

INSPECTION REPORT

SEEND C.E. (AIDED) PRIMARY SCHOOL

School Road, Seend, Melksham

LEA area: Wiltshire

Unique reference number: 126414

Headteacher: Mrs Christine Ramsay

Reporting inspector: Dr Pauline Buzing OBE
15849

Dates of inspection: February 7 – 10, 2000

Inspection number: 219250

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	School Road Seend Melksham Wiltshire
Postcode:	SN12 6NJ
Telephone number:	01380 828334
Appropriate authority:	Governing Body
Name of chair of governors:	Mr E.R. McKinness
Date of previous inspection:	12/02/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Pauline Buzzing	Registered inspector	Science	The school's results and achievements
		Art	How well are pupils taught?
		Music	How well is the school led and managed?
		Equal opportunities	
Gerald Hughes	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership and parents?
Peter Buckley	Team inspector	Mathematics (including numeracy)	How good are the curricular and other opportunities offered to pupils?
		Design and Technology	Efficiency
		Information Technology	
		Physical Education	
Shelagh Halley	Team inspector	English (including literacy)	Spiritual, moral, social and cultural development
		Geography	
		History	
		Under fives	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Seend School is a small, mixed, Voluntary Aided Church of England primary school in the village of Seend in Wiltshire, with 116 pupils on roll. The pupils' attainment on entry to the school is broadly average, though, as cohorts are small, they vary widely from year to year. There are four pupils from ethnic minority backgrounds, and no pupil has English as an additional language. Some 16 per cent of pupils have special educational needs, slightly below the national average. None has a Statement of Special Educational Need. The socio-economic background of the pupils is broadly average, and seven pupils are eligible for free school meals.

HOW GOOD THE SCHOOL IS

This is an effective school. The small cohorts of pupils mean that standards fluctuate from year to year, according to the pupils' attainment profiles. The trend of standards is upwards, in line with the national trend. Teaching is good overall: it is good in Years 1,2,3 and 4 and satisfactory in the under fives and Year 5/6. The acting headteacher leads well in this difficult year, when over half the teachers are new. Co-ordinators and the governing body contribute well to the management of the school. The school currently provides satisfactory value for money.

What the school does well

- The pupils' attitudes, behaviour and personal development are good.
- Teaching and learning are good overall: they are particularly good in Key Stage 1.
- Extra curricular activities and the community contribute well to the pupils' learning;
- Provision for personal development is good: that for moral development is very good.
- Procedures for monitoring behaviour are good.
- The headteacher leads effectively and all those with management responsibilities exercise them well.
- Links with parents are very good: parents have very positive views of the school.
- A range of good strategies is used to foster the pupils' personal development.

What could be improved

- Standards of writing are variable. They are in line with national expectations at the end of Key Stage 2; handwriting and presentation are unsatisfactory in both key stages.
- Standards in information technology are below expectation at the end of Key Stage 2, and software is inadequate to meet the full demands of the curriculum.
- There are no systematic procedures for assessment in subjects, apart from English, mathematics and science.
- In Year 5 / 6, marking of the pupils' work is not carried out in line with the school's policy, and work is not always adapted to the needs of the pupils.
- There is no policy to draw together the good practice in personal and social education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school responded positively to the previous inspection report in February 1996, and has made satisfactory improvement. Staff changes limited the pace of improvement: the headteacher has changed twice, and the school currently has an acting headteacher. Three of the five full time staff joined the school last September. These factors prevented improvement being more than satisfactory.

The trend of standards is upwards, in line with the national trend, and the school is on course to meet its targets. The under fives curriculum has been satisfactorily improved and covers all appropriate areas of learning. The organisation of classes has improved: Key Stage 1 classes are taught as smaller, separate year groups. This is a good arrangement, and weekly booster classes prepare Year 6 pupils well for the National Tests. New schemes of work act as appropriate frameworks, although some lack detail. Planning is now consistent, and better related to the National Curriculum Programmes of Study. The role of the co-ordinators is now satisfactory. The acting headteacher monitors teaching and learning well.

Provision for information technology has improved. The school now meets statutory requirements, but standards at the end of Key Stage 2 are still below the national expectation. Money allocated to replace the ageing computers had to be used to reduce a budget deficit, because of an unsuccessful insurance claim for long-term

absence. A three-year plan to eliminate the deficit now allows the school to begin to carry out its planned expenditure on information technology.

STANDARDS

No table is included at this point, and no comparison is made with similar schools, as the cohort of pupils in Year 6 numbered only eight in 1999. When the numbers of pupils taking the National Tests are small, the performance of individuals can distort the figures, which have no statistical reliability. All the pupils reached at least the expected Level 4 in English and science, and six pupils attained Level 4 in mathematics. Comparison of these results with their Key Stage 1 performance shows that the pupils had made satisfactory progress. The trend of results is broadly in line with the improving national trend. The school exceeded its targets in 1999. Targets for 2000 are slightly lower, reflecting a lower attainment profile of the current Year 6. In work seen, the pupils' attainments are above the national expectation in English and in line with them in science and mathematics by the end of Key Stage 1. Standards are in line with national expectations at the end of Key Stage 2 in English, mathematics and science. In speaking and listening, standards are better than this. Standards are in line with national expectations in all other subjects, with particular strengths in singing. Standards seen reflect the attainment profiles of the year groups concerned.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have great enthusiasm for school and are interested and involved in activities.
Behaviour, in and out of classrooms	Good. Behaviour is good in lessons, around the school and in the playground. Lunch time is a pleasant social occasion.
Personal development and relationships	Good. Relationships between pupils and the adults in the school, and the pupils themselves are good.
Attendance	Good. Attendance is above the national average.

The pupils' attitudes to school contribute to the orderly nature of the school community. There is a good climate for learning in the vast majority of lessons.

TEACHING AND LEARNING

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

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.

Some 37 lessons were observed during the inspection. Overall, 97 per cent of the teaching is satisfactory or better. Teaching that is very good or better accounted for 16 per cent of the lessons seen, mainly in Year 2, but a very good music lesson was seen in Year 1, and an outstanding history lesson was seen in Years 3 / 4. One unsatisfactory lesson was observed, in science in Year 5 / 6, where the teacher had insufficient knowledge of the topic.

Teaching is consistently good in Years 1, 3 and 4. In Year 2 it is at least good, and often very good. There are examples of good teaching in each age group. Teaching is satisfactory overall in English: good in Key Stage 1 and satisfactory in the under fives and in Key Stage 2. The teaching of mathematics is good. In most lessons, the teachers have good knowledge of the subjects they teach, manage pupils well, and plan effectively. In most subjects of the curriculum, teachers develop literacy skills satisfactorily, and some do this well. The teaching of numeracy is satisfactory, but opportunities are not planned in all subjects of the curriculum, and this is an area for development.

Teachers meet the needs of their pupils well. Higher attaining pupils are adequately challenged in many lessons, although there are some examples of a lack of challenge in Year 5 / 6. Pupils with special educational needs are satisfactorily supported

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Good provision of extra-curricular activities, and good contributions by the community enhance learning opportunities.
Provision for pupils with special educational needs	Satisfactory
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral development is very good; provision for spiritual and social development is good, and provision for cultural development is satisfactory. The multicultural dimension to the curriculum is underdeveloped.
How well the school cares for its pupils	Good. All adults in the school know the pupils well, and a good, caring community spirit is evident.

Links with parents are very good. This was evident at the parents' meeting, in the questionnaire responses, and in interviews with parents and parent-governors.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher leads well, and all staff with management responsibilities discharge them effectively. Existing staff sustained the school's good ethos when more than half the staff were new in September 1999.
How well the governors fulfil their responsibilities	All statutory requirements are met, and the governing body fulfils its statutory requirements well.
The school's evaluation of its performance	Good. The school evaluates its performance well and takes appropriate action.
The strategic use of resources	Satisfactory. Staffing is adequate, and learning resources are satisfactory, except in information technology and some geography resources. The school adopts best value principles informally in much of its decision making.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and are making good progress. Homework is satisfactory.• The school works closely with parents, and they would feel comfortable about sharing problems or making complaints.• The school is well led and managed, teaching is good, as is behaviour;• The school expects children to work hard and do their best; it helps them to become mature and responsible;• The school provides an interesting range of activities outside lessons.	<ul style="list-style-type: none">• They would like to have more information about how their child is getting on.

The inspection team agrees with the parents' positive views of the school. They agree that it would be helpful if the school were more pro-active in ensuring that all parents understand the open door policy, so that the minority of parents who expressed uncertainty feel more confident in knowing how their child is getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the last inspection, standards of attainment for children under the age of five have been maintained. Baseline assessments show that the attainment of pupils on entry to the school is broadly average, but this varies from year to year: the small size of some year groups means that there is considerable variation from year to year. Most of the pupils are on course to achieve the Early Learning Goals in all the areas of learning, and the current group of under fives is performing above expectation in mathematics. Standards in language and literacy are in line with the expectations for their age. The pupils make satisfactory, often good, progress in all areas of their learning.
2. The levels of the pupils' attainments in the 1999 National Tests, taken at the end of Key Stage 1, dropped. The average grade attained by pupils in the tests was in line with the national average in reading, well below average in mathematics, and very low: in the bottom five per cent in writing. In comparison with similar schools, the results are below average in reading and mathematics and very low in writing. The main reason for this is a small cohort of pupils, several of whom have special educational needs. This means that the performance of each pupil has a significant effect on the overall level. Even though the percentage of pupils actually reaching Level 2 in reading was above the national average, a high percentage of those who did so attained the lowest grade, Level 2C, and the percentage attaining Level 2B and above was below the national average, depressing the overall figures. In writing, the percentage reaching Level 2 was well below the national average and, again, most pupils attained the lowest of the Level 2 grades. In mathematics, the percentage reaching Level 2 or above was well below the national average, but a slightly higher percentage attained Level 2B or above. In all three tests, the percentage reaching the higher Level 3, was well above the national average. Over the four years from 1996 the pupils' performance in reading and in mathematics is well above the national average, but it is close to the average in writing.
3. In the tests taken at the end of Year 6 in 1999, all the pupils attained at least Level 4 in English and science, and these results are very high - in the top five per cent of schools. In mathematics, the results are close to the national average. Looking at the average grades attained by the pupils, the results in English are well above average, they are above average in science and just below average in mathematics. However, this was a very small cohort of pupils, numbering only eight, and the data cannot be used to make reliable comparisons. Over the four years from 1996, the pupils' performance in English is well above the national average, and it is above average in mathematics and in science. The girls tend to do better than the boys in English, and the boys do better than the girls in mathematics, though no significant difference in the attainment of boys and girls was observed during the inspection.
4. In work seen, the pupils' attainments by the end of Key Stage 1 are broadly in line with the national expectation in mathematics and science, and above expectation in English. The reason for the difference between these judgements and the test results is that the current Year 2 has a higher attainment profile, it has fewer pupils with special educational needs, and it receives a high percentage of very good teaching.
5. In speaking and listening, the pupils reach standards that are above expectations at the end of both key stages. Most speak clearly and confidently by the end of Key Stage 1, and they build on this good foundation through Key Stage 2, using their skills in thoughtful discussions, and expanding their answers and contributions to satisfy the needs of listeners. Many opportunities are provided for pupils to practise their speaking skills in discussions in several subjects of the curriculum, including circle time and personal and social education, assemblies and school productions. Standards in reading are above national expectations at the end of Key Stage One and in line with them at the end of Key Stage Two. Accurate, expressive reading is developed through Key Stage One, and most pupils tackle unfamiliar words with confidence. Pupils with special educational needs and those with prior lower attainment read accurately, but slowly.
6. By the end of Key Stage 2, pupils read with understanding; they recognise and self-correct errors but do not always observe punctuation sensibly. Standards in writing are above the national average at the end of Key Stage One. The pupils write in a variety of forms, retelling stories, explaining, writing instructions and producing poetry. Standards in writing are broadly in line with the national expectations at the end of Key

Stage 2, but some weaknesses are evident. Spelling, punctuation and grammar are generally correct, but there is little imaginative and adventurous use of vocabulary. The school has recognised the shortcomings in writing and has implemented 'booster' sessions in literacy for Year 6.

7. In mathematics, the pupils reach standards that are in line with national expectations at the end of both key stages. The pupils' knowledge of number facts and multiplication tables in all classes is better than this, improved by the brisk ten minutes of mental mathematics at the start of each lesson. The school has successfully introduced the National Numeracy strategy, but it has not yet had sufficient time to feed through into long term progress. Booster classes for Year 6 pupils are aimed at further raising standards, but these had only just begun at the time of the inspection.
8. Standards in science are in line with expectation in science at the end of Key Stage 1, but a substantial minority of pupils attains better than this. The pupils receive some very good teaching in the subject, and their own interest also stimulates them to learn, so that they build systematically on their learning. The recording of their work is not always of a high standard, but their good speaking and listening skills enable them to explain fluently what they have learned. Standards at the end of Key Stage 2 are in line with expectations.
9. In information technology, the pupils reach standards that are in line with expectation at the end of Key Stage 1. Standards at the end of Key Stage 2 are below expectations because of the small amount of data handling and control work covered.
10. In art, geography, history, music and physical education, standards are in line with those expected for pupils of their age. No judgement is made on standards in design and technology, since the subject was not taught during the inspection, and there was too little evidence on which to base a secure judgement. Standards in singing are better than expected for their age by the end of both key stages.
11. The achievement of the majority of pupils is satisfactory in relation to their prior attainments. The majority of pupils made good progress in the lessons seen, especially in Key Stage 1. Overall, the pupils make satisfactory progress through the school in the long term, and there is no difference in the progress made by boys and by girls. Pupils with special educational needs make progress in line with their peers. In the under fives, pupils are making good progress in mathematics, and satisfactory progress in language and literacy, knowledge and understanding of the world, the creative and physical areas of learning, and in their social and emotional development. Progress in English is good in Key Stage 1, but the longer term progress in other subjects is satisfactory: it has taken time for such a high percentage of teachers new to the school to establish relationships with their classes, and to get to grips with the school's systems and routines.
12. The school's targets set in 1999 were exceeded in English and in mathematics. Lower targets in English this year reflect the attainment profile of the current year group, though the targets in mathematics are higher. These targets are realistic, and pupils are on course to meet them, given the additional support of the new booster sessions.

Pupils' attitudes, values and personal development

13. The pupils' attitudes, values and personal development are good overall in both key stages and in the under fives. The pupils' attitudes to learning and personal development are very good. In a Year 2 science lesson on magnetism, they sat attentively through the teacher's demonstration of what magnets can do, and were eager to experiment and to record their findings. The personal and social development of the under fives is satisfactory, and they learn to line up, to take turns, and to listen. Behaviour is good throughout the school, with no evidence of bullying, sexism or racism; conduct is courteous and respectful to adults and peers alike. These attitudes contribute overall to the pupils' standards and progress.
14. Pupils are keen to attend school. They are generally interested in the lessons and show motivation and enthusiasm. Response to class teachers is good; pupils are eager to please and to take part in discussion and question sessions. At the parents' meeting all those present confirmed that their children like coming to school, and 100 per cent of the questionnaire responses showed how positive the pupils' enthusiasm is for coming to school.

15. Behaviour is good. Within their classrooms, pupils behave well, generally respond to instructions promptly and work in co-operation with each other. They made great efforts to work together in a Year 3 / 4 literacy hour lesson, where they considered two contrasting poems on February. The good working atmosphere in the room was partly created by the pupils themselves, so that they got on with the task, and showed some independence in using dictionaries and helping each other to solve problems. Some problems of loss of concentration were observed in reception and Year 1, but this is due to having no barrier between the shared areas, so that some lessons are interrupted. Lunch time is a pleasant social occasion, and pupils move around the school sensibly. In the playground, the pupils are energetic and enthusiastic in their play, but show care and concern for each other and play well together. During the past year, there have been three temporary exclusions of one pupil.
16. Relationships with peers, teachers and other adults are good. Pupils talk readily to their teachers and to all adults they come into contact with. They are courteous to each other as well as to adults, share equipment and materials, take turns and help each other. These good relationships were evident in the vast majority of lessons: when the Year 2 teacher picked up her guitar and improvised a song at the end of the day, the pupils instantly joined in, delighted when their names were incorporated into the song, and they went off to collect their coats and bags in good humour. Further good examples were observed in the school library, where support assistants and parent helpers hear the pupils read.
17. Attendance is good and, at 97%, it is above the national average. Unauthorised absence is below the national average. Punctuality is good, so that the maximum time is spent on learning in lessons. Registers are kept in accordance with statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. It is satisfactory in the under fives and in Key Stage 2 and good in Key Stage 1. Thirty seven lessons were observed during the inspection: 97 per cent of these were satisfactory or better, some 62 per cent were good, 13 per cent were very good and one lesson was outstanding. Examples of good teaching were observed in all year groups. Teaching is consistently good in Year 1, and there is a very high percentage of good teaching in the Year 3 / 4 class. Teaching in Year 2 is always at least good, and it is often very good. Only one unsatisfactory lesson was observed, in science in the Year 5/6 class. The quality of teaching has improved since the previous inspection.
19. Teaching is good in mathematics at all levels and in English in Key Stage 1. It is satisfactory in English in Key Stage 2, in science, art, history and in music. No overall judgement can be made in design and technology, in geography, information technology and physical education because few lessons were taught and observed in these subjects during the inspection. The vast majority of lessons show strengths in the teachers' subject knowledge, in their planning and in the methods teachers choose to use. In Key Stage 1 and Key Stage 2, the teaching of basic skills is good. Pupils are managed well in Key Stage 2 and very well in Key Stage 1. High expectations and good use of ongoing assessment lift the lessons in Key Stage 1 above the rest, much of the time. As a result, the pupils' productivity and pace of working are very good and they show high levels of interest, concentration and independence. These features are often present in the Year 3 / 4 lessons also, and the teachers' marking tell pupils what they have done well, and what they need to do to improve.
20. The best lessons are well planned, using detailed schemes of work. Schemes are now in place for all subjects, although the degree of detail is variable, and does not always provide teachers with the specific targets for each year group that they need. Co-ordinators monitor plans and make suggestions, and this results in clear, logical plans. As a result, the pupils make good progress, because they have a good understanding of what the lesson is about and put good levels of effort into their work. The good subject knowledge teachers have overall enables them to plan relevant questions, which they often target to meet the needs of specific pupils in their classes. This is particularly valuable in the mixed age range classes, where two year groups and a wide range of attainment is evident in the class. In a good science lesson, observed in the Year 3 / 4 class, the teacher set different tasks for each year group on the topic of 'friction', the teacher set the year groups to their different practical work, and called each year group together in turn to question, challenge, probe and set further tasks, whilst the others were experimenting and recording their results.
21. Where expectations are high, the pupils respond accordingly. A Year 1 art lesson on texture involved the

pupils themselves experimenting with samples of different fabric is preparation for making their own collage, and thoughtfully trying to translate what they were feeling with their fingers into appropriate words. In a geography lesson on clothes for different climates in Year 2, the teacher stimulated the pupils' interest, using an Indian sari and an African costume, so that they were particularly attentive, eager to contribute answers and suggestions, and they made very good progress as a result. Underpinning this lesson was very good preparation and planning by the teacher, so that the lesson proceeded smoothly and made the best use of the time available.

22. Key Stage 1 teachers check their pupils' understanding regularly and effectively throughout lessons. They use quick questions to test what has been learned, and use the pupils' work to show what is wanted. Plenary sessions are particularly effective, as the teachers themselves summarise what has been learned during the lesson – but more often, they devise ways of making the pupils do this for themselves and for each other, reinforcing the main points of the lesson, sometimes with songs or games.
23. The result of these good features in the teaching is that pupils in Key Stage 1 and in the Year 3 / 4 class put especially good levels of effort into their work, be it physical, intellectual or creative. Their concentration and independence are good and they sustain high levels of interest in what they are doing because of the good quality of the teaching.
24. In a minority of lessons in the under fives and in the Year 5/6 class, teachers' expectations are not as high as they could be; in others, work is not always adapted to meet the needs of all the pupils in the class; and the marking in some books does not fully comply with the school's policy. In these cases, it is not fully used as a teaching tool, so that opportunities are missed to tell the pupils what they have done well and how they can improve. In the unsatisfactory lesson, the teacher's knowledge was not sufficiently good for the pupils to understand the workings of the heart, so that they made unsatisfactory progress, and could not explain clearly what they had learned.
25. Every teacher was observed teaching English and mathematics. Teaching in English is satisfactory overall, with examples of good teaching in both key stages. The Literacy Hour is having a good impact on work in English, not least in terms of raising expectations of the volume of work the pupils can produce. Across the curriculum, there are some good examples of literacy being taught well, particularly in the year 3 / 4 class, where literacy is developed well in the history and geography work, with good development of vocabulary as a result. In mathematics, teaching is good, with some satisfactory lessons. Planning is good, expectations high, on the whole, and teachers question their pupils effectively. The National Numeracy Strategy is effectively established in the teaching of mathematics, but has not yet had time to feed through into long term progress. Teachers do not yet include opportunities to develop numeracy in the planning of all subjects.
26. Though no overall judgement can be made on the teaching of information technology, because only a few short sessions were taught and observed during the inspection, the pupils reach standards that are in line with expectation at the end of Key Stage 1. Only a small amount of data handling and control work are currently taught in Key Stage 2, leading to standards at the end of the key stage that are below expectations.
27. The teaching of pupils with special educational needs is satisfactory, and they make sound progress, relative to their prior attainment. Support assistants work well with pupils. In the Year 5 / 6 class where work is not always appropriately adapted to the needs of all pupils, one pupil who has special educational needs sometimes takes up valuable time in distracting others when there is no classroom assistant available to support him. Homework is satisfactorily used to develop the pupils' learning, beginning with reading, spelling and tables in Key Stage 1, broadening and increasing in range and difficulty as the pupils move through Key Stage 2.
28. The vast majority of teaching meets the needs of all pupils in the school, including those who are gifted or talented. As a result, the pupils learn well, acquiring new knowledge effectively, as they did in a very good science lesson on magnetism in Year 2. They made good levels of effort throughout the lesson, and this was characteristic of many of the lessons observed. They work at a good pace in both key stages, and show interest in their work, so that teachers are able to spend the maximum time teaching, and not on keeping order. This is a particularly strong feature in music lessons, where the pupils are absorbed: the Year 3 / 4

lesson was a good example, where the pupils concentrated hard and improved their singing, and then were fascinated by the cello, which a Year 6 pupil played to them.

29. The pupils' ability to sustain concentration means they are developing well in thinking and learning for themselves. In group work, they advise each other, ask questions, experiment or use their dictionaries, and try a variety of strategies to solve their own problems, before calling on their teachers. They talk about what they are doing, explain it well, and mainly know what to do to improve. Learning is less good in some Year 5 / 6 lessons, if tasks are not adapted to the needs of the pupils, so that the teacher has to spend time giving explanations to individuals who are struggling.
30. Overall, learning is good so that the pupils made good progress in most of the lessons observed. The scrutiny of work shows that the pace of progress has increased since September, as the new staff have settled, high expectations have been established, and many good learning habits and routines are in place. The majority of pupils work with concentration and develop good learning habits. Particularly good examples were observed in Year 1: in their art lesson, the pupils concentrated on the textures they were feeling, and in their music lesson, they listened to each other's playing and offered helpful advice. Most of the pupils show they can learn in a variety of ways: in Year 2, the pupils move easily from practical work to writing, from individual work to group activities and then to whole class learning. They are happy to work in groups with others of similar ability, or with their year group: the flexibility of groups in the Year 3 / 4 class is a good example of this.

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

31. The overall curricular provision of the school is satisfactory. The curriculum is broadly based and well balanced in the quality and range of subjects taught. The subjects meet the requirements of the National Curriculum and provision for religious education is in line with the local agreed syllabus. The school's arrangements for collective worship are in line with legal requirements.
32. Since the last inspection the school has improved curricular planning by developing schemes of work in all subjects, although in some cases, these are not sufficiently detailed in identifying the skills to be taught to each age group. Long term planning, and medium half-termly plans are now more consistent and better related to the National Curriculum programmes of study.
33. Overall there is a satisfactory amount of time allocated to all subjects, although the higher than average time spent teaching English limits the time available for the foundation subjects. Within English, a disproportionate amount of the time is allocated to reading, whereas the school has identified writing as a weakness.
34. The curriculum successfully promotes the physical, personal and intellectual development of the pupils. Personal and social education is successfully taught through a range of strategies, although these are not clearly identified in the school's planning. The strong Christian ethos of a church school is an important feature in this provision. Although the sex education policy needs to be updated it is taught, as is drugs awareness, however, there is no cohesive policy to integrate the teaching of personal and social education. The curriculum promotes intellectual development by providing increasing opportunities, as pupils get older, for personal study.
35. A wide range of extra curricular activities, which include football, netball, science, art, a Year 6 SATs club, choir and recorders, enhances the curriculum. Peripatetic teaching of brass, violin and guitar contribute to the school's music provision. Residential visits for Years 5 and 6 support the curriculum and contribute well to the personal development of pupils. Pupils also benefit from a variety of visits in the locality and of visitors to the school.
36. The school's provision for literacy is well established and impacts on standards. However, the school's planning does not actively promote the use numeracy across the curriculum and the use of information technology is not a planned feature of the curriculum in all classes.
37. Provision for spiritual development is good. Pupils generally learn to respect and tolerate the views of teachers and their peers, although a minority of pupils at the end of Key Stage 2 are sometimes discourteous.

to their teacher by not listening or speaking at the same time. Most take advantage of the opportunities offered for reflection in assemblies and some lessons. Pupils explore their own thoughts and feelings in circle time and in the informal programme for personal and social education and through written work in English, religious education and history.

38. Provision for moral development is very good. The pupils understand and appreciate the system of rewards and sanctions and know the difference between right and wrong, acceptable and unacceptable behaviour. Displays by teachers are a positive reinforcement of the school's attitudes and values. Pupils know the 'Golden Rules' and applaud their own and each others' efforts in the weekly achievement assembly. The quality of relationships is generally good, both between staff and pupils and between pupils, with adults working in the school providing very good role-models.
39. Provision for the pupils' social development is good, resulting in boys and girls working and playing well together in pairs and small groups, generally behaving well and being considerate to others in classrooms and in the playground. The school makes an effective contribution to the life of the village when they participate in local events such as the Village Flower Show and Carnival. They sing carols for senior citizens, who come into the school to give oral witness to pupils working on history and geography topics. A local senior citizen runs the after-school football club and the rector visits the school weekly. Pupils have the opportunity of working with a local potter. Peripatetic music tutors give occasional concerts for pupils, whilst the pupils themselves perform for parents and other inhabitants of the village. Their awareness of their social responsibilities in the wider community is raised through the gathering of funds for charities at home and abroad, such as Comic Relief, Poppy Day and the National Children's Homes. They make their own choice annually for a specific fund-raising effort, the most recent one being to raise money for people suffering from and caring for those afflicted with Cystic Fibrosis.
40. Teachers set up a suitable context so that pupils feel that teachers listen to what they have to say. In Year 5 and 6, the pupils meet informally every month to discuss possible improvements. They were recently successful in transforming an unsightly wall, helped by the pupils of a local comprehensive school. The school has good links with the local parish and with local businesses: for instance the geography-based walks in Key Stage 1, where pupils visit building sites, the canal and shops. The visits of the work experience students from Trowbridge and Chippenham Colleges provide opportunities for pupils to use their good social skills
41. Provision for cultural development is satisfactory. Pupils learn to appreciate some of their own heritage from Britain and Europe in their study of Picasso and Mondrian and in the use of some classic texts in the literacy hour, for example, Tolkien's 'The Hobbit.' They learn about the culture of an African village in their study of Gunjur, but are less well informed about the multicultural nature of Britain. There is a lack of opportunity to understand and appreciate the work of artists, musicians and writers from around the world, particularly non-white and non-European. This means that music and art do not yet make a significant contribution to the multicultural dimension to the curriculum. No study is made of the contributions made to mathematics, science and technology by other cultures.
42. The good levels of provision, identified in the previous report, have been sustained.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school makes good provision for the care of pupils. Good contact between school and parents means problems with individual pupils are recognised and dealt with. This was observed many times during the inspection: close links are maintained before and after school, with parents and teachers sharing information informally. Safety precautions are good. There is a positive atmosphere in which learning can take place effectively.
44. Procedures for the monitoring of academic progress and personal development are satisfactory. Teachers and support staff know their pupils well and use this knowledge to help them make progress that is at least sound. The arrangements that the school makes for assessment are satisfactory in the core subjects of English, mathematics and science, but assessment is not detailed nor clearly spelt out in some of the foundation subjects: teachers tend to assess the pupils' learning at the end of each topic. The introduction of progress books to collect samples of each individual's work every term is a good development. The collection of work into portfolios for English, mathematics, science and information technology to ensure that teachers know what is wanted is a developing strength. Individual education plans for pupils with

special educational needs are regularly reviewed.

45. The monitoring of personal development is mainly done informally: numbers in the school are sufficiently small for all pupils and their family backgrounds to be known by teachers, who are alert to ensure that the pupils' personal development proceeds smoothly.
46. Attendance is satisfactorily monitored. The very good links with parents enable the school to take swift action, should it be necessary.
47. Procedures for monitoring behaviour are good, and good behaviour is promoted within the school, and all adults work together to implement the procedures consistently. Supervision at lunch time and play time is caring and effective. There is no evidence of any problem with bullying, but the very good links with parents mean that if bullying did occur, it could be tackled urgently.
48. Staff are aware of health and safety requirements. No unsafe areas were observed. All members of staff are well informed on procedures to be followed for child protection. Care of pupils is treated as an important part of the school's ethos. Documentation regarding health and safety is satisfactory and teachers are aware of its existence and importance. Regular tests are made of electrical and fire equipment. Fire drills are held and recorded regularly. First aid is adequate, and an accident report book is kept in proper order. The premises are clean and bright, thus helping to create a good, stimulating learning environment. Teachers take care to ensure that pupils are not released, except to recognised parents and carers, at the end of the school day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Links with and support from parents are very good. They help to consolidate the efforts made in school to improve personal development and standards of the pupils' work. The parents' and carers' views of the school are very positive. Over 80 per cent of parents who responded to the questionnaire felt that the school works closely with parents, and over 90 per cent said they would feel happy about approaching the school with questions or problems. All the parents interviewed and at the parents' meeting supported this view.
50. The quality of information for parents is satisfactory. The regular newsletters that keep parents in touch with school activities are bright, informative and of good quality. Parents value them. The school lets parents know in writing what is expected of their children, and parents particularly value the reading diaries, which create an ongoing dialogue between parents and their child's class teacher. These diaries show that parents and teachers are increasingly using them as a speedy and effective means of communication. Working parents find these particularly useful, since they are not always able to take time to talk to teachers at the start or end of the day. Twice yearly parents meetings are very well attended.
51. The school's policy is that parents are welcome in school at the beginning and end of the school day to discuss any matters that affect their child. Teachers are more than willing to make arrangements to meet parents at other times, should this be desirable. Most of the parents know this, and do take opportunities to talk about concerns. However, some 18 per cent of parents who returned the questionnaire felt they would value more information on their child's progress. Some parents at the meeting said they acted on the principle that 'no news is good news', and were interested that others adopted a more proactive approach.
52. The impact of the parents' involvement on the work of the school is very good. Groups of parents were responsible for transforming the old swimming pool into an environmental area to support the science curriculum last year, and volunteers still maintain it. This has extended opportunities for the pupils to learn about plants and animals in science. There is a properly documented homework policy that is well supported by the parents, and the majority take a full part in using the reading diaries to develop with teachers a dialogue that will support the pupils' learning. Parents give time to help in the school whenever the school asks. There is a strong Parents' Association that helps the school by raising substantial amounts of money.
53. Parents are supportive of the Christian ethos of the school and are welcomed at the Friday assembly, and then some remain to give support to subsequent lessons. Parents value these opportunities, which strengthen understanding and build close links.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The acting headteacher leads well so that, despite the fact that three of the five full time teachers were new to the school in September, morale is high, the school's good ethos has been maintained and the school is on course to meet its targets. There is clear educational direction for the school. The current headteacher is, understandably, reluctant to introduce major change, since the school has experienced several changes in leadership in the past few years, and she is anxious to avoid making changes which may be reversed in September when the new headteacher takes over. The focus this year is, therefore, on consolidation, on maintaining the school's good ethos and on ensuring that new staff are well settled. Ensuring that everyone understands and implements the school's policies, and that they maintain the good climate for learning are key tasks.
55. There is no deputy head in the school, but there are arrangements for one teacher to deputise for the head teacher, should she be absent, and this works well. Subject co-ordinators manage well the areas for which they are responsible. Currently, the acting headteacher carries a heavy load in co-ordinating mathematics and English: she monitors teaching and keeps a close eye on standards and provision. The remaining co-ordinators monitor their colleagues' planning, and have begun to use their release time to monitor teaching. The co-ordinator for special educational needs is well organised and liaises well with outside agencies, where necessary, and with classroom teachers.
56. The governing body fulfils well its statutory duties; governors are actively involved in discussing and evaluating the school's performance and they know the pupils well. There are governors for literacy, numeracy and special educational needs, and they have good links with the co-ordinators of these subjects.
57. The action plan, drawn up after the last inspection, was appropriate, and the school has worked systematically though it since 1996. Two changes in head teacher and new teaching staff this year have slowed progress, and the unsuccessful insurance claim relating to long term staff sickness has limited the finance available to fund improvements in information technology. The school has done well to sustain satisfactory momentum in its action plan, and to retain its good ethos.
58. Staffing is satisfactory. Staff are appropriately trained and experienced. There are sufficient teachers to provide single year group classes for Key Stage 1, which contribute to the good teaching in that key stage. In Key Stage 2, the two year groups in each class are well catered for in a very effective job-share in Years 3 and 4, and through the provision of additional booster classes in Year 6. The school's accommodation is good: the only drawback is the large, shared room, occupied by the reception class and Year 1. There is not even a heavy curtain to draw between the areas and several times during the inspection, pupils in the Year 1 class were distracted when younger children returned from physical education, or came noisily out of the toilets, which open into the Year 1 section of the room. Resources for learning are satisfactory
59. Overall financial planning to support the school's educational development is satisfactory. The weaknesses identified in the previous inspection have been addressed. Subject co-ordinators are allocated a budget against agreed development needs. Resources are provided in line with priorities in the school development plan. In the last two years priority has been given to literacy, numeracy and information technology. Unfortunately, the money allocated to replacing the ageing computer with an up-to-date machine had to be used to reduce a budget deficit due to an unsuccessful insurance claim for long term absence. The headteacher and governing body have agreed with the local authority a three-year plan to eliminate the deficit budget thus allowing the school to begin to proceed with its planned expenditure on information technology.
60. The arrangements for financial control and administration are good and audit recommendations have been addressed. The school's administrative officer has effective financial procedures that provide valuable support to the headteacher and governing body. Sound use of information technology supports the management of the budget, but the system is not yet 'on line' and access to the National Grid for Learning is planned for 2000/2001.
61. Specific grants are used for designated purposes. Particularly good use has been made of the grant to small schools to support headteachers in their monitoring of teaching. However, there are no procedures for

evaluating the effectiveness of these grants. The school adopts best value principles in an informal manner in much of its decision making, but the practice is not yet carried through as a policy in all areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. Improvement since the last inspection, four years ago, has been satisfactory. The development of the role of co-ordinators, improvements in the curriculum for the under fives, the reorganisation of classes in Key Stage 1, schemes of work for all subjects and tying topic plans more closely to National Curriculum demands have all improved provision for the pupils. Standards fluctuate, as expected with such small cohorts of pupils, but the performance of pupils is above the national average over the four years from 1996 in the three core subjects. In order to continue the work, the headteacher, governors and all managers in the school should give their attention to:

- (1) Raising standards of writing by: **
 - developing imaginative and creative use of vocabulary;
 - providing further opportunities for extended and creative writing across the curriculum;
 - improving standards of handwriting and presentation.(Paragraphs 6, 33, 76, 77, 82, 83, 92)

- (2) Raising standards in information technology by: **
 - identifying specific software for each age group to fulfil the programmes of study and linking it to support all areas of the curriculum;
 - incorporating information technology into daily planning;
 - improving the teachers' knowledge and understanding by sharing expertise among the staff. (Paragraphs 9, 26, 36, 92, 100, 109, 117, 119, 120, 123)

- (3) Developing systematic procedures for assessment in all subjects.
(Paragraphs 44, 100, 112, 115, 126)

- (4) Ensuring that tasks are adapted to the needs of all pupils in the Year 5 / 6 class, and that marking tells them clearly what they do well and how they can improve.
(Paragraphs 24, 27, 29, 82, 87, 97, 99)

- (5) Drawing together the good practice in personal and social education by incorporating it into a more formal scheme. (Paragraphs 5, 34, 35, 37, 45, 69)

In addition to the key issues listed above, the following minor weaknesses should also be considered for inclusion in the action plan:

- (1) Identify in planning further opportunities to use numeracy across the curriculum.
(Paragraphs 7, 25, 36, 93, 100, 109)

- (2) Raise expectations for the under fives.
(Paragraphs 24, 70)

- (3) Strengthen the multicultural dimension of the curriculum.
(Paragraphs 41, 127)

** indicates that this is already included in the school's development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	46	35	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	116
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3
National comparative data	6.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 1 for the latest reporting year		1999	8
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	7	6	7	
	Girls	3	1	2	
	Total	10	7	9	
Percentage of pupils at NC level 2 or above	School	91 (94)	64 (94)	82 (100)	
	National	82(81)	83 (81)	87 (84)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	7	7	7	
	Girls	3	2	2	
	Total	10	9	9	
Percentage of pupils at NC level 2 or above	School	91 (94)	82 (100)	82 (100)	
	National	82 (81)	86 (85)	87 (86)	

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

Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	5
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	*	*	*	
	Girls	*	*	*	
	Total	*	*	*	
Percentage of pupils at NC level 4 or above	School	100 (47)	75 (53)	100 (65)	
	National	70(65)	69 (58)	78 (69)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	*	*	*	
	Girls	*	*	*	
	Total	*	*	*	
Percentage of pupils at NC level 4 or above	School	100 (59)	88 (59)	100 (64)	
	National	68 (65)	69 (65)	75 (72)	

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

* As the number of pupils in this year group was so small, actual numbers attaining each level have been omitted to avoid identifying individuals.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	116
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	21.6
Average class size	23.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	44

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	3	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	1998/9
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	£
Total income	193129
Total expenditure	206169
Expenditure per pupil	2022
Balance brought forward from previous year	9214
Balance carried forward to next year	-3826

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	64	27	6	0	3
Behaviour in the school is good.	39	49	0	0	6
My child gets the right amount of work to do at home.	42	49	6	3	0
The teaching is good.	55	42	0	0	3
I am kept well informed about how my child is getting on.	39	39	18	0	3
I would feel comfortable about approaching the school with questions or a problem.	64	27	3	0	0
The school expects my child to work hard and achieve his or her best.	67	21	0	3	6
The school works closely with parents.	39	46	6	0	3
The school is well led and managed.	39	46	3	0	9
The school is helping my child become mature and responsible.	46	46	0	0	3
The school provides an interesting range of activities outside lessons.	42	42	6	0	9

Other issues raised by parents

Inspectors support the parents' very positive views of the school. A number of parents attached comments to their questionnaires. The overwhelming majority of these are positive, and had particular praise for the way the school has maintained stability during the staffing changes. Inspectors agree that it would be helpful if the school were more pro-active in ensuring that all parents understand the open door policy, so that the 18 per cent of parents who expressed uncertainty through their questionnaire responses felt more comfortable in knowing how their child is getting on.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children enter the reception class in the year in which they become five and are taught alongside pupils who are already studying the National Curriculum. In the current year, numbers have been sufficient to separate the reception and Year 1 classes which is a more appropriate arrangement for these young children. The baseline assessment carried out in the early weeks of the school year shows that children are admitted with broadly average ability, although the whole range is covered in the current group of under fives. By the time they are five, most children successfully achieve the national Early Learning Goals in all six areas, except for minor weaknesses in certain aspects, and exceed the average standard in mathematics.

Language and literacy

64. Most children speak clearly and confidently, although some need their teacher's prompting to expand their answers or contributions from one word or phrase. They are beginning to write independently and make many recognisable letters and words, although they are still a little confused over when to use capitals or small letters. They all write their own names correctly. Most listen fairly well to their teachers and each other, but occasionally choose not to listen when the teacher wishes to change the activity. They know that books give information and provide entertainment and they greatly enjoy the stories read to them, looking closely at the illustrations and picking out the details to help their understanding of the themes and the characters. They handle books correctly, knowing that they are read from front to back and from left to right. Some are beginning to read simple texts. Their attainment is in line with the Early Learning Goals.

Mathematics

65. Children exceed the Early Learning Goals in mathematics, because they often do the same work as the older pupils in the class. They count out loud together correctly from one to twelve, and they all accurately identify missing numbers in a sequence. Most successfully identify and match accurately dots and pictures with the appropriate number. They count alone correctly and most add simple numbers mentally and accurately, making number stories such as $9 + 6 = 15$. They recognise and identify simple shapes like squares, triangles and circles and sort teddy bears by size and colour.

Knowledge and understanding of the world

66. The children's achievements are in line with the national Early Learning Goals by the age of five. They make good attempts at building houses in sand, concentrating and discussing the work intensely, telling each other that 'walls have to be high to stop the lions getting in!' Both boys and girls enjoy washing-up activities, keenly observing the increase in bubbles and scrubbing hard when necessary. They all know that heat melts solid materials, successfully identifying the palm as the hottest part of the hand and show appropriate delight and wonder when the chocolate melts exactly as they predict. They correctly identify a range of animals, wild and domestic. When working at a computer, they use the mouse confidently, following the teacher's directions to access letters of the alphabet with matching pictures, saving and printing independently and re-setting the program for the next user.

Creative and aesthetic development

67. Both boys and girls play happily in the role-play corner of the classroom, currently a hat-shop. They take on the roles of customer and shop assistant and adapt their vocabulary and mannerisms to the characters they have assumed; for instance, the 'manager' tells the shop assistant where to keep the receipts. They use their imagination to play out their own experiences of shopping. They sing enthusiastically and tunefully in assembly and in their classrooms. They respond well to music, nodding, smiling and tapping their feet. They enjoy painting, choosing their colours with care and talking about their pictures.

Physical Development

68. Attainment is broadly in line with national Early Learning Goals. All children use the correct pencil-grip when drawing or writing. They manipulate small construction equipment and sand to build houses with increasing confidence and competence. All wash their hands properly, drying them thoroughly. They run and jump competently and steer wheeled vehicles outside the classroom appropriately so as not to be in collision with others. In dance lessons, children interpret music to personify the wind, rain and snow, using slow and fast,

high and low movements. They are increasing their control of their bodies, although many still have problems with awareness of the space they are working in. Some make very good use of variations in speed and level. Many remember correctly the sequence of movements they learned in a previous lesson without being prompted.

Personal and Social Development

69. The children's personal and social development is in line with the Early Learning Goals. Children play well together, sharing resources and helping each other. They are proud of their own efforts and applaud those of others. They are now very familiar with school procedures and classroom routines and line up satisfactorily with very little pushing. They are happy to talk to visitors about what they are doing and relate some of their activities to their home-life, like helping Mummy wash up. Children generally sit quietly and put up their hands when they want to speak, remembering not to interrupt. Most concentrate well on their tasks and try hard to please their teacher, although many find the work not particularly challenging. After almost six months in school, however, some children still require a great deal of help to change clothes for physical educational lessons. They rarely act independently and none takes the opportunity offered to plan their own day for themselves.
70. The quality of teaching is satisfactory in all areas of learning, and it is good in mathematics. The teacher ensures that appropriate activities are available for children when they arrive in the morning and shows pupils her plan for the day displayed on the board with appropriate symbols. Most of her strategies for management are effective, although one or two children present problems in quiet activities. She provides a variety of purposeful activities, covering all the areas of the Early Learning Goals and allows children the freedom to choose and revisit activities, whilst still ensuring the planned learning outcome is achieved. These activities, however, are not always long enough for pupils to thoroughly understand their purpose and conversely, the activity in dance lessons is insufficiently varied so that children become restless. The teacher uses praise and encouragement well to build confidence and self-esteem. She misses opportunities to talk to children and encourage them to talk, particularly when they are in the role-play corner, not taking every opportunity to help them to develop their use of language. In this, her expectations of what the pupils can do and learn are not always high enough and a minority of lessons are insufficiently challenging for some pupils. She devises good experiments in changing materials and the content and methods of most lessons are appropriate for children of this age.
71. Planning closely follows the targets of the Early Learning Goals and there is a well thought-out merging of these and the initial stages of the National Curriculum programmes of study by the summer term. An ongoing observation and assessment sheet is kept so that teachers have a good idea of the attainment, progress and personal development of each child and samples of work are kept from appropriate activities and times. The co-ordinator for Early Years has a good understanding of the role and of the needs of young children, effectively exercising her management function of monitoring and evaluation of provision and teaching. Although structured opportunities for daily outdoor play are planned, access to the outdoor playhouse is often restricted because it is used for storing the wheeled vehicles. Resources are generally adequate, but there are limited materials for mathematics and construction. The playground is underdeveloped as a learning resource.
72. The previous inspection identified the quality, breadth and balance of the curriculum for under fives as a key issue for improvement to make it more appropriate for their ages and maturity. There has been considerable improvement since then, and the curriculum is now satisfactory.

ENGLISH

73. Standards of work seen are above the national expectation by the end of Key Stage One and in line with the national expectation at the end of Key Stage 2. Standards are better than the 1999 test results in Key Stage 1, because of the different attainment profile of the pupils, and the good quality of the teaching the current pupils receive. Standards in Key Stage 2 are not as high as in the 1999 tests, because the attainment profile of the pupils is not as high, and the group includes some pupils with special educational needs
74. Speaking and listening are above the national expectation at the end of both key stages. At the end of Key Stage One, most pupils speak clearly and confidently, and respond to the teachers' prompting to expand their answers from one word or phrase. A few pupils with special educational needs and prior lower attainment need help to express themselves. Most pupils listen well to their teachers and each other, and

demonstrate their good listening in the answers they make to questions or in their contributions to discussions. At the end of Key Stage 2, there are some good examples in the booster class of thoughtful discussions when pupils ask questions about texts in the Literacy Hour and the teacher asks the rest of the class for their opinions. They expand their answers and contributions to satisfy the needs of listeners. This led into the planning of their own, individual stories on 'The Holiday Disaster', and provided good opportunities for them to work on some extended writing. Many opportunities are provided for pupils to practise their speaking skills in discussions in several subjects of the curriculum, including circle time and personal and social education, assemblies and school productions.

75. Standards in reading are above the national expectation at the end of Key Stage One and in line at the end of Key Stage Two. By the end of Key Stage One, most pupils read accurately and expressively with good understanding, using a variety of strategies to read unfamiliar words. They recognise error, correct them themselves and retell stories they have heard or read. They all know and understand indices, contents and alphabetical order and that information is stored on computers, but they have no knowledge of standardised library classification. Pupils with special educational needs and those with prior lower attainment read accurately but slowly, making good use of their phonic skills, but they wait to be prompted, rather than correcting their own errors. At the end of Key Stage Two, most read accurately and with good understanding and enjoyment of the text. They recognise and self-correct errors but do not always observe punctuation sensibly. Pupils in Years 3 and 4 recognise and identify correctly letter-strings and understand that words can be broken down into syllables. Through their work in the literacy hour, most pupils have a good understanding of story structure, scene setting and how authors develop their characters. Those with special educational needs and those with prior lower attainment find their understanding and enjoyment of books limited by their lack of skill.
76. Standards in writing are above the national expectation at the end of Key Stage One. The pupils' early writing skills are developing well with many recognisable letters and words. Most handwriting is joined up, but there is still confusion between capitals and small letters, and presentation is largely unsatisfactory. They write for a variety of purposes, retelling their experiences and fairy stories they have read. They list instructions for making masks with correct sequencing and make good attempts at written evaluations of their work in design technology; for instance, 'Eddy Teddy's New Clothes.' They study rhymes and blank verse and produce good attempts at simple poems of their own about fireworks. Narrative style in their story writing is developing satisfactorily; pupils use some known techniques in fairy stories, but find it hard to introduce elements of their own. Most use simple punctuation correctly and some are also beginning to use exclamation or speech marks to make their writing more interesting.
77. Standards in writing are variable at the end of Key Stage Two, but they are broadly in line with national expectations. Higher attainers make some good attempt at the use of adventurous vocabulary; for example, 'claustrophobic' in describing a space in independent writing, and there is some thoughtful writing on the environment, well organised into paragraphs. Spelling, punctuation and grammar are generally correct. Handwriting improves through the year, but presentation is still unsatisfactory. The standard and volume of extended writing is generally good but there is insufficient evidence of the use of note taking, drafting and re-drafting and little imaginative and adventurous use of vocabulary. The school has recognised the weakness in writing and the new 'booster' sessions in literacy are already beginning to make a positive impact.
78. Pupils generally use their literacy skills well to support their learning in all subjects. Book reviews in Years 3 and 4 are well written and presented and they use a computer to produce an informative newspaper with some good reporting and reviews of films and television programmes. They write poems and stories about 'The Wind' with an accurate use of similes. A few use good images in creative writing on 'Another Planet' for instance, 'shooting stars like javelins' or 'a rainbow pool shimmering.' Most understand how poets convey their mood through their choice of words. They write organised reports on science experiments and design and technology projects; there is some good, reflective writing in history, geography and religious education where they produce thoughtful prayers. They use their personal research skills well.
79. Since the previous inspection, standards have improved at the end of Key Stage 1 and have been maintained at the end of Key Stage 2. Much of the teaching has also improved, particularly in Key Stage 1 and at the beginning of Key Stage 2.
80. The overall quality of teaching is good in Key Stage 1 and satisfactory overall in Key Stage 2. It is good in the early years of Key Stage 2, and satisfactory at the end of the key stage. Teachers generally have good subject knowledge and understanding and use them to question pupils effectively in order to extend their

knowledge, understanding and vocabulary. They take care to speak clearly and almost always include some phonic work at the word and sentence level of the literacy hour, so that pupils are reminded of the sounds that make up the words. They generally set tasks that challenge the pupils' ability to think and to relate their new learning to that already acquired. Their enthusiasm inspires pupils to greater efforts. The 'booster' sessions at the end of Key Stage 2 are already beginning to be successful in encouraging pupils to look more closely at the structure of their writing and to choose words that are more interesting and adventurous.

81. In Key Stage 1 and in the early years of Key Stage 2, teachers plan their lessons thoughtfully and set tasks that are suited to the needs of the differing abilities of their pupils so that all make at least satisfactory, and often good progress. There is good interaction during introductions and there are sufficient opportunities for pupils to think about and discuss their work confidently. The good relationships between teachers and pupils and high behavioural expectations ensure that there is little difficulty with the management and discipline of classes. When tasks are sufficiently challenging, pupils behave well, show interest in their work and concentrate on the task in hand.
82. At the end of Key Stage 2, however, the teachers' expectations are occasionally insufficiently high to take forward the learning of all pupils, especially those with special educational needs when there is no support in the classroom and task have been insufficiently adapted to meet their needs. In these lessons, the pace is sometimes slow and pupils are easily distracted with a few of them becoming occasionally disrespectful of the teacher and of each other. The teacher's marking is sometimes inconsistent with school policy and does not always inform pupils sufficiently of what they are doing well and what needs to be improved. When there is support in the classroom and in withdrawal sessions, the special needs teaching assistant makes a valuable contribution to the pupils' learning. Teachers evaluate the success of their lessons and the performance of pupils daily and make notes of the significant differences in attainment and progress of individual pupils to enable them to plan appropriate activities.
83. The curriculum for the subject is generally broad and meets the requirements of the National Curriculum through the use of the National Literacy Framework. There is, however, an imbalance in the large amount of time given to reading, when the school has identified weaknesses in the pupils' writing as a priority. Most teachers do not make the best use of the time available to ensure that pupils have enough practice in extended and creative writing. The teachers' lesson planning closely adheres to the National Literacy Framework and takes account of what has gone before and what is to follow. Teachers carefully monitor the pupils' progress and use the information obtained effectively to plan future lessons. The subject makes a satisfactory contribution to the pupils' spiritual and cultural development in the limited opportunities for them to explore their thoughts and feelings in reflective and creative writing, and in their study of some classic texts. There are, however, insufficient opportunities for pupils to study the works of storytellers from around the world. Although there is a satisfactory range of the pupils' writing for different audiences and purposes on display, which celebrates the pupils' achievements and enhances the learning environment in classrooms and public areas, these displays are rarely challenging enough to be of use as a resource to take learning forward.
84. The curriculum is enhanced by visits from educational theatre groups such as 'The Flying Pizza Company' which also ran a drama club at the school last term. There are Book Weeks every year and two book fairs but neither of these provides opportunities for pupils to work with authors, poets or illustrators. The headteacher, as co-ordinator, has a very good understanding of the role that has been greatly developed since the previous inspection. She has found the time, in spite of her heavy workload, to monitor the teaching of the literacy hour in each class, giving the teacher concerned a useful evaluation. Resources are generally good for the Literacy Hour although there is a shortage of Big Books for the junior classes. The library is in need of further development and refurbishment so that it can be used as a private study and research area.

MATHEMATICS

85. The levels of the pupils' attainments in the 1999 National Tests, taken at the end of Key Stage 1, dropped in comparison to the results in 1998. The average grade attained by pupils is well below average in mathematics. In comparison with similar schools, the results are below average in mathematics. The main reason for this is a small cohort of pupils, several of whom have special educational needs. Each pupil's results represents nine per cent of the total, and this means that the performance of each pupil has a significant effect on the overall level. The percentage reaching Level 2 or above was well below the national

average, but the percentage reaching Level 2B was close to the national average. The few higher attainers in the group did well: the percentage reaching the higher Level 3, was well above the national average. Over the four years from 1996 the pupils' performance in mathematics is well above the national average.

86. In the tests taken at the end of Key Stage 2 in 1999, the results are close to the national average. Looking at the average grades attained by the pupils, the results are just below average in mathematics. However, this was an even smaller cohort of pupils, numbering only eight, and the data cannot be used to make reliable comparisons. Over the four years from 1996, the pupils' performance is above average in mathematics. The boys do better than the girls in mathematics in the tests, though no significant difference in the attainment of boys and girls was observed during the inspection. From evidence of the pupils' work and lesson observations, standards in mathematics at the end of Key Stage 1 and Key Stage 2 are in line with national expectations and higher attaining pupils are also achieving as expected.
87. The National Numeracy strategy is effectively established in the good teaching of mathematics, but has not yet had sufficient time to feed through into the pupils' long term progress. In the lessons observed, progress was generally good, fuelled by the good teaching in most of the mathematics lessons. Pupils with special educational needs make sound progress. All the pupils start well in Key Stage 1 and are confident in handling numbers. In Year 2, they are confident in handling shape and space, and in one lesson observed, the majority were already working at Level 2 in this area. In the lower part of Key Stage 2, the pupils consolidate their learning, and their sustained concentration, encouraged by good teaching develop their confidence in mathematics work. When answering their teacher's questions, they demonstrate good levels of understanding. Progress is slower in some Year 5 / 6 lessons, though still satisfactory.
88. Since the last inspection the strengths identified in mathematics have been sustained and the school, in line with national guidance, has successfully introduced the National Numeracy Strategy. The teaching of mathematics has improved and is monitored by the headteacher who is also co-ordinates the subject.
89. The brisk ten minutes mental mathematics work at the start of each lesson is improving the pupils' knowledge of number facts and multiplication tables in all classes. Various strategies, appropriate to the age of the pupils, are used. The main features are good pace and the involvement of all pupils. For example, in Year 1, pupils write their answers on a small white board and hold it up, while in Year 3 and 4 pupils use three figure digit cards to display their answer. The teachers' good subject knowledge enables them to use the pupils' explanation of how they arrived at a particular answer, to set a further challenge.
90. The effectiveness of the teachers' planning contributes to the pupils' acquisition of skills, knowledge and understanding in mathematics. Year 1 pupils record adding different combinations of two numbers to make a given number. Year 2 pupils discuss and describe the properties of regular and irregular shapes. They make observations about the correlation between the number of sides and corners. They work well collaboratively in pairs, describing the shape they have constructed to a partner. Pupils in Year 3 understand angles as an expression of rotation. They can identify right angles, know that 90 degrees is a quarter turn and can express directions using four points of the compass. Practically, they use this information to programme a floor robot. Year 4 pupils use eight points of the compass and clockwise and anti clockwise in describing directions. In a Year 5 lesson pupils calculate in hundredths, as both decimals and fractions, plotting their values on a number line, while Year 6 tackle problems involving probability. In all these lessons pupils with special educational needs make sound progress.
91. The teaching of mathematics is good in both key stages. The introduction of the National Numeracy Strategy, with its clear learning objectives, is having an impact on progression and continuity in the teachers' planning. The teachers' high expectations of what pupils can achieve, is evident in their good use of questioning, and this contributes significantly to the pupils' learning. Teaching methods are good. During the main teaching activity, pupils are grouped by ability, with appropriate tasks. They work individually, in pairs or larger groups. The activities are always purposeful and encourage pupils to think about and, where necessary, discuss their work. The teachers' management of pupils is good and this contributes to their good behaviour and levels of concentration.
92. Teachers use time and resources in the lessons effectively to ensure pupils work productively. Lessons have a good pace to them, yet teachers ensure that there is time, particularly in the plenary session, for pupils to reflect and consolidate their learning. Resources are always appropriate and readily available,

although the use of information technology is under developed. Teachers use questioning effectively, to assess the pupils' knowledge and understanding, and they record their progress. Work is regularly marked, but it does not always point out how the pupils can improve their work, although oral discussion takes place. Homework is satisfactorily used to improve the pupils' mathematics.

93. In most lessons, opportunities for speaking and listening are good and the development and use of the pupils' mathematical language is strongly encouraged. Although there are examples of the use of numeracy skills in, for example, data handling in a Year 3 and 4 environmental study of rubbish, and pupils use graphs to illustrate their work in science, planning does not have a focus on the cross-curricular value of numeracy. The co-ordinator, who is also the acting headteacher, monitors well, evaluates the pupils' attainments and the school's results in order to raise standards.

SCIENCE

94. In the National Tests, taken at the end of Key Stage 2 in 1999, all the pupils attained at least Level 4 in science, and these results are very high - in the top five per cent of schools. Using the grade point average attained by the pupils, the results in science are above average. However, this was a cohort of only eight pupils, and comparisons with national figures, and those for similar schools are unreliable. Since 1996, the pupils' performance in science is above average. There is no significant difference in the performance of girls and boys in the test results, and none was observed during the inspection. The trend of results in science is upwards, in line with (but slightly above) the national trend.
95. The teacher assessments for Key Stage 1 in 1999 indicate that the performance of the pupils is well below the national average overall, although in two of the attainment targets: materials and their properties and physical processes, attainment is in line with national expectations. This cohort of pupils included several with special educational needs, and numbered only 11 in total.
96. In work seen, the standards the pupils currently reach by the end of Key Stage 1, are in line with the national expectation. However, a substantial minority is already working above this level, and the good teaching they are receiving is raising standards through the increasingly good progress the pupils are making. Evidence from the scrutiny of their work shows this. The reason this is a different judgement from the well below average test results from 1999 lies in the different attainment profile of the pupils, and in the good quality of the provision for science.
97. In Key Stage 2, in work seen, the majority of pupils are on course to attain at least the expected level (Level 4). Levels of achievement are lower than the attainments of last year's Year 6, because of the different attainment profile of the groups. The higher attaining pupils present their work logically and accurately, they are good at ordering and classifying, and talk fluently when they describe what they have learned. Pupils of average attainment make some use of scientific vocabulary and present their results in a variety of ways: in graphs, tables or charts. Lower attaining pupils and those with special educational needs struggle when work is not adapted to meet their needs in the Year 5 / 6 class. Though the teacher tries to help with considerable support and prompting, this is not always sufficient, and opportunities are not taken to offer different tasks that will present the learning in more appropriate ways. As a result, these pupils do not always finish their work, and errors in basic spelling and writing are evident. Most pupils achieve appropriate levels in their science work but, in both key stages, the pupils' oral work is better than their written work: standards of handwriting and presentation do not always reflect the good quality of some of their work.
98. Standards and provision are broadly the same as at the time of the last inspection, given the kinds of fluctuation that may be expected with small cohorts of pupils. The pupils still have good learning skills, stimulated by the practical nature of the work, and supported by their good levels of speaking and listening, which enable them to explain what they are doing, to ask and answer questions, to listen to and follow instructions. The co-ordinator's role has been strengthened, and she now has release time to monitor the teaching of her colleagues.
99. The quality of teaching is judged as satisfactory overall, though teaching in Key Stage 1 is consistently good, and a good lesson was observed in the Year 3 / 4 class. Most teachers handle the subject with confidence: a good Year 3 / 4 lesson on friction was characterised by clear instructions, good working pace

and a very well organised lesson that resulted in busy pupils, absorbed in what they were doing. Weaknesses in the teacher's knowledge of the functioning of the heart were observed in the Year 5 / 6 class, however and, as a result, the pupils were confused, and produced inaccurate diagrams. The teaching of food groups for healthy living in the same class, however, had been well done, and pupils responded with enthusiasm and confidence as a result, bringing their homework, which was an analysis of their own eating patterns. The teachers' planning is at least satisfactory, and it was good in the Year 3 / 4 lesson observed, and very good in Year 2. The marking in some books does not always have a good balance between telling pupils what they have done well and spelling out clearly what they need to do to improve.

100. The co-ordinator has a clear grasp of her role, monitors the teachers' planning, and time is now available for her to monitor the teaching of her colleagues. Parents support the science curriculum well – they were recently involved in the conversion of the swimming pool to a wild life pond, and volunteer parents help to maintain the fields and the wild life area for outside study. Arrangements for assessment are basic: the progress books now being kept on individual pupils are a good development. Science makes a good contribution to the pupils' spiritual, moral and social development, and pays attention to literacy skills, incorporating vocabulary tests into the work to help the pupils extend the range of their technical and general vocabulary. There is some graph work and other numeracy in science, but the area is not fully developed as yet. Resources are not yet centralised, though this is part of the development plan for the subject. Information technology is used in one program on the workings of the human body, but otherwise, software for science is currently limited.

ART

101. Only two lessons in art were observed during the inspection: one in each key stage, but evidence was drawn from scrutiny of the pupils' work in folders, on notice-boards, in photographic evidence, and through discussions with pupils, their teachers and the co-ordinator for art.

102. In work seen, the pupils reach standards that are appropriate for their age at the end of both key stages. They make some use of computers to support their work in art: for example, Year 2 pupils were proud of the classroom display of their computer-assisted work in the style of Paul Klee. Their snow scenes show use of dramatic colour, and they match colours closely to examples of autumn leaves, which they collect. In an imaginative project, Key Stage 1 pupils designed and made their own clay dinosaurs, painted them and took them home as presents. These were wrapped in paper designed and made by the pupils, and accompanied by gift tags that they had printed on the computer.

103. In Key Stage 2, the pupils complete some interesting work on perspective, and they show awareness of the qualities of line and tone in the images they produce. They develop understanding of the work of some great artists: the work in progress on Picasso in Years 5 / 6 showed this well. The pupils talked in detail about his life and artistic approach, and gained good knowledge from the many examples of Picasso's work that were available for them to look at.

104. Standards have been maintained since the previous inspection, and provision has improved. There is now a scheme of work, though this does not yet contain specific targets for each year group, and the contribution of artists from a range of cultures is underdeveloped.

105. No overall judgement can be made on teaching, since only two lessons were observed, but the teaching in one lesson was good, and in the other, it was satisfactory, with many good features. Planning is good. In the Key Stage 1 lesson observed, good relationships underpinned an orderly session in which the pupils were well challenged to explore the texture of fabric samples. The teacher's use of vocabulary was particularly good, and motivated the pupils to experiment with words to describe what they felt with their fingers. The marks made by the pencil used in the demonstration of how to represent texture on paper was not easily visible to pupils, and needed to be softer and blacker. This diminished the impact of the explanation in an otherwise good lesson. In the Key Stage 2 lesson, preparation was thorough and clear instructions on the board showed the high expectations the teacher had. The majority of pupils rose to meet those expectations, though a few of the lower attaining pupils and those with special educational needs struggled.

106. Art is well managed in the school: the co-ordinator leads well and is collecting sample activities to flesh out the scheme of work. She monitors planning, scrutinises work on display and advises her colleagues. Time

has now been made available for monitoring other teachers' lessons. Resources are satisfactory. The art club meets after school and enables pupils to follow an area of interest. Though some opportunities are created for the pupils to experience a range of cultures through art, this area is not fully developed.

GEOGRAPHY

107. Owing to the school's rolling topic cycle for history and geography, only one lesson was observed during the inspection. Judgements are therefore based on examination of teacher's planning, the pupils' past work and work on display, and discussions with staff.
108. Pupils produce work that is in line with that expected for the ages of seven and eleven. In the one lesson seen at the end of Key Stage 1, they reached standards that are better than this, making good progress. The majority of pupils, by the end of Key Stage 1, know and understand that people require different clothes and materials in hot climates, to accommodate temperature changes. They know that a sari is worn in India and a chitenji in Africa, though few were entirely sure how they should be worn. Most know that some clothes are only for special occasions and worn in a particular way. Planning shows that pupils know something of the weather, particularly the seasons, and make simple plans of their classrooms. The youngest children begin to develop their knowledge and understanding of their own village through walks to local shops and visits to canal barges.
109. In the early years of Key Stage 2, pupils study Scandinavia as part of their topic on the Vikings, observing the patterns of land use. They make a detailed local study of Seend and the surrounding area. They set the village in the context of the United Kingdom, exploring its landscape, major town and rivers, industry and agriculture. In discussion, pupils revealed a good recollection of previous topics and are knowledgeable about the River Nile and its importance in the Ancient Egyptian economy. Their knowledge, understanding and skills of map-making are underdeveloped because of the lack of suitable resources. At the end of the key stage, history and geography are sometimes planned and taught together. Pupils study the weather and a major topic is Greece, ancient and modern. They know about mountain environments, the problems of the lack of farming land, new settlements and Mediterranean explorers and traders. They are aware of the effects Man has on his environment, when they learn about tourism and pollution. They note similarities and differences when they compare and contrast their home village and a village in Africa. There is little evidence of the use of information technology or of numeracy in their geography work.
110. Standards have been maintained since the previous inspection and provision has changed little in that it meets requirements but on a very narrow range of topics with weaknesses in the aspect of map-making and map-reading.
111. No overall judgement can be made on the quality of teaching because of the small number of lessons taught during the inspection, but in the lesson observed it was very good. As a result of the teaching, the majority of pupils made very good progress in their knowledge and understanding of clothes and customs from other climates and cultures. This was largely due to the teacher's very good preparation and questioning. She used her good subject knowledge to find Africa and India on the globe, and to give pupils a description of the climates as a background to their work on clothes. She made good curricular links with art, design technology and science and emphasised respect for others' traditions and cultures.
112. The temporary teacher, who is co-ordinating the subject, is developing a satisfactory knowledge and understanding of the role that the school is helping her to exercise effectively in terms of monitoring and evaluating provision and teaching. The policy and scheme of work are being revised in the light of the new curriculum. The current scheme of work gives very clear guidance, including suggested activities and resources for each class but without specific learning outcomes for the different year groups. There are no formal procedures for assessment, teachers evaluating topics as they finish. There are some limitations in resources, and the use of display to enhance the learning environment is unsatisfactory.

HISTORY

113. Pupils produce work that is broadly as expected for the ages of seven and eleven. By the end of Key Stage 1, they create their own personal time lines and study growth from babies to adulthood in humans and animals. They show knowledge of the lives of famous people in the past; for example, Guy Fawkes and Florence Nightingale. When they visit museums, they have skills to look closely at artefacts and to draw conclusions from what they see to compare similarities and differences between now and the past. In lessons, they extract information from pictures, such as the Capel family portrait, and pick out details of the ages of the sitters and their life-style, from the clothes they are wearing and the background of the picture. This is a good beginning in interpreting evidence from historical paintings. Their sense of chronology is developing well.
114. At the end of Key Stage 2, pupils retell the myths and legends of Ancient Greece, relating them to their own experience and they show good knowledge and understanding of the topic in its various aspects. In the lessons seen, pupils in the early years of the key stage achieve standards that are well above average for their age in relating their existing knowledge and understanding of archaeology to their classroom activities. They make very thoughtful contributions to discussions, by asking and answering historical questions. At the end of the key stage, almost all pupils know and understand that some of the artefacts they are studying are originals and some are replicas and the difference between them. They are beginning to understand the part played by archaeology in building up a more accurate picture of times past. They are developing appropriate methods of historical enquiry through the use and interpretation of artefacts when they study topics on Ancient Egypt and Early People. All pupils achieve well, so that they look closely at artefacts, and use their knowledge of literacy and art to make connections, and to interpret what they see, as Year 6 did when they asked the question 'How do we know that early man lived in Wiltshire?'
115. Standards of attainment and progress have been maintained since the previous inspection, and the subject now makes a good contribution to the pupils' spiritual, moral, social and cultural development. However, there are still no formal procedures for assessment, teachers evaluating topics as they finish them.
116. The quality of teaching is satisfactory overall, and one excellent lesson was observed in the early years of Key Stage 2. This lesson added to the pupils' knowledge and understanding in many areas and compelled them to organise their existing knowledge and understanding and apply it, using their imagination as they worked on how archaeologists find and interpret materials through a simulated 'dig.' Pupils were happy to share their knowledge of television programmes and the teacher skilfully used their experience as a basis for questioning that checked and extended their understanding of excavation. She engaged their attention and interest with the challenge of time travel to four thousand years in the future. The teacher adapted and directed her questions appropriately to pupils with differing needs. Pupils showed their delight and disgust at the simulated dustbin and the items found in it really challenged their thinking; for example when wondering if people in the future would still wear gloves, relating this to global warming. The teacher made good curriculum links with geography, design technology and science. Her very high academic and behavioural expectations and very good relationship with the pupils ensured there were no problems with management and discipline. Pupils really had to think to answer the challenging questions that took their thinking forward to the future and backwards to the past, relating the two. There was an excellent choice of resources to draw out the pupils' knowledge and understanding and pupils were bursting to contribute. Real learning was taking place in a variety of topics at the same time extending their knowledge and understanding of archaeology and how it is carried out.
117. In a Year 5/6 lesson, the teacher stressed respect for the artefacts used, explaining that some were irreplaceable. From her prompting arose some animated discussion over the purposes and ownership of the objects. The teacher's enthusiasm was successfully conveyed to most of the class, who often related their new learning to the book being read, 'Stig of the Dump.' The teacher's management techniques were not always effective and the tasks and worksheets were not suited to individual needs so that a few were more concerned with drawing than with historical research. Very little of the pupils' work was on display which is undeveloped as a learning resource, and little use is made of information technology.
118. The policy and scheme of work are in process of being revised in the light of the new curriculum and this is a priority in the co-ordinator's action plan. The curriculum is enhanced through 'Drama days', which involve reconstruction and role-play on various periods, for instance, Greek, Roman and Victorian. There are also visits to Chepstow Castle, where the pupils met a medieval archer, and to a Victorian school. There are some opportunities for role-play in the subject throughout the school. The co-ordinator has a good understanding

of the role and she is very enthusiastic. The subject is managed satisfactorily; plans are monitored and time is now available for the monitoring of teaching. Resources are adequate when supplemented by loans from libraries and museums.

INFORMATION TECHNOLOGY

119. During the inspection only a few short teaching sessions on information technology were observed though some pupils were working independently at a computer. Judgements are based on these observations, scrutiny of work and discussions with pupils and teachers. Standards by the end of Key Stage 1 in word processing and control technology are in line with national expectations, but there is some under-use of data handling and of programs that investigate options. At the end of Key Stage 2 standards are below those expected nationally of pupils of a similar age. There is some sound use of information technology in Years 3 and 4. However, work seen in Years 5 and 6 thus far is limited to word processing, combined with graphics and the use of research programmes to support individual study. It has not yet covered all aspects of the school's scheme of work in information technology, though planning indicates that this will be rectified in the late spring and summer terms.
120. Since the last inspection the school has improved its provision for information technology, and although much of the hardware is now ageing, the recently purchased multimedia personal computer and floor robots have improved provision and enabled many of the National Curriculum requirements to be met. The scheme of work follows national guidance, but has yet to be developed to identify the skills to be taught to each age group and the appropriate software to be used.
121. In Year 1 pupils learn the basic keyboard and mouse control skills. They use a concept keyboard and can word process. In a Year 2 lesson, pupils used a graphics programme to create a pattern on a pair of trousers to support their topic on clothes. They look at the work of the abstract artist Paul Klee and use the programme to create their own work in his style. Pupils can open and save their work. They programme a floor robot in mathematics to support their learning about right angles. They know to enter distance and direction and that the memory must be cleared after each operation. Year 3 and 4 pupils produce their own newspaper and use a floor robot in their work on angles in mathematics and directions in geography. In a traffic survey in the village they use an eco logger to measure the sound of vehicles. Years 5 and 6 combine graphics and text to produce posters.
122. No overall judgement can be made on the quality of teaching, but an example of good, whole class teaching was seen in a Year 2 lesson. The clear learning objective was to teach pupils to open and save a file and to explain the main elements of the programme `Paint`. Pupils were well organised so that they had a clear view of the screen, and individual pupils used to perform tasks. Good teacher subject knowledge ensured that questions were very specific. Teaching was brisk so as to maintain pupil interest. To follow up this whole class teaching pupils will work in pairs during the coming week to create and save their own patterns. This style of teaching is effective in a school that has only a limited number of computers.
123. Information technology is a priority on the school development plan. Unfortunately, the money allocated to replacing the ageing computer with up to date machines had to be used to reduce a budget deficit, due to an unsuccessful insurance claim for long term absence. These plans still remain a priority. The school will have an Internet link once it is on the National Grid for Learning next year and, following this, teachers will have the opportunity to access the New Opportunities Fund for training. In the meantime, there is sufficient staff expertise in the school for them to share good practice, make the best use of the resources available and raise standards, especially at the end of Key Stage 2. To raise standards, planning in each class must include, for all pupils, access to all aspects of information technology that the current hardware can deliver. Appropriate software is not clearly identified and used as a planned feature in all subjects of the curriculum. The enthusiastic co-ordinator was new to the school in September. She monitors planning, but regular monitoring of teaching has been deferred and is only now being implemented.

MUSIC

124. Pupils reach standards that are appropriate for their age in music at the end of both key stages. In singing, their work is better than that. By the end of Key Stage 1, the pupils sing tunefully and rhythmically, and join in songs spontaneously; when their teacher improvises a song, using all their names, to dismiss them at the

end of the day, for example. By the end of Key Stage 2, singing has developed well so that the pupils can hold their tune comfortably in a four part round. They sing with a full tone and good diction. Listening is satisfactorily done, and the pupils' good speaking skills enable them to talk fluently about what they hear. No examples of composition were seen during the inspection.

125. Since the last inspection, there have been improvements in the role of the co-ordinator, the creation of a scheme of work and in standards of singing, which are now above what might be expected at the end of both key stages.
126. No judgement is made on teaching overall, since only timetabled lessons in Years 1 and 3 / 4 were taught during the inspection. The school benefits from having two accomplished musicians on the staff, and their skills in accompanying and singing are used well in lessons, in extra-curricular music, such as the choir and recorder groups, and in the weekly hymn practice, with the whole school producing singing of good quality. In Key Stage 1, a very good lesson on instrumental work was well planned, and the pupils were introduced to the idea of loud and soft in music. They listened well to recorded music because the teacher had given them experience of playing loudly and softly themselves, so they knew what to listen for. In the lessons observed, and in the individual guitar lesson, the choir practice, recorder practice and the school hymn practice, it is evident that teachers plan interesting sessions, so that the pupils learn to concentrate and become totally involved in their music making. In Key Stage 2, teachers build effectively on the foundations laid lower down the school, but no tapes of compositions are kept to use for assessment or to show pupils what is wanted. Singing was well taught in the Year 3 / 4 lesson observed. The high level of involvement observed means that there are no problems with discipline in music because of the pupils' interest in what they are doing.
127. The co-ordinator's enthusiasm is infectious, and she promotes the subject well in the school. She monitors the teachers' planning, and time is now made available for the monitoring of teaching. The spontaneity with which the other musician in the school improvises songs and quick sessions, singing with the guitar with her Year 2 pupils makes a good contribution. The way these two teachers obviously value and admire each other's work stimulates the pupils to be similarly supportive of each other: this was evident in the hymn practice, which the teachers shared. Composition work has been limited by the lack of tuned percussion, but substantial numbers of chime bars are now on order. Structured listening, involving music from a range of cultures is not fully in place, so that music does not yet make a full contribution to the multicultural dimension to the curriculum, but spiritual development is fostered by good opportunities for listening to recorded music – and live music too. A Year 6 pupil showed and played his cello to the Year 3 / 4 class, and this was very effective. The subject makes a good contribution to the pupils' social development.

PHYSICAL EDUCATION

128. Lessons in gymnastics and games were seen during the week of the inspection. The pupils' standards in these lessons are in line with those expected of pupils of a similar age. Evidence from teachers' planning shows that all pupils have opportunities to take part in all aspects of the physical education curriculum. Pupils in Years 2 to 4 develop their swimming skills in the local swimming pool and the majority can swim 25 metres by the end of Year 4. Outdoor and adventurous activities for Key Stage 2 pupils are provided during residential visits. Pupils, including those with special educational needs, make sound progress in physical education as they move through the school.
129. Since the last inspection the strength of the subject in its provision for extra curricular activities has been sustained.
130. Insufficient lessons were seen to make an overall judgement about teaching, but in those seen, features of good teaching were the planning, organisation and management of pupils. The teachers' subject knowledge and expectation of what the pupils can achieve are also good; for example, in a Year 3 and 4 hockey lesson, the teacher made effective teaching points that contributed to pupils' improved stick control. Good use of questioning, when looking at an individual gymnastic performance in a Year 2 lesson, for example, contributed to improving standards. Good teaching also promotes the pupils' enjoyment of physical education. They listen and respond well to instructions and co-operate when working together. Behaviour is good and pupils perform confidently to the class when asked, and are aware of safety issues. They are able to evaluate their own skills and those of others and understand fair play. Through its emphasis on working

together, the subject strengthens the school's provision for the pupils' social development.

131. Subject planning is monitored but teaching is not. The level of resourcing is sound overall, but the gymnastics mats are heavy for the younger pupils to carry, and they are in need of replacement. Although the overall time allocation for physical education is satisfactory, it is weighted heavily in favour of swimming in years 2 to 4. Extra curricular sporting activities are a strong feature.