreciation of the wonders of nature that surround them. In the reception class, the pupils look closely at bugs and tadpoles for their art work and older pupils are excitedly waiting for caterpillars to pupate. There is some evidence to show that the school provides planned opportunities to develop pupils' spiritual awareness across the curriculum through visits by the Storybox theatre and the "animal" lady but this is limited.

44. Provision for pupils' moral development is good. It is explicit through the schools' behaviour policy and the class rules and reinforced through displays around the school and in the classrooms. The school is very successful in promoting the values of honesty, responsibility and respect for others. This is due to the good role models offered by the adults in the school. This is a school with a very positive culture, where comments and reward systems effectively make the pupils feel valued and secure. Pupils discuss their own feelings and respect those of others. For example, at registration time in Years 5 and 6 pupils discuss how they feel and in a Year 2/3 class pupils write their feelings on cards under photographs of themselves and share together things which excite them and concern them. The school effectively teaches the pupils about anti-racism and very quickly and appropriately addressed this issue with pupils when an incident occurred.

45. Provision for social development is very good. The school's system of prefects, the school council and playground 'buddies' provide very good opportunities for pupils to take responsibility. In classrooms pupils also have responsibilities. These opportunities and roles are effectively teaching pupils about taking responsibility and contributing to the school community. There are many times when older pupils help younger pupils and demonstrate care and consideration. For example, pupils in Years 5 and 6 and reception share books during Friday whole-school reading time. Pupils are encouraged to work in groups and pairs, to take turns and share and there are many instances of pupils being required to work together and support one another in all year groups. There is also good provision for social development through the visits arranged to support the curriculum and residential trips for older pupils.

46. Provision for pupils' cultural development is satisfactory. They are introduced to the beliefs, values and traditions of other cultures through the study of Islam and Judaism as part of the religious education curriculum. The sharing of experiences of those pupils who come from other cultures are welcomed. Cultural development is also provided through visits to places of interest, working with visiting artists and also working collaboratively with pupils from other schools in the town. A good example of this is for the millennium celebrations, when the school's contribution included an African dance in the walking carnival. There are some opportunities for developing an awareness of cultural diversity through a range of stories and art and music, but these are only limited.

47. The enrichment of the curriculum through educational visits and community links is good. The curriculum is strengthened by a range of activities. This includes the use of the local area in science, history and geography, visits to the local museum, arts weeks and performances in school by musicians and theatre groups. The range of extra-curricular activities is appropriate and includes after-school clubs such as the 'garden army', sports, arts and ICT clubs. There are school productions, and pupils regularly take part in local events including the millennium and jubilee celebrations. Pupils in Year 4 were on a residential visit during the first part of the inspection and pupils in Year 6 spend four days in the Brecon Beacons. There are good links with local schools and teacher training institutions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The support guidance and welfare provided for pupils is very good. The school actively promotes equality of opportunity and ensures that all pupils, irrespective of gender, ability, other ethnic and historic cultural backgrounds, or those with special educational needs, are provided with very good personal support, care and guidance. Teachers and support staff know and understand their pupils well and the procedures for monitoring their personal development and meeting their individual needs are very good. The school considered carefully all aspects of its behaviour policy after the last inspection and adopted appropriate strategies. However, the rewards offered to pupils are not consistently used to the same extent in all classes and in a few instances the emphasis is on identifying poor behaviour rather than in praising that which is good.

49. The care provided in the special unit for pupils with autism is excellent. Pupils with special educational needs, from both the special unit and mainstream school, are provided with many opportunities to be included in a wide range of interesting and challenging activities that enhance their personal development and stimulate their academic skills. Procedures for identifying pupils and placing them on the register for special educational needs is very effective and the newly established systems for setting targets and tracking fortnightly progress towards these has been successfully implemented in the majority of classrooms. Where assessments have shown more complex needs, advice is sought from relevant outside agencies.

50. Parents who attended the pre-inspection meeting, together with those who returned questionnaires, confirmed that they were pleased with the way in which the school cares for their children. They consider the school helps them to develop into well behaved, hard working and considerate individuals who are well prepared for the next phase of their education.

51. Health and safety procedures are rigorous and detailed records are maintained of risk assessments and actions taken in the implementation of the school health and safety policy. There are good arrangements for providing first aid. Many midday supervisors and teaching assistants have received basic first aid training and one of the teaching assistants is a registered nurse. Child protection procedures are very effective and staff well trained and alert to the needs of all pupils. The headteacher is the designated child protection officer and maintains close links with social services and other relevant outside agencies.

52. Personal, social and health education is provided through a dedicated curriculum and 'circle' time. Very good resources and schemes of work underpin the programme. Teachers are well trained and confident in the delivery of the wide range of social, medical and personal elements within a programme that includes sex education, healthy living, information on the misuse of drugs and citizenship. The personal hygiene practice taught to pupils is very good with hand washing after practical activities, before lunch and after visiting the toilet, an established part of school routines, particularly for younger pupils and reception class children.

53. The policies and procedures for promoting and monitoring behaviour are good. It is to the credit of the school that the unsatisfactory behaviour of the minority of challenging pupils improves significantly as they progress through the school. The management of behaviour in classrooms is not always consistent but where the school's rigorous behaviour management policy is applied it is clearly seen to be effective. Outside of lessons, incidents of poor behaviour, such as bullying or showing lack of consideration towards others, are dealt with effectively and sensitively.

54. The policies and procedures for monitoring and promoting attendance are satisfactory

and have maintained the level of attendance in line with the national average since the last inspection. Standards of care and guidance have, if anything, improved since the last inspection.

55. Procedures for assessing pupils' attainment and progress are very good. A comprehensive annual cycle has recently been established which involves both staff and governors. Within this cycle there are opportunities to analyse data gained from tests and teachers' own assessments and use this data to identify pupils who would benefit from additional support. The school has also recently introduced a new system, 'Targsat', which has the capacity to enable the school to evaluate progress made by, for instance, individual pupils, year groups, and boys/girls. Additionally, this system is being used by the school to check on progress the pupils make following changes in curriculum planning. Regular meetings have recently been introduced between the headteacher, assessment co-ordinator and other subject co-ordinators to discuss with staff how pupils targeted for support can be better helped in order to meet their identified needs.

56. The last inspection stated that teachers did not always use assessment effectively. Teachers plan two assessment lessons each week and the position now is that very good use is made of this assessment information. Curriculum planning is very well evaluated and reflects alterations made to meet the specific needs of pupils identified through assessments made on their achievement. The impact this has on the progress pupils make is reviewed by the senior management team each term. This very good practice has not yet been extended to subject co-ordinators for them to regularly monitor the performance of pupils across the school in their own subject area.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Parents have positive views of the school. The consensus view of parents who attended the pre-inspection meeting, and returned questionnaires, is that their children enjoy school, make good progress and behave well. They felt that the school promotes good values, is well led by the headteacher and staff make themselves accessible. They consider that the school promotes high standards and that their children are being well prepared for the next phase of their education. The inspectors agree with these positive views although they consider that the behaviour of a few, mainly younger children, is unsatisfactory at times in lessons.

58. A few parents stated that they would like the school to set more homework to support their children's learning and that they would like a greater variety of activities outside of lessons. A number of parents also expressed the view that they would like more information on their children's progress. The inspectors judged that the amount of homework set is satisfactory and follows a planned programme that adequately supports pupils' learning. The inspectors found that the school provides a satisfactory range of additional activities during and after school, although there are more opportunities for older pupils than younger ones. The quality of information provided about the curriculum and the progress that pupils make is judged to be good.

59. The school works hard to develop a close partnership with parents. The home school agreement clearly defines the expectations of the school, the parents and the pupils. There are good induction programmes for parents when their children first enter the reception class which include workshops to provide guidance on structured play, and helping their children with early reading, writing and number activities. However, the school is not sufficiently proactive in working with its parents to ensure that parents are made aware of incidents where their children are misbehaving or linked in to strategies to ensure improvement.

60. The quality of information provided for parents is good. At the start of every term parents receive a letter outlining the topics that will support the delivery of the curriculum in the coming term, with guidelines as to how they can help their children. There are regular newsletters to keep parents informed about school activities and special events. There is a regular opportunity for parents to meet with class teachers by appointment at least once every half term. The school encourages parents to join with their children in the celebration of their achievements.

61. Annual progress reports are comprehensive and provide a clear summary of each pupil's attainment in each subject. The reports provide general targets for future development but these are not all subject specific and do not provide guidance as to how parents can help children achieve their targets. There is a separate report on homework. The annual progress reports and the governors' annual report to parents meet statutory requirements.

62. Parents of pupils with special educational needs have every opportunity to be fully involved in the support of their child. When a pupil is identified, the school arranges a meeting between the parent, teacher and co-ordinator to discuss how parents can best support their child in the pursuit of targets established in the individual educational plan. Parents are also provided with information booklets. A cross section of parents are asked for feedback each time the policy for special educational needs is reviewed.

63. There is an active 'friends of the school' association that organises social and fund-raising events and also runs discos for the pupils. The school undertakes regular consultation with parents over pertinent policy issues. Overall the impact of parents' involvement in the work of the school, and the contribution they make to their children's learning is good. The school has continued to work hard since the last inspection to maintain a good partnership with parents and to keep them well informed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The headteacher provides very good leadership and management. She provides the school with a very clear educational direction, which is improving the quality of the curriculum and teaching. She enjoys very good relationships with her staff and governing body. This enables her to set a challenging agenda to which staff are prepared to commit themselves. As a result the school has made good progress since its last inspection. An adroit manager, she is at the present time managing the school very skilfully through a period of some considerable staffing turbulence. She is well supported by her senior management team all of whom are new to their current roles. Responsibilities are appropriately delegated. There is a shared commitment amongst all the teaching staff to further improvement and the school is striving, quite successfully to meet its key aim 'to offer education of the highest quality.'

65. Overall the quality of the subject leadership provided by the teachers is good and in some areas very good despite the need for many changes in subject responsibilities within the last two years. The management of the pupils with special educational needs is also very good and the school is benefiting from sharing the skills and expertise of the headteacher and the Charter Rose Centre manager in over seeing the range of often complex needs of pupils at the school.

66. The governing body is effective in fulfilling its responsibilities and is very supportive of the headteacher and the staff. There is a very good working relationship between the governing body and the teaching and non-teaching staff. They are particularly active at the present time in ensuring the required building programme is undertaken as soon as possible and are effective in ensuring the moneys at the school's disposal are spent wisely. Wherever the opportunities arise, the governors and the headteacher ensure that they

receive good value for the money they spend. Very good financial management has resulted in the school accruing a considerable budget surplus. They have given considerable thought as to how best to allocate this money although this has not included sufficient consideration being given to linking expenditure to the standards pupils attain. For example, targeting expenditure linked to raising standards and improving pupils' behaviour in Years 1 and 2. They have a carefully considered action plan and the minutes of sub-committees as well as the full governing body meetings identify that the actions agreed are followed up and regularly evaluated.

67. The school development plan is comprehensive and sets a challenging agenda for improvement. It builds appropriately on plans completed in previous years and results from a thorough analysis of the outcomes of previous actions. Whilst the school is successfully completing what it sets out to achieve, some actions, for example 'developing accelerated learning principles' need sufficient time to become embedded before the school moves to new issues. New improved assessment data has yet to be analysed in order to inform future actions.

68. The school has given high priority to monitoring and evaluating the quality of teaching, teachers' planning and the quality of the pupils' work. Much of this work has been very effective. For example, it has ensured that subject leaders have acknowledged the very high quality of their colleagues' weekly planning and that in the few instances where further support is required this has been forthcoming. There has been considerably more monitoring of the teaching than is to be found in many similar schools. In particular, subject leaders as well as monitoring English and mathematics have also had the opportunity to observe the teaching of art and ICT and new, often inexperienced teachers have been given the opportunity to monitor more experienced colleagues. This has resulted in some very detailed reports which highlight the many strengths of the teaching and ensure that all staff feel well supported. It has had the additional benefit of promoting further the very good relationships that exist in the school. However, some of this monitoring is insufficiently challenging and only a few of the evaluations make the link between teaching, learning and the progress the pupils make in lessons.

69. The teachers are well deployed and there is a very good range of subject knowledge and expertise amongst the staff. The school has made the decision to allocate one teaching assistant, full-time, to each class. They are well trained and within lessons they are very effective. However, this does limit the school's flexibility to deploy them in more creative ways when the need arises. For example, to provide more than one assistant where the class is particularly challenging, or to support small groups of pupils where more structured phonic support is required.

70. The training needs of the teachers and teaching assistants are well catered for. A few staff are actively developing their skills and knowledge and are undertaking research leading to the award of a higher degree. Overall the staff are well trained. However, insufficient assistants have been trained to deliver new initiatives in order to support the pupils in developing their basic literacy skills.

71. There is a good range of resources available for staff to use in all subjects and these are invariably well used by teachers and their assistants. In particular, the teachers make very good use of the computers and software packages not only to teach ICT but also to support the pupils' learning in other subjects. The central corridor of the school doubles as an ICT centre and as the library. It is very well used and at all times small groups of pupils are to be found working, often with a teaching assistant or independently on some aspect of their studies. The accommodation, intended to service a one-form entry school, is just sufficient to meet the school's needs and the staff make the most of the space available.

However, on wet days the distance between some classrooms creates significant difficulties.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should look to:

(1) improve the behaviour of a minority of pupils in lessons by:

- ensuring teachers organise the pupils in lessons so as to minimise opportunities for disruption;
- sharing the best behaviour management practice within the school and implementing changes where appropriate;
- reviewing the value and status of rewards as a means of encouraging good behaviour;
- extending the role played by some teaching assistants so that they can make a greater contribution to the management of the pupils' behaviour;
- reconsidering the role played by parents in the implementation of the school's behaviour policy.

(See paragraphs 17, 18, 19, 33, 35, 100, 109)

(2) improve the progress made by pupils of below average ability in Years 1, 2 and 3 in literacy by:

- involving more pupils in a structured support programme for improving their basic phonic skills;
- training relevant staff to enable them to deliver this programme.

(See paragraphs 34, 70, 85, 94, 87, 99)

Other Issues which should be considered by the school:

- make adjustments to current school development planning to ensure the timetable for further, new initiatives are carefully managed in order that current initiatives can first be fully implemented and embedded.

(See paragraph 67)

- train staff and governors so that they are able to make the best possible use of assessment data in planning what further actions need to be taken to raise standards further.

(See paragraph 67)

- develop more opportunities for teaching and learning about cultural diversity.

(See paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	26	25	4	0	0
Percentage	4	25	39	17	6	0	0

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		349
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		95

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	28
	Girls	25	26	26
	Total	51	52	54
Percentage of pupils at NC level 2 or above	School	85 (76)	87 (76)	90 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	31
	Girls	23	22	26
	Total	49	49	57
Percentage of pupils at NC level 2 or above	School	82 (72)	82 (78)	95 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	21	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	17
	Girls	14	13	18
	Total	24	27	35
Percentage of pupils at NC level 4 or above	School	63 (81)	71 (84)	92 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	18	14	17
	Total	33	28	32
Percentage of pupils at NC level 4 or above	School	87 (84)	74 (90)	84 (97)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	6
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	338
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y7

Total number of education support staff	15
Total aggregate hours worked per week	286

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	678,167
Total expenditure	662,222
Expenditure per pupil	1,897
Balance brought forward from previous year	93,932
Balance carried forward to next year	109,877

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	349
Number of questionnaires returned	183

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	44	48	5	2	1
Behaviour in the school is good.	28	61	6	1	4
My child gets the right amount of work to do at home.	22	52	21	1	4
The teaching is good.	47	45	5	1	2
I am kept well informed about how my child is getting on.	38	39	17	4	2
I would feel comfortable about approaching the school with questions or a problem.	48	42	7	1	2
The school expects my child to work hard and achieve his or her best.	48	44	3	1	4
The school works closely with parents.	27	51	16	2	4
The school is well led and managed.	36	50	7	1	6
The school is helping my child become mature and responsible.	39	48	5	1	7
The school provides an interesting range of activities outside lessons.	19	41	17	9	14

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

The Charter Rose Specialist Learning Centre

72. This part of the report specifically refers to the local education authority's base for pupils with autistic spectrum disorder, which is sited within Charter Primary School. This centre was only established last September and was, therefore, not part of the previous inspection.

73. The Charter Rose Specialist Learning Centre provides for pupils who have statements of special educational needs. It currently offers eight places for pupils with autistic spectrum disorder who have complex needs and experience difficulty with social interaction, social communication and imagination. Currently, children aged five, six, seven and nine fill seven places. There are plans to extend the provision next year to accommodate pupils up to the age of 11.

74. Overall, the Charter Rose Learning Centre is a model of excellence in terms of the best practice for the education of autistic pupils and is justifiably a key strength of the school.

75. The pupils are taught as a small group or as individuals by a highly experienced, well qualified and dynamic teacher who is most ably supported by three teaching assistants. It is an aim of the centre and the school to take every opportunity to integrate pupils with the rest of the school and to have pupils from the mainstream school work in the centre. This two-way process is planned to meet the learning needs of all the pupils involved. For instance, one pupil joined a class of five and six year-olds for a music lesson and, unobtrusively supported by his teaching assistant, took a full part in composing and performing a piece of music about a train journey with the whole class. Likewise, some pupils from the school join pupils in the centre to develop physical co-ordination skills to their mutual benefit. A key strength in supporting the development of social skills is the shared playtimes. Volunteers from the older classes play games such as 'tag' and 'the farmer's in his den' with the centre's pupils who benefit hugely from the compassionate, understanding approach of these older pupils. Overall, this is an excellent model of autistic pupils being included in a mainstream school setting.

76. Pupils only rarely attain standards that meet expectations and most attain standards which are well below average. The standards achieved by each pupil are dependent on their level of need and severity of autism. They make very good progress in all subjects as well as in their social skills given the complexity of their learning needs, although it would be unrealistic to compare this progress to that achieved by mainstream pupils. Due to the well-established routines and systems, pupils are able to listen, respond and concentrate during teaching sessions and follow instructions to complete tasks. A particular feature which encourages the completion of tasks is the system of rewards which motivate all pupils to achieve each session. In English, pupils can recognise initial sounds in words and answer questions about a shared text. The excellent resources, such as the Picture Exchange Communication System, supports pupils' very good progress, within the context of their need, in making sentences. Some pupils can talk about a character from a book read to them by the teacher and are able to read common words. Progress for these pupils in mathematics is also very good. Pupils can count in 10s to 100, know 10 'more than' and write simple addition sums. An example of higher than expected attainment within a whole school setting is a five year-old who also successfully achieved this.

77. The quality of teaching is outstanding and is a key factor to the success pupils enjoy. Pupils benefit enormously from working with adults who are always supportive and patient, yet who challenge them to do their very best. Well considered and implemented strategies for managing behaviour ensures that each situation is dealt with sensitively. Pupils respond positively to this and quickly re-join the group so causing an almost unnoticeable impact on the learning of others. All pupils benefit from daily lessons in literacy and numeracy, which are especially adapted to meet their needs. The autistic pupils respond very well to a pattern of teaching which remains constant and a wide variety of familiar styles are used effectively to engage pupils' interest, motivate them and reinforce concepts they are learning. An exemplary lesson began with pupils choosing a snack using a combination of objects and picture clues to help them make a decision involving up to three variables; big/little, square/circle, one/two. Following this they sang an action song based on counting, used a 100 square to count on/back in 10s, used cut-out pictures of hands to add 10 to a number before attempting a related task specifically designed to continue their learning. As a result of this creative teaching, all pupils made very good progress towards their individual learning targets.

78. Overall, the curriculum provided for pupils with autism is excellent. It is made particularly relevant to their needs and is broad and balanced, meeting statutory requirements. The needs of each pupil are fully met due to the excellent cycle of planning, daily assessment of progress towards targets identified in their Individual Education Plan and evaluations of the next steps they need to take. Every observed activity was so well adapted that it made learning extremely relevant to the needs of the pupils. Many of these activities are designed to enrich the pupils' experience beyond the school environment so, for example, pupils are taken swimming each week, visit the town's library, enjoy a drink and an iced bun at a local café and shop for fruit to make a fruit salad.

79. The management of the centre is excellent. The teacher in charge has a thorough knowledge of the pupils and their needs and provides excellent support and training for the teaching assistants. Together with the headteacher, she has a clear vision of future priorities to enhance the quality of the centre still further. There is already very effective integration of pupils within the mainstream school and plans have been already made to further enhance this. Relationships and daily communication through link books with parents is very good. Parents are supported and informed and the school has established a support group for them. Although this is newly established, it is a strength as it provides a network of mutual support and has inspired the parents to fundraise for the centre. The arrangements for assessing, tracking and monitoring pupil progress is exemplary. Individual Education Plans contain very specific targets, which are supported by specific steps to be taken to achieve these targets. This enables the whole staff team to have a very clear vision of what each child is expected to achieve.

80. The accommodation is very attractive and welcoming and has been effectively organised to provide each pupil with his or her own learning zone. The staff team have used financial resources efficiently in providing pupils with a wide and differentiated range of equipment. They make good use of the school's ICT provision to support the pupils' learning.

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

81. Those children who are five by the 31st December enter the school on a full-time basis at the beginning of the school year. Those who will be five between 1st January and 31st July attend on a part-time basis until the beginning of the spring term. On entry to school most of the pupils attain levels which are average for Wiltshire but a significant number of pupils have moderate learning or behaviour difficulties.

82. All the pupils benefit from a good start to their education, particularly in personal and social development, and by the end of the Foundation Stage most will achieve the nationally expected standards across all areas of learning. This is because classes are well managed, with good routines and organisation. The school has had to make significant changes to the staffing of the two classes with reception pupils in the past year due to the long-term absence of a teacher and a teaching assistant. However, the good leadership and management of the co-ordinator has ensured the disruption to the education has been kept to a minimum. In almost all lessons the pupils pay good attention and they behave well. They are keen to respond and have positive attitudes to learning. However, there are instances where some pupils find it difficult to concentrate for the whole of the lesson and where their behaviour disrupts the learning of others. Although for the current pupils teaching and progress may not be quite as good as at the last inspection, the systems, planning and provision remain good.

83. Teaching is generally sound, and often good. Teachers have good strategies to settle the children and develop their attention and listening skills. They plan effectively as a team and provision for all areas of learning is good. The focused teaching of groups in literacy and numeracy is also good. Pupils have frequent opportunities to select creative and physical play activities such as sand, water, dough or role-play and they do so with growing independence. However, during literacy and numeracy sessions such activities sometimes require clearer learning objectives and more focused adult support, particularly when some pupils have difficulty in playing and working sensibly with others. Teaching assistants provide satisfactory support for groups of pupils by keeping them on task but their role requires further development in order to make a better impact on pupils' learning.

Personal, social and emotional development

84. Children come to school with broadly average levels in personal, social and emotional development but a significant minority have below average behavioural and social skills. They make good progress in developing confidence and independence. They work and play co-operatively, taking turns and helping each other. The teaching in this area is good. Teachers relate well to the children, praising success and encouraging participation by everyone. Pupils generally move quickly and quietly between activities with the minimum of fuss because routines have been well established. Children are on course to achieve the national expectations set out in the Early Learning Goals.

Communication, language and literacy

85. On entry to school the children have broadly average skills in writing and speaking and below average reading skills. The pupils make sound progress overall and are on course to achieve the national expectations in this area of learning. Most of the pupils are developing the confidence to write independently, using their knowledge of phonics and simple spellings. The more able and older pupils make good progress and can write simple sentences with capital letters and full stops, for instance when writing instructions for making a wormery. Careful planning provides a range of writing experiences including group poems, diaries, letters and prayers. The children are developing sustained listening skills and are given good opportunities to speak clearly – each day in the summer term a different pupil takes a puppet home and then tells the others about its adventures, responding to their questions. Teachers use questioning effectively to develop pupils' thinking skills and vocabulary. Pupils handle books appropriately and make up their own stories to interpret the illustrations. The majority can read simple words and use their knowledge of letter sounds to read unfamiliar words. The teaching of language and literacy is good. Good records of pupils' progress and skills are kept and the feedback given to children in their writing books is positive and encourages them to respond. Although resources are adequate, the display of

reading books in each room is dull and does not encourage pupils to read for pleasure. There are missed opportunities for developing writing in the role-play areas.

Mathematical development

86. The children begin school with average numeracy skills. The majority make sound progress and are on course to achieve the national expectations, with some achieving beyond. Teachers effectively plan a variety of tasks and use a range of resources to engage pupils in learning. For example, in a lesson about time one group used clock faces and another group played a bingo game to reinforce learning about hours and half-hours. Pupils are achieving appropriately, for example most of the pupils can count to 20 and beyond. They recognise numbers to 10, can make 'more' or 'less' and can draw a range of basic shapes. Some more able and older pupils are already confident in their ability to count in 2s and 5s. Teachers keep good records of the pupils' progress and mathematical skills. Overall the quality of teaching is sound. When working in small groups with the teacher the pupils' progress is good. However on occasions some groups are required to work in groups, without direct supervision, or on activities which are insufficiently challenging, for example, playing games where they have to wait long periods for their turn. In these instances they do not consistently make satisfactory progress.

Knowledge and understanding of the world

87. The pupils make sound progress in this area of learning and are on course to achieve the Early Learning Goals by the age of five. Teachers plan clearly focused learning opportunities within interesting topics. During the inspection the children were exploring mini-beasts and their habitats. The topic enabled effective links between science, literacy and language and creative development to be made. The pupils made a wormery which they then sketched and wrote the instructions for. Many could appropriately describe the features of a worm and how it moves along. Some pupils confidently differentiated between snails and insects. The teaching is good. Teachers use questioning well to consolidate pupils' learning and resources are used effectively to develop pupils' interest and curiosity. Visits, such as those to the town centre and a local church, enrich pupils' learning about their environment and special places. When using the computer pupils control the mouse well. In one lesson a group of children made very good progress using a floor robot and a simple map of the playground. They were able to control and direct the device effectively, achieving above average standards for their age.

Physical development

88. Teachers plan clearly for a range of opportunities, both formally using the hall and informally using the classrooms and outdoor areas. As a result the pupils make sound progress in this area of learning and the majority will achieve the national expectations set out in the Early Learning Goals. In their dances about 'Bubbles' the pupils showed sound spatial awareness and good sense of body shape. The older pupils achieved very good standards whereas some of the younger pupils required firmer management and simpler tasks. Some pupils find the excitement of such activities too exciting and do not behave well. Overall the teaching is sound although it is variable and depends on the teacher's subject knowledge and strategies. There is an appropriate range of outdoor toys for developing movement, control and co-ordination, and these are used regularly. There is no designated play area for the pupils in the foundation stage but when they begin school older pupils care for them during break times. Water, sand and construction toys provide opportunities for developing handling skills.

Creative development

89. Regular planned provision for creative development is built into established routines for independent learning. The children have good opportunities to explore a range of materials, including paint, clay and dough. They have produced some delightful patterns and designs when exploring the possibilities of using line for various purposes. They are also proficient in colour mixing with paint, for example to create bold butterflies and other insects. No music was observed during the inspection but pupils regularly sing a variety of songs and action rhymes. The pupils enjoy making up stories to accompany their sand and water play but they do not always have or follow a specific task. Role-play areas became a vet's surgery and a pet shop during the inspection. There were plenty of soft animal toys but the transformation lacked imagination and in one lesson the pupils played at 'families'. Whilst there is some very effective teaching, particularly of art, overall the quality of teaching is sound. The pupils make sound progress and most will achieve the national expectations as set out in the Early Learning Goals by the time they are five.

ENGLISH

90. In English over the three years prior to 2001 the pupils achieved standards slightly above those achieved by eleven-year olds nationally. However, in 2001 there was a significant dip in standards. This can be attributed to prolonged staff illness. The school was unable to make satisfactory provision for many of the pupils in Year 6 until the spring term and consequently they made significantly less progress than the school had anticipated. They also attained well below average standards when compared to pupils nationally and in similar schools. Pupils currently in Year 6 have had no disruption to their education in the recent past. Inspection evidence indicates that they have made good progress and are on course to attain standards that are significantly higher, at least in line with those achieved by eleven-year olds nationally. The good and at times very good teaching for pupils in Years 5 and 6 is beginning to have an impact on standards and as a result the standards attained in English are poised to rise further.

91. The results attained by seven-year-old pupils in national tests over the past four years have been broadly average. An analysis of the 2001 results shows that pupils with above average abilities attained a good standard but lower attainers achieved less well compared to pupils nationally. Inspection evidence and the recently completed national tests for seven-year-olds confirm that this is still the case. Most pupils make sound progress in reading and writing skills. However, there are a significant number of lower attaining pupils who do not make sufficient progress, especially in reading. This is because there is a lack of structure in the teaching of phonics and basic literacy skills. As a result the lower attaining pupils do not develop the confidence needed to enable them to read and write fluently. This is impacting on the standards they achieve. Overall, whilst standards are just average in writing they are now below average in reading and lower than at the time of the last inspection.

92. In all years there is very good provision for those pupils with identified special educational needs and, particularly when teaching assistants provide them with carefully focused support, they make good progress. The school is also providing good support for the pupil who is at the early stages of learning English.

93. Standards in speaking and listening are satisfactory throughout the school. The pupils build satisfactorily on the opportunities they have in the foundation year and make sound progress. Generally pupils concentrate well in lessons and listen attentively to their teachers and to each other. They work effectively in pairs and larger groups. In a Year 2/3 lesson pupils talk about their choice of words to create a mood for a mystery story. The teacher introduces new words such as 'derelict' and 'torrential' and pupils then use these correctly in their group talk. By Year 6 pupils enthusiastically describe a whale as an

'immense and passionate creature' when talking about creating images in poetry. They speak with confidence and understanding about personification, alliteration and imagery. In a minority of lessons in Years 1 and 2, some of the pupils find it difficult to listen to others and to take turns. Without effective strategies to deal with these pupils the noise level is too high, there is too much calling out and this results in too few opportunities being given to develop the speaking skills of the rest of the class. However, the school generally ensures there are good opportunities for pupils to develop their oral skills and in the most successful lessons teachers encourage pupils to express their ideas and opinions and value what they say.

94. Standards in reading are in line with the national average for the majority of pupils by the time they reach Year 6. Progress is good in the top end of the school and there are some capable readers in all classes. By the age of eleven, pupils enjoy reading, and have very good attitudes to books and are able to express some preferences about what they read. The attitude of less able readers is very impressive; they are determined to improve. They show belief in themselves because their teachers believe in them. One older pupil commented about his teacher 'she inspires us'. By the age of seven, many pupils recognise a range of common words by sight but fail to make appropriate use of phonic skills to help them read words they do not know. Most pupils recognise the individual sounds in a word but many are not able to blend them together to make the words. This is a weakness and constrains the progress of lower attaining pupils with developing their reading skills. Higher attainers often correct themselves if they make mistakes whilst reading, showing that they are constantly trying to make sense of the text. These pupils also try to read expressively, responding to punctuation.

95. Pupils are developing a technical vocabulary with which to talk about books. They know and use words such as 'title', 'author', 'illustrator', 'contents page' and 'blurb'. They read a variety of texts, including poems, information books and plays. Year 2 pupils know the difference between fiction and information books and use contents and index pages to find information about butterflies. Most pupils are able to re-tell key points of a story and by Year 6 the most able readers are able to identify different layers of meaning as they read. They are able to select sentences and phrases to support their views on characters and features in the texts. In a Year 5/6 class pupils have the opportunity to read the daily newspaper and also their own version of the *Big Issue* in which they have written about *Macbeth*.

96. Home/school reading diaries contain many useful comments from parents and from teachers. Where this is the case, there is a positive effect on progress. Where this does not happen, the school must develop ways of enabling the lower attaining pupils to practise their reading skills very regularly at school. The pink reading folders for older pupils provide reading challenges that are very popular with the pupils and effectively encourage them to read a range of texts.

97. Standards in writing are average across the school. By the age of seven pupils are being encouraged to write more imaginatively by adding description to their work. They use story frames to structure their writing and use different setting, characters and events to create interest. Pupils are able to write for a range of purposes. They write stories, poems, letters, information books and accounts. The most able pupils also show a sensitive awareness of humour in their writing. An example of this was an amusing letter to the Big Bad Wolf. These pupils are beginning to structure their work logically and make some appropriate use of punctuation and capital letters. However, many average and lower ability pupils are not making consistent use of capital letters and full stops when punctuating their work. For these pupils spelling is inconsistent and from looking at previously completed work, they are unable to spell frequently used words such as when, some, help and said. Overall many pupils use a clear script, but for the majority handwriting is not joined.

98. By Year 6 pupils overall attain average writing skills with some attaining high standards. Pupils' handwriting and presentation develop well. Pupils are given a written sheet giving guidance on how to present their work, which is in the front of their books for them to refer to when writing. The work seen shows good coverage of a range of writing for different purposes and audiences. For example, pupils develop a good sense of persuasive writing and argue a point of view in writing a letter. There are very few examples of extended writing in books, although there is some evidence in pupils' history and geography topic booklets. Pupils in Years 5 and 6 are appropriately improving their writing through an effective process of planning and drafting. There is clear evidence that this is improving writing standards. For example, when writing 'Haikus' pupils have a checklist to support their writing. They make good use of whiteboards for their draft and then having checked their work and counted the syllables they publish their work using laptops. There are many other instances of pupils using ICT to support their writing and overall ICT is very well utilised to support the pupils' learning.

99. The quality of teaching in Years 1 and 2 is satisfactory overall and sometimes good. In Years 3 - 6 the teaching is good. It is very good in some lessons, particularly for the older pupils, although it is very occasionally unsatisfactory where lessons are covered by a short-term supply teacher. Throughout the school lessons are very well planned and objectives are clear and almost always shared with the pupils. Most teachers make generous use of praise to good effect and this encourages and motivates pupils. At Key Stage 1, teachers' knowledge and understanding of the subject is sound but there is inconsistency in teaching various elements of the literacy strategy. Overall the teachers are making insufficient use of recently introduced national strategies for teaching the lower attainers. Teaching assistants are generally very effectively deployed although they are not given sufficient opportunities to undertake key phonic work with lower attaining pupils in Years 1 and 2.

100. Most teachers in Years 3 to 6 have good, and sometimes very good, subject knowledge and this is reflected in the implementation of their planning. In the best lessons, activities are imaginative and challenging and successfully engage pupils' interest. Whole class teaching includes good questioning of pupils that encourages them to express their opinions. For example in one Year 5/6 lesson pupils were asked to comment on a Ted Hughes poem. Where the teaching is very successful, teachers involve all pupils in answering questions and they use effective methods to ensure that pupils with differing levels of attainment have opportunities to take part in oral work. Where teaching is less successful the pace of learning offers insufficient challenge and results in pupils losing concentration and behaviour becomes inappropriate. In these lessons the noise level is too high and pupils trying to work find it difficult to do so.

101. The pupils' attitudes in lessons are sound in Years 1 and 2 but improve as they move through the school. They are good in Years 3 and 4, although a small number display challenging behaviour, and often very good in Years 5 and 6. They present their work very carefully and with pride and take part in lessons with considerable enthusiasm.

102. The co-ordination of English is satisfactory and the two co-ordinators work well together. They recognise the strengths in the teaching having undertaken an impressive amount of monitoring throughout the school. They have ensured there is a good supply and range of books in the classrooms and in the library. Whilst they have introduced strategies to support lower attaining pupils in developing their basic phonic skills insufficient number of pupils have been involved. This is a factor in the below average standards in reading in Years 1 and 2. Although improvements are at hand at present there is a need to address further the analysis of data from assessments in order to identify areas for improvement.

MATHEMATICS

103. In the national tests for pupils in Year 6 the standards attained by pupils in 2001 were in line with the national average. Similarly, when compared with pupils from other schools where the percentage claiming a free school meal is between eight and 20 per cent their attainment was broadly average. This is lower than in the previous four years when standards have consistently been much higher and well above the national average. The reason for the dip in 2001 is because of the long-term absence of a Year 6 teacher, which despite the school's best endeavours resulted in unsatisfactory provision being made for them for the majority of the year. As a result they significantly underachieved. Although the school initially set targets that were low for this year's cohort these have subsequently been revised upwards. Inspection evidence confirms that pupils in Year 6 have made good progress. The current pupils in Year 6 are on course to attain standards that are again above average. Overall both the provision made for teaching of mathematics and the standards pupils achieve remain at least as good as reported at the time of the school's last inspection.

104. Pupils of all abilities in Years 3 to 6 make good progress. In part this is because the needs of all pupils have been carefully considered. Very good arrangements for teaching the pupils have been agreed and implemented. For part of the week the pupils are taught in their class in mixed-ability groups, for the remainder are they are in ability groups working at a level best suited to meet their needs. Those pupils with special educational needs are particularly well catered for from this arrangement as they benefit from regular opportunities to work alongside higher attaining pupils.

105. In the national tests for pupils in Year 2 in 2001 pupils attained standards that were below average when compared to pupils nationally and well below average when compared to pupils from similar schools. Again this is lower than in previous years. Early indications are that standards have risen a little this year and are broadly average. Pupils in Years 1 and 2 make sound progress although some pupils find it difficult to concentrate in lessons where they are required to work independently and as a result they make insufficient progress.

106. Pupils make good progress in developing their mental and oral abilities. By the age of eleven many are confident in tackling quite challenging mental problems and have developed good abilities to estimate and to use a variety of strategies to solve problems they cannot immediately tackle. All written calculations are very well presented and the pupils take a great pride in their work. Scrutiny of books indicates that there is good coverage of all aspects of mathematics and that most pupils confidently undertake data handling, properties of shape and written calculations by the end of Year 6.

107. The teaching for the pupils in Years 3 to 6 is good. In order to ensure that the arrangements for teaching the pupils in mixed-ability and ability groups for part of each week work well teachers need to plan very thoroughly, work in close co-operation with each other and make regular, carefully focussed assessments of the pupils. This they do with considerable success. They use the information gathered to very effectively plan the pupils' future learning. There are a significant number of classes where the teaching is very good and some of the teaching in Years 5 and 6 is outstanding. Conversely in some but by no means all of the classes in Years 3 and 4 where arrangements have been made to cover staff absence the teaching is at best sound. In some lessons being covered for an absent colleague the teacher's subject knowledge is weak, the pace too slow and insufficient work is covered in the lesson.

108. In the few instances where the teaching is outstanding, the teacher uses a very wide range of teaching strategies. Questions are fired at the pupils to which they respond with enthusiasm, instructions are given and further questions, which are often very challenging, are presented. These test the pupils' understanding very effectively. All the while teaching assistants whisper in the ear of a few pupils who are finding the going difficult in order to give them further support, even though the class consists of the more able mathematicians.

During one Year 5/6 lesson the teacher stopped the class to do a three-minute physical education task in order to restore the equilibrium of their learning and to prepare them for the next mathematical challenge. At each point in the lesson a stop-watch was reset and the pupils were allowed one-minute to title their work and another fifteen to complete the main task. That the lesson was a huge success could be ascertained from the way the pupils set to with real relish, completed the work in the prescribed time, could explain their workings and from the conversations during the lesson demonstrated that they were mastering the art of estimating an answer. Other lessons for pupils of this age whilst not quite to this standard are also very good, and a feature of some of this teaching is the very good use of ICT to support the pupils' learning, particularly when working on shape.

109. Overall the teaching of the pupils in Years 1 and 2 is sound. Some teachers have good subject knowledge and are very skilled at dealing with behaviour issues as they arrive. As for older pupils the planning is of a very high quality and aimed at meeting the needs of pupils of all abilities. It is the policy of the team to include structured play in the majority of lessons. Whilst in most lessons this is appropriate, occasionally the tasks are not sufficiently challenging and are of limited mathematical value. In these instances the teacher is stretched between managing poor behaviour and teaching mathematics to another group. Even with very good support from a teaching assistant the task is too difficult and results in some pupils making insufficient progress.

110. Overall the pupils display good attitudes to their work and in some lessons, most noticeably involving older pupils, they are very conscientious, attentive and at times enthusiastic towards their learning. For example, after being allowed to watch a World Cup football match where passions had run high the pupils, including the boys, returned and settled to their work within minutes. Throughout the one hour lesson the teacher did not once have to ask for quiet or address a wandering mind. Overall older pupils work more diligently and with better concentration and behaviour than do younger pupils.

111. The arrangement for co-ordinating the leadership between two teachers is working well and although one is new in post they have clear understanding of the strengths and weaknesses. The resources are good and money has been set aside to purchase a new scheme of work, which the school believes will further help raise standards.

SCIENCE

112. In the national tests for pupils in Year 6 the standards attained by pupils in 2001 were below the national average. When compared with pupils from similar schools their attainment was also below average. As in English and mathematics there was a dip caused in part by staffing difficulties. In the previous three years standards had been significantly higher and above, or well above, average. Whilst there are no national tests for pupils at the end of Year 2 teacher assessments indicate that standards attained by the pupils in 2001 were above average. Their attainment has been identified as being above average again in 2002.

113. Inspection evidence indicates that the pupils' attainment in science is above average by the ages of seven and eleven. They make consistently good progress in most classes as they move through the school. This is primarily because the quality of teaching is good and the planning very thorough. As a result the pupils currently in Year 6 are on course to attain standards that are above the national average in national tests taken by eleven-year olds.

114. Pupils of all abilities in Year 2 work to a high standard in lessons. For example they recognise different sources of light and can construct simple electrical circuits. They have good opportunities to be involved in practical activities which develop their scientific

knowledge, understanding and enquiry. For example, when exploring the school grounds and pond area to investigate the different types of minibeast to be found there. In this lesson, before the investigation they demonstrated a good level of understanding by predicting what they might find. One boy suggested that it was likely that there would be 'water scorpions and pond skaters' in the pond. A girl was sure that she would find a woodlouse in the grass. Pupils also showed good questioning skills relevant to what they were finding out: 'When we have finished looking, shall we put our animal back in exactly the same place?' The pupils were very interested, worked well together and listened attentively to their teacher. They also showed great respect, treating both the creatures they were observing and the habitats in which they had found them with great care.

115. In their observations pupils were able to use appropriate vocabulary to describe their minibeast, compare it with others they had found and effectively identify similarities and differences. They were able to use identification charts to name their minibeast and talked concisely about characteristics of the creature they were looking at to help them determine what it was. Many could suggest ways in which the creature is adapted to its environment, for instance, 'It has a tail to help it swim.' The attainment of these pupils is above what would be expected and this represents good progress.

116. By the end of Year 6, standards are above the national average. Such attainment includes an ability to pose questions about how friction slows the movement of objects, design an experiment to test these questions and record their work using an appropriate scientific structure. Pupils show a good ability to predict outcomes and reach conclusions based on evidence. Additionally they have a good knowledge of the human body, health and diet and an understanding of the inter-dependence of plant and animal life. In looking at a variety of vertebrates pupils were highly motivated to share their knowledge. For example, one pupil knew a shark's skeleton was made of cartilage, 'It's bendier and more flexible than bone, like our ears.' Pupils showed good collaboration in discussing possible ways of classifying the various animals. Their ideas ranged from specific movements of groups of skeletons; 'these all have wavy, curved movements,' (snake, shark, crocodile) to 'reptiles, mammals, fish, birds, amphibians'. Each pupil was able to give accurate informed reasons for their choices, 'I think a bat is a mammal because it gives birth to live young and doesn't lay eggs.' Astute observations were made by one girl who, when comparing the skeletons of animals within the different classifications, drew conclusions about how the differences helped that creature adapt to its environment, 'The bird has a long neck but a short vertebrae to keep it light which helps it to fly.'

117. The quality of teaching is good and has improved since the last inspection. Planning of the science curriculum is very strong and includes opportunities to challenge and extend pupils of all abilities. Teachers use a variety of teaching styles which enthuse and motivate pupils. In the classes for the oldest pupils they summarise what they know by using a 'visual, auditory, kinaesthetic' technique whereby they talk through their knowledge using body language and signs to explain each word. Evidence would suggest that this process is effectively supporting the pupils' ability to learn, remember and recall. In particular it ensures those pupils with special educational needs are given very helpful props. As a result they are often enthusiastic and keen to learn and make good progress.

118. A notable feature in many classes is the way teachers and teaching assistants use skilful questioning to promote pupils' problem-solving skills. This has been most effective in providing pupils with a model to copy, a very good example of which was seen in the Year 2 class investigating minibeasts. As a result, by Year 6, pupils ask questions for themselves which are a starting point for good quality investigations as they seek solutions. Relationships between teachers and pupils are productive and well-deployed teaching assistants enable pupils of all abilities to make good progress. Teachers have high

expectations and constantly challenge pupils. This was particularly well demonstrated by the Key Stage 2 subject leader whose infectious enthusiasm and sharp focus motivated pupils and supported very good quality learning in a Year 5 lesson.

119. The consistently good teaching in the majority of classrooms is a significant factor in the positive attitudes that pupils of all abilities have towards science. With a few exceptions, pupils concentrate well and work industriously. However, very occasionally, where the teacher has not used the high quality planning to prepare thoroughly then pupils are left waiting for instruction and misbehave thereby distracting the learning of others. Despite this, almost all pupils show an interest in scientific enquiry. Pupils collaborate productively, especially when the work is practical and they are keen to share their growing knowledge by answering questions in class and contributing to discussions.

120. The two co-ordinator's provide very good leadership. They are committed and informed and have a clear understanding of the strengths and weaknesses in science. Through monitoring of planning and some teaching they have a vision of the direction the school needs to take to sustain improvement. They have excellent subject knowledge and great enthusiasm which they willingly use to support staff. This has improved the quality of planned activities to match the needs of each pupil. Through the subject portfolio of examples of work, they have supported the staff in assessing pupils' achievements and ensured other teachers can make accurate judgements of what their pupils can do. The use of ICT to support the pupils' learning is an appropriately developing feature in the teachers' planning in a number of topics.

ART AND DESIGN

121. By the end of Year 2 and Year 6 the pupils attain standards that are in line with national expectations. This is the same as at the time of the last inspection. However, teachers' planning has significantly improved and the pupils enjoy a wide range of experiences and skills. The quality of much of the pupils' paintings, very well displayed in prominent areas around the school, is of above average standard. Overall pupils of all abilities make sound progress.

122. Pupils have a good understanding of the work of a wide range of artists and use their understanding to inform their own work. For example, pupils in Year 6 have studied Van Gogh and produced delightful, bold paintings in his style. Pupils in other years have studied and worked in the style of Clarice Cliff, Gauguin, Klee, Kandinsky and Henri Rousseau in order to produce lively vibrant paintings and designs. Although some pupils have used Duvali as a starting point for art work overall the pupils have studied significantly more Western artists than they have those from other cultures. As a result of their attempts to paint in the style of other artists the pupils make good progress in painting and by the age of eleven most pupils can mix paints to achieve the colour they require and are confident in applying paint in various ways.

123. The pupils drawing skills are less well developed and there are insufficient opportunities for pupils to undertake investigative drawings or for research. Most pupils complete drawings in their sketchbooks that are of an appropriate standard, but overall their drawings lack the flair, and at times the care, of their colour work. Pupils also have some opportunities to work three dimensionally and the school has a kiln, which is used at times to fire the pupils' clay work.

124. Only three lessons were observed during the inspection. From these and from scrutiny of the pupils' work the quality of teaching is judged to be at least sound and often good. It is best where the teachers' subject knowledge is good and they are confident in their

abilities to teach the subject. In the best lessons teachers take risks and try out new ideas without certainty of success. They are also beginning to make very good use of ICT to support and enhance the pupils' learning. For example, in a very good Year 3/4 lesson the teacher made very good use of images scanned from the Internet to introduce the pupils to the work of sculptors who specialise in portraying animals. A quick-fire introduction was followed by some pupils working with the teaching assistant to make a dolphin out of bricks on the school field whilst other groups worked with the teacher designing and making wire sculptures. The tasks were very challenging but because the teacher had planned carefully and had fully briefed her assistant the lesson proceeded very well and the pupils not only enjoyed the experience but also made good progress.

125. Overall the pupils respond well in lessons and enjoy the tasks they are set. However, there are instances where a very small minority exhibit very challenging behaviour and are intent on disrupting the learning of others. This occurred in one of the art lessons observed. It called upon great skill by both the teacher and her assistant to very effectively deal with the situation.

126. Because of staff changes the school has recently changed the co-ordinators. The two previous co-ordinators led the subject very effectively. They have undertaken far more monitoring of the subject, including monitoring the quality of teaching, than is normally found in schools. It has developed the teachers' confidence and has led to some interesting projects. It is now important that the new co-ordinator addresses the weaknesses in drawing in order to secure high standard in all aspects of the subject.

DESIGN AND TECHNOLOGY

127. The school has made good progress in design and technology since the last inspection. The staff have worked hard to develop the scheme of work, there is a good range of activities across the programmes of study for the subject and ICT is used well to support learning.

128. By the time they leave the school the eleven-year-old pupils are achieving standards which are in line with the national expectation. In all years the pupils undertake a number of design and make activities and by Year 6 have used an appropriate range of materials including fabric and card and learnt a number of construction processes. Prior to making slippers, puppets, wind instruments and Roman temples the pupils produce carefully considered designs. Similarly evaluations of their work are thoughtfully undertaken and in all years the pupils' work is very well displayed at the end of the project. Consequently the pupils make good progress in their learning in design and technology especially in Years 5 and 6 where the teaching is often very good. Pupils with special educational needs are well-supported and make good progress in the subject.

129. In the few lessons observed the pupils in Year 6 made some very tasty bread having first demonstrated their knowledge of bread making and the various types of bread. They were able to measure and weigh ingredients accurately and could identify what was working well in the bread they were making. In a Year 2 lesson the pupils demonstrated they could choose appropriate tools to cut out and join finger puppets. The higher-attaining pupils are beginning to develop accuracy in their work.

130. The teaching of design and technology is good overall. The teachers demonstrate good knowledge of the subject, they plan carefully, assess the pupils' progress thoroughly and use a good range of appropriate resources. The pupils' response to design and technology is good, they enjoy the lessons and are keen to discuss their work. For example, the pupils in Year 2 were very enthusiastic when describing the soup that they had made

earlier in the year.

131. Pupils enjoy their lessons and the attitudes of the older pupils is very good. They take part with enthusiasm and are keen to produce good quality work. For example, the Year 5 and 6 pupils making bread were keen to discuss the process. However, younger pupils in Years 1 and 2 are noisy and engage in silly behaviour and this means that the teacher has to spend important time dealing with irritating and inappropriate behaviour.

132. The leadership and management of design and technology are good, the subject leader, who has only been in post since September, has identified clear strategies for further improving teaching in the subject and continuing to raise standards. He provides good support to staff, there are good resources and ICT is used well to support the pupils' learning and develop their skills in design. The members of staff pay careful attention to health and safety issues at all times.

GEOGRAPHY

133. The school has made sound progress in developing geography since the time of the last inspection. Opportunities to improve research skills have been developed, particularly through use of the Internet.

134. By the time they leave the school the eleven-year-old pupils are achieving standards which are in line with the national expectation. For example, the pupils in Year 6 can appropriately describe patterns of weather in different seasons in the United Kingdom. They can also compare and contrast weather patterns in different parts of the world and have a good understanding of the relevance of different locations, such as how near the countries are to the equator. They are able to confidently use a wide range of sources for finding out about weather in different parts of the world to create their own weather forecasts. These are appropriate skills for pupils of this age. The pupils in Year 2 demonstrate attainment which is average for their age and ability when they explore maps and develop their understanding of conventional map symbols. For example, they can appropriately pick out the differences between small villages and larger towns on maps and are able to describe some of the physical features of the local area.

135. The pupils' achievement in geography is sound overall. This judgement is based on observation of two lessons, interviews with staff and a scrutiny of the pupils' work. They undertake an appropriate range of geographical work, studying, for example, maps settlements and rivers. They develop an appropriate knowledge and understanding of places and of environmental change. A feature of their work in some years is the very good range of source material, often selected from the Internet, they are able to interrogate to support their learning. In particular the pupils in Years 5 and 6 demonstrate good understanding in using their on-line research and enquiry skills to find out about the weather in different parts of the world.

136. Overall the teaching of geography is at least sound and at times good. In the two lessons observed the pupils made good progress in their learning in response to good teaching. The teachers demonstrated good knowledge of the subject; they used a variety of well-prepared resources and gave good opportunities for pupils to develop their investigation and research skills. The teachers plan carefully to cover the requirements of the geography curriculum and have good strategies for assessing the pupils' progress. The pupils respond well to the subject, they enjoy their lessons and co-operate well when working in groups. The pupils with special educational needs make good progress.

137. The leadership and management of geography are sound, good use is made of the

local area and the school has a good range of resources to support the curriculum.

HISTORY

138. The school has a rolling programme for the teaching of history and geography and as a result of this, history was not being taught during the week of the 2002 inspection. It was therefore not possible to observe lessons in the subject and evidence is based on scrutiny of the pupils' work and discussions with pupils in Year 2 and Year 6. From the limited evidence available, the school has made sound progress in developing history since the last inspection.

139. Judged on the evidence available, standards in history are in line with national expectations by the time the pupils leave the school. The pupils, including those with special educational needs, make sound progress and some higher attaining pupils make good progress. It was not possible to make a judgement about standards of teaching in the subject.

140. The pupils in Year 2 and Year 6 were enthusiastic when discussing the work they had undertaken in history. The younger pupils were able to recall and confidently describe their visit to the American museum in Bath and could effectively explain how the technology for washing clothes has changed over the last century. They were eager to talk about the recent Golden Jubilee celebrations and demonstrated an emerging understanding of chronology in talking about the Silver Jubilee and the Queen's Coronation. The pupils in Year 6 showed good understanding of the Tudors and the Victorian age. They were particularly enthusiastic when talking about their work on World War II. They could explain how they had used a wide range of source materials including books, interviews with older members of the family and the Internet. They showed sensitivity in explaining the views of different groups in German society of the time.

141. As in geography the pupils make very good use of the Internet to support their learning. For example, they find useful source material related to their studies of Hitler and World War II and of Henry VIII and the Tudors. They undertake an appropriately wide range of activities at record and describe their findings. For example, the pupils in Years 3 and 4 have produced interesting work on timelines and made quite detailed comparisons between the Celts and the Romans. The pupils in Year 2 have written interesting accounts of the life of Florence Nightingale. Through this work the pupils are able to demonstrate a developing knowledge and understanding of events, people and changes in the past and by Year 6 have a good understanding of the importance and value of historical enquiry. In all years opportunities are provided for the pupils to write in a range of styles although there are few occasions where pupils are encouraged to write extended articles.

142. The curriculum for history is well planned and assessment arrangements are good. Leadership and management of the subject are sound and there are appropriate priorities for development. Resources are good and there are a wide range of books and artefacts to support the subject. Particularly good use is made of the local area to support the development of the pupils' understanding.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

143. The school has made good progress in developing ICT since the last inspection. Progress has accelerated in the last year and is now very impressive. The current inspection has found that the school is implementing the ICT curriculum in full. Whilst there has been insufficient time for recent progress to have impacted substantially on the standards the pupils achieve the indications are that standards are now rising quickly.

144. By the time they leave Year 6 the vast majority of pupils are achieving the national expectation in ICT with a minority of higher attaining pupils showing evidence of attainment above the expected levels. For example, the pupils are able to effectively use the “logo” programming package to create geometric shapes. The highest-attaining pupils are beginning to work at a higher level. They are able to create procedures to store the shapes in the computer’s memory and can successfully modify the procedures to change the shapes. They understand the need to be precise in creating and sequencing instructions, which they can often do working independently or with a partner. Most pupils are able to successfully use text and images effectively to create posters and presentations. In discussing their work they demonstrate they have a good understanding of the audience for whom the posters and presentations have been created. In Year 2 the pupils can mostly successfully use a numeracy program to develop their understanding of how to estimate distances. They also have a good understanding of how to load, save and print their work, appropriate skills for pupils of this age.

145. The pupils make good progress in their learning across the school and in Years 5 and 6 achievement is very good. This is partly because of very good teaching and partly because of the impact of the new, high-quality resources. Pupils with special educational needs make good progress in ICT and resources are used well to support their individual needs.

146. The teaching of ICT is good for all pupils and for the oldest pupils the teaching is very good. The teachers have very good knowledge of the subject, they plan carefully within the scheme of work, assess the pupils’ progress systematically and have very high expectations of what the pupils can achieve. For example in a Year 5 lesson the teacher quickly organised the pupils so that the majority could experiment with shapes and angles in order for them to find out for themselves how ‘logo’ can be used to develop concepts of shape, angle and distance. This enabled him to work effectively with a small group explaining carefully to them how to use repeat commands. Throughout the lesson the teacher’s good subject knowledge and confidence with the programme allowed him to provide the pupils with very effective support. Similarly the teaching assistants have been well trained, have good skills and provide effective support to individuals and groups. For example in a Year 2 lesson the teaching assistant supported the group of pupils she was working with very well and also appropriately assessed and recorded the pupils’ understanding as she moved between the pairs of pupils working at each computer.

147. The pupils’ response to ICT is outstanding. They thoroughly enjoy their lessons, work very well in pairs and are very keen to demonstrate what they can do. For example, in the lesson described all pupils worked very effectively throughout the lesson, particularly when left to work unsupported in pairs. On another occasion pupils in Year 6 demonstrated the resource that they had created to support their work on World War II in history and were proud of the identity cards they had created using images taken with the digital camera. On many occasions during the inspection the computers in the school’s corridor were being very well used by pupils, who were working intently and often without direct supervision.

148. The leadership and management of ICT are very good. One of the subject leaders has planned and led high-quality staff training and created a very positive climate for the development of ICT in the school. This has been very well supported by the investment in resources.

149. ICT is very well used to support subjects across the curriculum. There are particular strengths in literacy, numeracy and history, but all subjects show evidence of the high profile of ICT in the school and the enthusiasm of the staff. The planned purchase of digital whiteboards will further support staff in raising standards and developing ICT across the

curriculum.

MUSIC

150. By the end of Year 2 and Year 6 the pupils attain standards that are above national expectations. This represents an improvement since the last inspection report. A carefully planned curriculum, good resources and a highly experienced co-ordinator are the key reasons why most pupils are making good progress.

151. By the age of seven, pupils listen attentively to music. They can appropriately follow and repeat simple and more complex rhythms using clapping and can sing songs with reasonable control. Year 2 pupils are developing good confidence in their singing and are able to sing a song with two distinct parts and to successfully distinguish where one part ends and the other begins. They are also able to successfully recognise where in the complete song these parts are repeated. Pupils show an above average ability to compose a piece of music. They can rehearse a part using percussion instruments and body percussion and name a variety of percussion instruments such as cabbassa and tambourine. They are able to successfully perform the piece of music and then appropriately evaluate how good it is and suggest what could be altered to improve it still further. A particularly good example was a lesson seen in a Year 1 class. Pupils composed a piece of music which represented a train journey. They first wrote this on paper using pictures and symbols to represent each section of the music before working in groups to rehearse one part. Finally, the whole class performed the complete piece by following the written composition then evaluated their work; 'It was good because the others knew when to join in,' and 'To make it better that group needs to know when to stop.'

152. In the oldest classes, pupils demonstrate good understanding of the key features of a piece of music. They can sensitively reflect on music they have listened to and describe in some detail the features in the music that they like. They are able to successfully compose their own songs in a specified musical style, practise and improve their work and confidently perform it to others. For example in a Year 5/6 class, the pupils demonstrated their above average abilities by working in groups to jointly compose songs in the style of sea shanties and to perform them to the class. They were able to maintain their part and sing in tune with good expression accompanied with actions.

153. Singing is also a strong feature. The school choir, consisting of seven to eleven-year-old pupils, rehearse songs each week with the co-ordinator and perform a range of songs competently as pupils walk into the hall for assembly. During the whole school assembly held in the week of the inspection, the choir sang a selection of songs from musicals and pop followed by a hymn. They sang with good expression, could adjust the volume to create a mood, maintain a good rhythm and, most importantly, showed how much they enjoyed performing.

154. The quality of teaching and learning is good in most classes and at times very good. A feature of the best teaching is the high expectations that teachers have of their pupils and the very positive learning environment promoted in lessons. This creates an ethos of 'anything is possible'. The range of musical experiences enjoyed by pupils and the quality of the teaching contributes to the good attitudes the pupils have towards this subject. In many instances, including during singing practice the pupils enter into musical activities with gusto and vigour. Such sessions are fun as well as having a serious intent.

155. The co-ordinator has great enthusiasm for her subject and is vibrant when leading whole-school music sessions. She has very good subject knowledge and has provided a clear scheme of work with related pupil record books for the nine to eleven-year-olds, which

ensures they experience a varied music curriculum. Opportunities for using ICT to support the pupils' learning are not yet a significant feature in improving the provision.

PHYSICAL EDUCATION

156. By the end of Year 2 and Year 6 most of the pupils attain the nationally expected level for their age. Standards have been maintained since the previous inspection and overall there has been some improvement in the quality of teaching.

157. Overall the pupils of all abilities, including those with special educational needs make satisfactory progress. In lessons observed during the inspection the pupils made good progress where sequences of tasks provided challenge and developed skills, as for example in a Year 2/3 games lesson where pupils were encouraged to throw and catch the ball with one hand, then the other and then whilst travelling. In games lessons the seven to eleven-year olds throw balls in a variety of ways, aiming and catching them with reasonable accuracy. In athletics they use good take-off and landing techniques when jumping for distance. They sustain physical activity for lengths of time and are developing sound teamwork skills. All pupils in Year 3 swim in the summer term but no records were available during the inspection to judge whether national standards are met. In their dance lessons the five to seven-year olds demonstrate good spatial awareness. They can travel high and low and offer reasons for effective performances when observing others. In a very good dance lesson for pupils in the foundation stage and Year 1 focused on the theme of 'bubbles' the pupils created a variety of body shapes and achieved slow and delicate qualities as they travelled alone and with a partner.

158. Teaching is never less than sound and often good. Strengths include well-structured lessons with good pace, good management of pupils and opportunities for individual, partner and group work. Teachers make good reference to correct technique in games activities. For example, in a games lesson for pupils in Years 2 and 3 the teacher ensured the pupils undertook a suitably brisk warm-up session before undertaking a series of short, focused activities aimed at improving their catching and throwing skills. Good management of the space available and good support for pupils who found the tasks difficult meant that the pupils tried hard, were prepared to repeat the same activity several times in order to improve and supported each other and worked well together. In most lessons the pupils enjoy physical education and handle equipment sensibly. However, in some lessons there are minor weaknesses, in particular, too much repetition of low-level tasks and insufficient attention to high noise levels. In these lessons the pupils' behaviour slips and a small minority of pupils' poor self-control affects the quality of performance.

159. The school provides a broad and balanced programme of activities, with opportunities for indoor and outdoor games. Swimming is limited to Year 3 pupils and this may prevent all pupils meeting the national expectations. The school provides football, netball and summer games clubs for older pupils. Football and netball teams participate in local leagues and friendlies. Annual sports days, country-dance festivals and creative assemblies enrich the curriculum. The co-ordinators provide effective leadership. They monitor and support teachers' planning and have developed a helpful scheme of work. This has had a positive impact on teaching and learning. The school has a good range of resources and benefits from good indoor and outdoor facilities. There is a good dress code for pupils and teachers.

RELIGIOUS EDUCATION

160. During the inspection few lessons were observed. However, from these lessons and from a scrutiny of pupils' work, teachers' plans and by talking with pupils and teachers, it is clear that standards in religious education are satisfactory. By the end of Year 2 and Year 6

the pupils attain standards that are in line with the expectations of the Wiltshire Agreed Syllabus. All pupils, including those with special educational needs, make sound progress. The school has maintained the standards found at the time of the last inspection.

161. By the age of seven pupils have an appropriate knowledge of some of the stories from the Bible, such as Noah's Ark and David and Goliath. They know that Christmas and Easter hold significant importance for Christians and are developing an understanding of the importance of the Bible to the Christian religion. Pupils also have an appropriate awareness of places and things that are important to Jews. For example, in a Year Two lesson pupils are able to talk with confidence about the Torah and the Synagogue and show a growing awareness of the similarities between the things that are important to Jews and to Christians.

162. By the age of eleven pupils have appropriately developed their knowledge and understanding of the distinctive features of religious traditions. They respectfully speak about other faiths, beliefs and values with a sound knowledge and understanding. For example, pupils clearly explain the significance of the prayer mat to Muslims. They know that Muslims worship in a mosque and the Jews in a synagogue. They also have a sound understanding of the contents of the prayers offered by Muslims during times of prayer. Although some time ago, Year 5 pupils remember well their visit to a mosque and a synagogue in Bristol. Good opportunities are given to pupils to reflect and consider and this is significant in helping them to develop and value others' beliefs, customs and points of view.

163. Only three lessons were observed during the inspection. In these the quality of teaching was at least sound and in one instance good. Teachers have secure subject knowledge. They make effective use of resources. Pupils generally listen well although a small minority of younger pupils become restless towards the end of lessons and have difficulty retaining their interest. The pupils are sometimes given time for quiet reflection and to share their feelings. Almost all appreciate these opportunities and take part sensibly. In one Year 2/3 lesson, the pupils and their teacher talk about times when they were scared. The teacher openly expresses her own feelings about an incident in her life when she was very scared. Her vivid example helps pupils begin to articulate their own feelings about times when they were lost or hurt. They also show genuine concern for their teacher. The introduction of one of the Psalms of David was effectively used in this lesson, when the teacher went on to discuss when, why and how people pray. Religious education also makes an appropriate contribution to pupils' moral and cultural development. They are encouraged to learn about other faiths and gain insights into the ways of life and the beliefs of others, compared to their own.

164. Subject co-ordination is satisfactory. The two co-ordinators are new to their roles. One of them has already sought the views of staff on the subject and has begun to address some of the issues raised. The range and quality of artefacts and books have been increased and provided a good teaching resource. However, there are limited video and additional picture resources to support the teachers in their planning. By effectively monitoring the medium-term planning both co-ordinators are ensuring that knowledge, skills and understanding are developed throughout the school in line with the locally agreed syllabus. To raise the profile of the subject in the school, one of the co-ordinators has set up a display area in the main corridor, sharing artefacts, books and pictures using specific religious vocabulary. This display on Judaism is of a good quality, as are other displays around the school, including the attractive display on God and Moses' talk on Mount Sinai. Teachers make use of local resources, particularly the local church. They are also beginning to make appropriate use of ICT, particularly the Internet, to support the pupils' learning.