

INSPECTION REPORT

DAUNTSEY'S AIDED SCHOOL

West Lavington, Devizes

LEA area: Wiltshire

Unique reference number: 126418

Headteacher: Mrs Jacqui Monckton

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 4th to 6th March 2002

Inspection number: 223283

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Sandfield
West Lavington
Devizes
Wiltshire

Postcode: SN10 4HY

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Appropriate authority: The governing body

Name of chair of governors: Mr J N Ford

Date of previous inspection: March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Dr T Simpson	Registered inspector	Science Geography History Music Religious education Special educational needs	The school's results and pupils' achievements How well is the school led and managed?
9339	Mr J Zachary	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
14997	Mrs V Emery	Team inspector	Mathematics Art and design Physical education The Foundation Stage Equal opportunities	How well does the school care for its pupils?
31838	Mr M Williams	Team inspector	English Information and communication technology Design and technology	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dauntsey's is a small primary school serving a number of local villages. Some of the pupils also come from the nearby town of Devizes. The pupils live in a mixture of owner occupied and rented accommodation. There are 125 pupils on roll, including 14 who are in the Foundation Stage. There are approximately the same number of boys and girls on roll. There are very few pupils from ethnic minority backgrounds or for whom English is an additional language, and there are no pupils at an early stage of English language acquisition. The percentage of pupils with special educational needs is broadly average, but the percentage with statements of special educational need is above average. The percentage of pupils who are entitled to free school meals is below the national average. Attainment on entry is wide ranging, but overall it is at the expected level.

HOW GOOD THE SCHOOL IS

This is now an effective school. Standards in several subjects are improving. Pupils' achievement is satisfactory overall, and in some aspects it is good. Teaching and learning are good or better in most lessons. The pupils are well cared for by staff and their attitudes, behaviour and relationships are strengths of the school. Overall management at the school is good. The headteacher and staff have a high level of shared commitment to further improvement and the capacity to achieve this. In the short time since the last inspection the school has made very good improvement. Its costs are above average, but it provides good value for money.

What the school does well

- The school is very popular with the pupils and the parents.
- Standards in English and art and design are at least above average throughout the school and there are strong cross-curricular links. Standards in swimming are well above average at the end of Year 6.
- Teaching is good overall, which has a positive effect on the quality of the pupils' learning.
- Procedures for monitoring behaviour, and provision for moral development are very good and this impacts very well on pupils' attitudes, behaviour and relationships.
- Leadership and management at the school are good and this is having a positive effect on the school's overall improvement.
- Provision for pupils with special educational needs is good, and as a result these pupils make good progress in relation to their prior attainment.

What could be improved

- Given the above average standards in English, by the time they leave the school the pupils have still not reached high enough standards in mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000, when it was judged to have serious weaknesses. Since then it has improved significantly. Standards in English, information and communication technology and music are now better. There have been improvements to the overall curriculum provision, assessment strategies, teaching, the provision for pupils' personal development, child protection procedures and the provision for pupils with special educational needs. Management, behaviour and the school's links with parents have improved significantly. However, the standards in mathematics and science being reached by pupils by the time they leave the school have not improved at a fast enough rate as the school's major focus has been on English. In view of the improvements made since the last inspection and the good capacity of the headteacher and staff to achieve further improvements in the future, it is the judgement of this inspection that the school is no longer suffering from serious weaknesses.

STANDARDS

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

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

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

This table indicates that Year 6 assessment results (SATs) in 2001 were above average in English, average in mathematics and below average in science. Current standards in Year 6 match these results in English and mathematics, but are now also average in science. In the same year's tests of pupils in Year 2, results were well above the national average in reading, writing and mathematics. With relatively small numbers of pupils in different year groups, results can vary from year to year and currently, while still well above average in reading and writing, they are above average in mathematics. They are also above average in science. There are a number of reasons for there being better National Curriculum assessment results in Year 2 than in Year 6 over the past few years. The main one relates to the relatively high mobility of the pupils – a high proportion moving to other schools between Year 2 and Year 6. Another relates to the numbers of pupils with special educational needs. Eight out of the twenty-eight pupils in last year's Year 6, for example, were on the special educational needs register – with four of these entering the school since they were in Year 2. In the past there were also some identifiable weaknesses in teaching in Years 3 to 6. Analysis of individual pupils' progress between 1997 and 2001 indicates that most achieved at least satisfactorily and that some achieved well. Children enter the school with levels of attainment that are broadly as expected and overall achievement is satisfactory. However, achievement in the Foundation Stage and in Years 1 and 2 is good. Appropriate targets for improvement in literacy and numeracy have been set and these are on course to being met. The school's trend in improvement in mathematics and science has been below the national trend for the past few years, but is in line with this in English. Standards in art and design are above expected levels in Years 3 to 6 and well above these in Years 1 and 2, while standards in swimming are well above expectation at the end of Year 6. Standards in music are above the expected level in Years 3 to 6. It was not possible to judge standards in music or physical education in Years 1 and 2. In all the other subjects, standards are at the expected levels throughout the school. Pupils with special educational needs are well supported and most make good progress in relation to their prior attainment. Most pupils in the Foundation Stage are likely to reach the early learning goals by the time they reach Year 1, and they will exceed some of these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils are very enthusiastic about school and work hard.
Behaviour, in and out of classrooms	Very good – pupils feel very involved in what they are doing and respond positively in lessons and at playtimes.
Personal development and relationships	Very good – pupils of different ages and genders play together and they respect each other's feelings. They concentrate well when given the opportunity to work independently.

Attendance	This is good overall.
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In most lessons pupils behave very well because they have developed high self-esteem and are fully involved in decisions regarding many aspects of their school life. Most are capable of working well in lessons without direct adult supervision. Pupils work very well together and appreciate the effects of their actions on others. They respond well to the positive role models created and maintained by staff.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and this is having a positive effect on the quality of the pupils' learning. There are examples of very good teaching at all stages of education in the school with particular strengths in the teaching of music and swimming. The teaching of English – including literacy – is good while the teaching of mathematics – including numeracy – is very good in Years 1 and 2 and satisfactory overall in Years 3 to 6. A particular strength of the teaching at the school is the way that the teachers manage their pupils in a consistent and positive way. This is founded on the very good relationships that exist between all staff and pupils, and impacts very well on the very good attitudes and behaviour during lessons. Other strengths are the variety of good methods employed to keep the pupils interested and maintain their pace of learning, and the way that teachers work closely with other adults as a team - so that the latter's skilled support has a particularly positive effect on pupils' developing knowledge and skills. In a minority of lessons, the work set is not accurately enough matched to the needs of pupils of different levels of attainment and, therefore, does not provide the right level of challenge for them. Overall, however, the quality of the teaching at the school meets the needs of the pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and well balanced curriculum is provided – there is a particular strength in the way that different subjects are linked well with one another.
Provision for pupils with special educational needs	Planning and provision for pupils with special educational needs are good and most make good progress in relation to their prior attainment. They are included well in all aspects of school life.
Provision for pupils with English as an additional language	Provision for the small number of pupils with English as an additional language is good and they make good progress in English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall – provision for pupils' spiritual, social and cultural development is good, while provision for their moral development is very good.
How well the school cares for its pupils	There are good assessment procedures in place which enable the school to track the progress of the pupils in key subjects. Assessment information is not effectively used in some lessons to match work to the needs of different pupils.

The school works well in partnership with parents and most are very satisfied with the provision that it makes for their children. All statutory requirements in respect of the curriculum are met. Child protection arrangements are good and there are strong procedures in place to encourage good behaviour. There is a good range of extra-curricular activities, and a varied programme of visitors to the school and out of school visits which support the curriculum well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall – the headteacher provides very effective and proactive leadership. All staff have a high level of shared commitment to improvement and the capacity to achieve this.
How well the governors fulfil their responsibilities	The governing body is supportive and fulfils its statutory responsibilities well.
The school's evaluation of its performance	Good – appropriate strategies are in place for monitoring standards and teaching, particularly in the key subjects, including English. The school has very successfully analysed its strengths and weaknesses and has taken appropriate action.
The strategic use of resources	Good – resources are used efficiently and the budget is constructed with due regard for the school's developmental needs.

Resources are sufficient overall with strengths in those available to support music and children in the Foundation Stage. Staffing levels are good and the accommodation is very good. Some regard is given to the principles of best value – but there is scope for this to be developed further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school is well led and managed. • The school is helping their children to become mature and responsible. • They feel comfortable about approaching the school with questions or a problem. • The school expects their children to work hard and achieve of their best. 	<ul style="list-style-type: none"> • There are not enough interesting activities outside lessons.

The team agreed with the positive comments. It judged the range of activities provided by the school out of lessons to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards in English, mathematics and science were judged to be above average at the end of Year 2. They continue to be above average in mathematics and science, but are now well above average in English. Two years ago, standards in all three subjects were judged to be average at the end of Year 6. This is still the case in mathematics and science, but standards in all the elements of English are now above average. Current standards in science are higher than those gained in the 2001 National Curriculum tests of pupils at the end of Year 6. The improvement in English is attributable to the school's improved assessment strategies which identified elements of the subject - such as aspects of writing - which needed greater targeting. The management of the subject was also further developed, with whole school co-ordination put in place, an action plan for improvement drawn up and further literacy training provided for teachers. The school became part of the local authority's intensive literacy support for 2000/2001. Resources for English have been extended. Teaching has been intensively monitored and assessment tasks monitored by all the staff to identify coverage, the progression of pupils' skills and overall standards. The improvement in science in Years 3 to 6 resulted from the school's recognition that it was the weakest of the three assessed subjects, and an analysis of why this was the case. Subsequently, the subject was re-timetabled to take place during the morning, coverage of the National Curriculum programmes of study was improved and assessment procedures reviewed. The previous inspection identified information and communication technology as a subject where standards were below the expected levels throughout the school. It also judged standards in music to be below the expected levels at the end of Year 6. A new and knowledgeable information and communication technology co-ordinator has been appointed. New resources have been purchased, teachers have received training, and planning and assessment strategies have been improved. As a result, standards in the subject are now at the expected levels throughout the school. A talented governor is now involved in teaching music in Years 1 and 2, while a specialist teacher has been 'bought in' to teach music in Years 3 to 6. Standards are now above the expected levels in Year 3 to 6. No lessons were seen in Years 1 and 2 during the inspection and therefore, no judgement on standards can be made. However, evidence from a recent local authority specialist adviser's report indicates that these are above the expected levels as well. The school has traditionally had a strong emphasis on art and design and standards in this subject are currently above expectations at the end of Year 6 and well above these at the end of Year 2. Standards in swimming are well above expectations at the end of Year 6. Standards in religious education and in the other subjects are at the expected levels.
2. Pupils enter the school with attainment which is broadly average. When they leave the school their overall standards are as expected. Overall achievement is, therefore, satisfactory. However, the issue of achievement is in reality more complicated than this. For example, achievement in the key subject of English, and in art and design are very good in Years 1 and 2, while that for mathematics is good. There is a high movement of pupils in and out of the school between Year 2 and Year 6 which also affects overall standards and achievement in a school such as this which has relatively small numbers of pupils in each age group. For example, three pupils who gained good results in the 2001 National Curriculum tests at the end of Year 2 have already moved to other schools, while four of the pupils who joined last year's Year 6 after Year 2 had special educational needs. Analysis of individual pupils' progress between their assessment results in Year 2 and those in Year 6, indicates that most achieve at least satisfactorily and some achieve well. Most of the current pupils in the Foundation Stage will reach all the early learning goals by the time they enter Year 1. They are likely to exceed these in communication, language and literacy, mathematical development and personal, social and emotional development. Pupils with special educational needs are well supported and most make good progress in relation to their prior attainment. The few pupils with English as an additional language are also well supported

and make good progress in English language acquisition. The school has identified some gender differences in achievement, but there was no evidence of this during the inspection.

3. Throughout the school, pupils listen attentively to their teachers and to one another. In Year 2, their ability to use clear, standard speech is well above average. Pupils are encouraged to speak clearly and there is an increase in the breadth of their spoken vocabulary as they move towards Year 6. All pupils are taught an appropriate variety of reading skills and by the end of Year 2 those with higher attainment read a variety of books independently and have developed clear preferences. Lower attaining pupils also read widely. By Year 6, pupils read well and with expression. They use both the library and the internet effectively to locate information. The majority of pupils write in clear, neat and joined up script by the end of Year 2. Year 6 pupils produce good examples of extended writing, showing a good sense of audience; for example in letters of complaint. Pupils in Year 1 add different numbers together to make 15. Pupils in Year 2 deal with money, identifying coinage and making money calculations to a pound. They count in threes and fives and understand a variety of ways of carrying out addition and subtraction of two and three digit numbers. Pupils in Years 3 and 4 use a good range of technical mathematical vocabulary. They successfully calculate perimeters and plot co-ordinates in single quadrants. Pupils in Year 6 are competent at using fractions and decimals to two places, and understand square and triangular numbers. Their investigative skills, however, are less well developed and in some lessons there is a lack of challenge – particularly for higher attaining pupils. Work set is also not always suitably matched to the needs of pupils of different levels of attainment in a class. As a result not enough pupils are currently working at the higher Level 5 – or likely to gain this in the National Curriculum assessments. Most Year 2 pupils are clear about the scientific term ‘prediction’ and can make simple ones. Some are able to design their own investigations with regard for ‘fair testing’. Most pupils in Year 6 have a sound understanding of different parts of the human body. Standards in Years 3 to 6 are stronger in the more knowledge based elements of the subject than they are in investigative science. As with mathematics, standards are adversely affected as a result of work set in some lessons not being closely enough matched to the needs of different pupils.
4. By Year 2, pupils use a mouse well to log on and to select from an on-screen menu. They word process effectively and use an art program to create simple illustrations for a story they have read in English. By Year 6, pupils are knowledgeable about the use of information and communication technology at various levels and in a wide range of circumstances. Year 2 pupils know a wide range of Bible stories and have a developing awareness of aspects of religious symbolism. At Year 6, most pupils understand why a boy in a story turns to God for help, understanding that faith can provide believers with strength. Pupils in Years 1 and 2 explore the mixing of primary colours very well, while pupils in Year 6 produce particularly good examples of work in the style of Matisse. Year 6 pupils compose and perform a series of rhythmical sounds on percussion instruments . Most are able to write down their compositions and successfully appraise each other's performances.

Pupils' attitudes, values and personal development

5. Pupils' attitudes, behaviour and maturity have shown a significant improvement since the last inspection and they are now strengths of the school. The focus on empowering pupils – raising their self-esteem and involving them in the decisions made about their school lives – has successfully turned around the prevailing ethos and created an atmosphere in which pupils work together and understand the effects of their actions. The positive role models created and maintained by staff are a strong influence on the pupils in this respect. Attitudes and behaviour from the Foundation Stage upwards are now very good, and personal development is good and improving.
6. The pupils are very enthusiastic about their lessons and their general involvement in school. They threw themselves into collecting aluminium cans, for example, to raise £500 for playground equipment, which was then chosen through the school council. The members of the school council are proud to represent their classes, and the pupils also appreciate being chosen for celebration assembly on a Friday. The school is effective in its aim of raising pupils' self-esteem,

and effectively includes all pupils in this. Although there were two fixed period exclusions last year, these were appropriate and there have been none since. The pupils are responding very well to the new discipline strategies, and they demonstrate a high level of responsibility in their playtimes when the older ones are free to use a wide area of the school. Behaviour is also very good in lessons and assemblies, primarily because the pupils are involved and interested in what they are hearing or doing. In a Year 1 and 2 assembly on 'Mothers' Day', for example, the pupils had the opportunity to show each other paintings or drawings of mothers and grandmothers, which they greatly enjoyed.

7. Relationships are very good. Pupils of different ages and genders play together and they respect each other's feelings. By Year 6 the pupils are showing a good capability to empathise with others. In a religious education lesson, for example, a number were able to use their imaginations to put themselves in the place of 'David', a boy who escapes from a concentration camp. The pupils concentrate well when they are required to work more independently; for example in groups in Literacy Hour. This means that they reap the benefits of working with each other rather than led by an adult. In a Literacy Hour involving pupils from Years 2, 3 and 4, all the pupils, including those from different ethnic groups and different levels of attainment, co-operated well on tasks well matched to their needs. They were so involved that in the final part of the lesson when some hidden pictures were revealed, there were audible gasps of delight. Attendance is good. Though the figures for the last academic year had a higher than average number of unauthorised absences, the pupils mostly concerned are no longer at the school. Parents feel that their children are happy at school and enjoy attending.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

8. The school has successfully addressed the areas for improvement noted in the key issues of the previous inspection. Teaching remains good overall but there is now much greater consistency in quality from class to class. In consequence pupils learn well in the vast majority of lessons. The quality of teaching was good or better in over three-quarters of the lessons seen. It was very good in four out of every ten lessons observed. There were examples of very good teaching in both Years 1 and 2 and in Years 3 to 6. No unsatisfactory teaching was seen. This is a good improvement from the time of the last report, when five per cent of lessons were judged as unsatisfactory. Teachers' knowledge has also improved, especially in teaching literacy and in information and communication technology. A good, ongoing programme of well-focused in-service training has contributed well to the overall improvement in teaching.
9. Teaching is very good in music and swimming because the school uses the services of professionals from outside whose specialist knowledge meets the needs of pupils more precisely, and in consequence they learn very well. In English and information and communication technology the quality of teaching has improved markedly since the previous report from satisfactory and unsatisfactory to good. This improved picture makes a key contribution to the achievement of pupils of all levels of attainment throughout the curriculum.
10. The quality of teaching remains good in the Foundation Stage and leads to good learning by the pupils. In the Years 1 and 2 classes the quality of teaching is very good overall and results consistently in very good learning by pupils. This is an improvement from the good standards found at the previous inspection. Pupils attain above average standards as a result. In the Years 3 to 6 classes, the quality of teaching has improved from satisfactory to good overall, resulting in good learning by pupils, and satisfactory attainment. Overall, the teaching of basic literacy skills is good. Teachers have worked hard, helped by good guidance from the subject co-ordinator, to implement the National Literacy Strategy in ways that meet the needs of their pupils. The teaching of numeracy remains satisfactory overall because teachers have not implemented the National Numeracy Strategy as effectively as that for literacy or adapted it as appropriately, especially in Years 3 to 6. The overall expertise of teachers has been strengthened through recent and continuing training. For example, a national initiative for training teachers in the use of information and communication technology has improved teachers' knowledge and confidence in the use of multi-media computers and, in turn, is raising standards. The quality of teaching for pupils with special educational needs is good. These pupils are well supported in lessons by teachers and by the classroom assistants, who are given good guidance by the class teachers.

They are well supported when withdrawn for extra tuition. There are currently no pupils at an early stage of learning English. A small number of pupils who did not speak English joined the school last year. The school has already helped them to reach a good level of fluency.

11. In all lessons, there are strong features that contribute to the very positive attitudes pupils have to their learning. Teachers manage their pupils in a consistent and positive way. This is based on the very good relationships between all staff and pupils. Teachers help pupils to meet their high expectations of behaviour by creating a calm, secure and purposeful atmosphere in the majority of lessons. They are good at adapting their style of teaching to the particular needs of the pupils by using a good variety of enjoyable activities. For example, the use of a projection of a website, and first hand examination of x-ray photographs fascinated and engaged pupils in Year 6, stimulating their learning about the human body so that they built up their knowledge well. Teachers have a good knowledge of individual pupils, which they use sensitively to support and promote their self-esteem. In a very good history lesson, pupils in Year 2 shared ideas very well, both when working in small groups and in the class as a whole because the teacher challenged their different abilities and channelled their enthusiasm very well. Teachers listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many very good examples of this were seen in lessons across the school. For example, in a very good Year 6 literacy lesson, pupils explored views about the pros and cons of vivisection. The pupils learned to use persuasive and expressive language maturely, having been taught to have regard for opposing opinions.
12. Other good features include the way that teachers work with adult helpers, whether parents, students or support assistants, as a team and share good practice. They brief and deploy teaching assistants well, so that their skilled support has a positive impact on pupils' learning. Many examples were seen of teachers using good subject knowledge in effective questioning to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls were equally involved. In an art lesson, such questioning helped pupils in Year 2 to grasp some of the visual elements in the work of Matisse so that their own work in colour matching was above average. Teachers are careful to choose resources and contexts for learning that are relevant to the pupils and arouse their interest. They regularly make links between subjects so that pupils see how they are developing a whole body of knowledge and skills and not just isolated components. In many lessons they use a good range of strategies to keep up a brisk pace, setting time limits for example for pupils to complete the varied tasks set. As a result, pupils generally listen well and work hard. In the vast majority of lessons they responded to teachers' high expectations of behaviour by settling quickly and sensibly to group activities. They showed how well they concentrate and work independently without close supervision.
13. The impact of such features on pupils' rates of learning was illustrated in a very good literacy lesson for Years 1 and 2. Pupils were very well motivated and interested by the teacher's clear and lively initial reading which emphasised the power of words. Very good questioning, tailored to individual needs, linked the lesson not only to earlier English work but also to art and design, geography and information and communication technology. This prepared the class very well for group activities, where they became absorbed in well-matched and interesting tasks that strengthened and extended their skills in speaking, listening, reading and writing. A very good plenary session gave everyone opportunities to contribute and to see how well they were achieving. Pupils' high standards, particularly in the use of adjectives, were only exceeded by their delight in success.
14. There were many elements of teaching in other subjects where examples of good or very good practice were seen, but where there was some inconsistency between teachers. These frequently made the difference between good and very good teaching and satisfactory lessons. In some lessons in Years 3 to 6 teachers did not focus tasks or questions sufficiently sharply to suit the precise needs of all the pupils. For example, in a Years 3 and 4 mathematics lesson some tasks had too general an application so that several pupils finished ahead of the rest and had to wait for them to catch up. This did not make the best use of time. In a Years 5 and 6 mathematics lesson, the problem solving mental tasks were not challenging enough to stimulate or extend the highest attainers, which unnecessarily limited their attainment. This shows that in certain cases teachers' expectations, particularly of the highest attainers, are not always high enough, and in consequence pupils do not work as hard or as briskly as they should.

15. A particular improvement since the time of the last inspection is in planning. The school has given much attention to this aspect, which has usually resulted in appropriate tasks being set for all groups of pupils in the class. Lesson objectives are regularly shared with pupils so everyone knows where they are going, and via a plenary session at the end, how well they are getting there. The overall use of assessment in lessons remains good in Years 1 and 2 but satisfactory in Years 3 to 6. It is used well where teaching is good or very good but in the satisfactory lessons it does not always support pupils' learning to move them on and does not then influence subsequent planning. For example, the examination of work in science shows that pupils in Years 3 to 6 frequently work on the same task at the same level. Teachers do not therefore apply assessment of rates of learning sufficiently well in order to plan and present the higher attainers especially with more challenging tasks.
16. Satisfactory use is made of homework in the Foundation Stage and good use is made in the rest of the school. For example, pupils regularly take reading books home where parents listen to their children read and share their comments with teachers via reading records. As a result of the improvements, the majority of lessons are clearly focused and well structured, so pupils learn well and achieve satisfactorily overall.

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

17. The school provides a well-balanced curriculum and a good range of learning opportunities that meet the needs of all its pupils. It fulfils the requirements of the National Curriculum and the locally agreed syllabus for religious education. Children in the Foundation Stage are provided with a good curriculum based on the nationally recommended areas of learning. The amount of lesson time each week for all subjects is broadly average. There are appropriate policies in place for all subjects. For the vast majority of subjects, there are now fully organised schemes of work, largely based on nationally recognised schemes or on those produced by the local authority. In a few cases, documents are still being refined, but overall, good curricular planning, based on the guidelines provided, ensures that skills, knowledge and understanding are built cumulatively and in a logical sequence at all levels. This is a good improvement from the time of the previous inspection. The improved management and organisation of the curriculum has contributed to rising standards. There is now satisfactory implementation of the National Numeracy Strategy, and pupils work in sets according to ability in some age groups. The National Literacy Strategy has been very well implemented, and the development of pupils' language and skills is very well supported through all subjects. The strengths previously identified in cross-curricular links throughout the school have been sustained.
18. There is a good range of extra-curricular activities supporting pupils' studies during the year. A good, varied programme of visitors and educational visits in the locality, local community and further afield enhances learning and broaden pupils' experiences. For example, local residents have talked about experiences in India, supporting studies in geography. Grandparents sharing wartime experiences have made history more vivid. For older pupils, a visit to the museum at Caerleon has provided insight into Roman Britain. Residential visits; for example to the Isle of Wight help Year 6 pupils find out about other parts of England and supports their social development also. After school clubs include netball, football, chess, computing and gardening for all ages helping to foster well rounded development.
19. There is overall satisfactory equality of access and opportunity for girls and boys of all levels of attainment. Appropriate role models are provided within the school. For pupils with special educational needs provision is good. Appropriate teaching methods and materials and good monitoring and support of pupils' academic and personal progress provide this. All pupils have equal access to the curriculum. A very small number of pupils from Year 2 are currently working in a class for older pupils but good organisation of lessons means that they receive work which suits their needs. The school has identified gifted and talented pupils in Years 3 to 6 but the level of challenge offered to them does not always extend them to their limits.

20. Good provision is made for pupils' personal, social, and health education. There is an appropriate programme of discrete lessons in place. In each class a special time, called 'circle time', is set aside each week to discuss issues and to reflect on feelings and views. These activities make a good contribution to pupils' understanding of the responsibilities of being a member of the community. The governing body has decided that sex education should be part of the curriculum. An appropriate policy decided by staff and governors is in place. Regular visits by the school nurse to work especially with pupils in Year 6 make good use of her expertise to help pupils understand and deal with the issues which affect them.
21. The provision for pupils with special educational needs is good and planning reflects the new Code of Practice. Individual education plans are well constructed and relevant to the pupils concerned. They are used as practical working tools and are reviewed and updated at appropriate intervals. The school has good systems in place to ensure that pupils with special educational needs are well supported in all aspects of their learning and that they all have full access to a broad and balanced curriculum.
22. The school works well with its local community and has good links with the on-site playgroup, other primaries and the main secondary school. This is an improvement since the previous inspection. There are various sporting fixtures against other primary schools, including netball, hockey and football. The curriculum is enhanced by visits the pupils make out into the community such as to the local church, to Devizes museum, to Braeside or to Salisbury for a pantomime, and there is a Year 6 residential trip to Pencelli which allows extended study of some aspects of the academic curriculum as well as personal and social development. A good number of visitors come in to share their experiences. A Year 7 tutor from the secondary school also visits to help pupils prepare for moving on. The Year 6 pupils also undertake a national algebra bridging unit after they have finished their SATs.
23. The provision for pupils' personal development, including spiritual, moral, social and cultural aspects, has improved since the last inspection and is now good. Assemblies meet statutory requirements and make a particularly good contribution to pupils' personal development. They are stimulating occasions that cover a variety of aspects. They are well linked to the work pupils are doing in religious education, but also are well integrated into other aspects of the curriculum. In a very well delivered Year 1 and 2 assembly, for example, good resources were used to draw out pupils' ideas of symbols of friendship, and they themselves were involved in a brief role-play. There was a good link to Hindu festivals and a prayer on the theme of helping.
24. The school makes good provision for pupils' spiritual development, because it is supported through the curriculum as well as in assemblies. The 'fear' and 'beauty' masks made by Year 6 in their art and design lessons, for example, are related to their work in religious education, and show the way in which pupils have been enabled to reflect on the nature of trauma and emotions. The school's very effective provision for moral development is based on giving pupils responsibility, linked to respect and care for the individual. They are trusted with good quality resources at playtime and respond well to that trust. 'Circle time' is well understood and appreciated by parents as a way of encouraging the pupils to take responsibility for their actions. They are also encouraged to take a wider responsibility through work with nursing homes and senior citizens.
25. The school's good provision for pupils' social development is reflected in the polite and confident way the pupils talk to visitors. Even those as young as Year 2 spoke positively about their role on the school council and the way this helps them influence events in school. The activities at lunchtime – such as skipping, ball games, drama, and work with computers - support social integration in that pupils from a variety of year groups are involved. Group work in lessons is also generally well used to help develop pupils socially. Provision for pupils' cultural development is good. The range of visits and visitors ensure that pupils are well exposed to local cultural influences, and care is taken to widen the pupils' experience through exposure to a range of multicultural work. The school has planned, in conjunction with the local cluster of schools, to take part in a cross-school celebration of 'our multi-cultural society', and music and art from different cultures are an established part of the curriculum. The high quality, stimulating,

multicultural displays all around the school, such as the Pueblo Indian artwork in the school hall, make a strong contribution to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. Procedures for monitoring and supporting pupils' academic progress are good overall. An extensive range of assessment procedures, enable the school to gather good assessment information in English, mathematics and science. This is a significant improvement since the last inspection as assessment procedures are now good throughout the school. Assessments are now planned and regularly undertaken. They include spelling and reading tests and optional national tests for Years 3 to 5 enabling the school to track progress carefully in English, mathematics and science. A carefully constructed skills assessment handbook records wide ranging skills development. This gives good information from which teachers can set objectives to guide long term and short term lesson planning. The school monitors the results of its assessments to identify achievements of different groups; for example girls and boys. The monitoring and use of assessment information has been particularly effective in raising standards in English, but it is not as effective in mathematics. Assessment information carefully records the progress of individual pupils and helps to inform individual target setting. Teachers' awareness of assessment information is good through the use of the skills assessment handbook. However, not as well developed in Years 3 to 6 is the use of the information from whole school tracking information, which is carefully collected by the assessment co-ordinator. The detailed knowledge provided, in terms of national curriculum levels, is not always used effectively to set work for particular groups of pupils to help them to reach the next national curriculum level, particularly in mathematics for higher attaining pupils. This information, however, is used effectively to identify individuals or groups of pupils in need of additional help; for example through booster or springboard classes or additional literacy support. Careful assessments are made of pupils with special educational needs and these are used well to inform the targets identified in their individual education plans.
27. The school is currently developing assessment procedures in other subjects and there are good examples to be found in information and communication technology. School portfolios of work, to help teachers moderate national curriculum levels, have been established and give good support to tracking pupils' progress in order to raise standards further. This information is not used sufficiently at present in planning work, to match the ability of different groups of pupils in lessons in these subjects.
28. The staff look after pupils well and take positive steps to ensure they make progress in their personal development. All the necessary policies and procedures are in place to make sure that attendance and behaviour are monitored, and that there is the right atmosphere for learning. The headteacher stresses the importance the staff place on giving pupils a high self-esteem – and parents showed in their comments that they greatly value this and find the care for the individual very effective.
29. The school has good child protection procedures and the headteacher, the named child protection officer, has had appropriate recent training, after which a comprehensive policy was ratified by governors. This is a good improvement since the previous inspection, where child protection was an issue. The site is safe and well maintained and there is appropriate supervision at playtimes. Risk assessments are carried out for activities where they are needed. Registers of attendance are completed accurately so that the school can be well aware of who is on site, but they are kept in classrooms. The school needs to review this because of the time that would be taken for collection by the secretary in the event of an evacuation. Registers are checked by the headteacher half-termly and the school tackles any problems with pupils' attendance appropriately. The system of checking by phone on the first day of absence is proving effective, and current attendance is above average.
30. At the time of the last inspection there were some problems with pupils' behaviour and there was a lack of strategies to address this. There are now strong systems to encourage good behaviour and ensure that any incidents receive swift action. The results are evident in the significant

improvement in behaviour over the last two years. Staff have been trained in the use of 'assertive discipline' and the 'positive behaviour policy', and parents understand and value the school's approach. The strategy is much wider than simply ensuring good behaviour in class. It involves encouraging pupils to take responsibility for the atmosphere in their school, and through the school council helping them to take ownership of decisions. Pupils were involved in the formulation of the behaviour policy itself. When necessary; for example in the case of incidents of aggressive or racist language, staff take swift action. Appropriate records are kept of the few incidents that have occurred.

31. Staff know the pupils very well, and because of this the tracking of pupils' personal development is good. Teachers take responsibility for follow-up where needed with parents, and the strength of relations with parents now means that this is effective. The outcome is that parents feel particularly positive about the way their children are maturing. The effects of lessons related to personal development (such as 'circle time') are evaluated by the individual teachers. Those seen during the inspection supported personal development well, as did assemblies - for example one on 'special friends' in which pupils, including those with special educational needs, reflected well on their personal characteristics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. The school has a strong relationship with parents. A good proportion responded to the pre-inspection questionnaire or attended the meeting with inspectors, and the views they expressed were very positive. This contrasts with the situation at the time of the last inspection, when there was significant parental dissatisfaction, especially from parents of children with special educational needs. There is now particular confidence in the key areas of management, teaching and personal development, as the parents who responded to the current questionnaire all believe that the school is well led. They also feel that the teaching is good and that their children are being helped to become mature and responsible. Almost all feel comfortable in approaching the school if they have questions or a problem to raise, which is particularly important for ensuring good relations. The only area in which a significant proportion felt any concern was over extra-curricular activities, with about one fifth of responses indicating there was room for improvement. Inspection findings, however, are that provision is good. Overall, parents' views of the school are very good and the school enjoys the confidence of all sectors of the communities from which the pupils are drawn.
33. One of the reasons that the parents feel such confidence in the effective links the school makes with them is that the school provides them with good quality information. The prospectus and annual governors' report to parents are detailed and attractive and give a good flavour of the school. For example, there are pictures by the children in the prospectus. Parents are invited to the weekly 'celebration assembly' which gives them an opportunity to observe the work of the school at first hand. Parents are very happy with the day-to-day information they receive in the weekly newsletter and with the annual reports about their children's progress. These give good information on English, mathematics and science, but give much less attention to foundation subjects (though all are covered). Targets are set in reports, but some are too open (e.g. 'develop keyboard skills' rather than specifics about which letters or movements). However, information about progress is satisfactory because there are also a range of face-to-face meetings at which progress is discussed with class teachers, and teachers are always available to discuss any parent's concerns.
34. Parents make a good contribution to the school and their work has a positive impact on their children's learning. Most parents support their children's homework, and they are well informed about what the homework is – an unusually high percentage of responses to the questionnaire (95 per cent) indicated that the amount of homework was right. There are examples of parents working closely with the school to achieve an identified target for their child, for example in mathematics. The home-school association raises valuable funds, but also has a wider community role that again affects children's learning directly, as it organises visits out and visitors to come into school. The home-school association is also an effective forum for consultation, for

example over the school development plan. A limited number of parents, including the parent governor, contribute well through working in class with groups of pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. Overall management at the school is good. This is a significant improvement on the findings of the last inspection, which concluded that aspects of management then suffered from serious weaknesses. The headteacher provides very effective and proactive leadership. She, herself, has had a major impact on the school's improvement. However, she has also empowered other members of staff to play a key role in the school's forward development and has created a team of teaching and non teaching staff which has a high level of shared commitment to improvement and the capacity to achieve this. There is a designated senior teacher who - in addition to taking responsibility for the school in the case of the headteacher's absence - has a major role in several key areas of the school's provision: successfully, for example, managing assessment and English. The headteacher and the co-ordinators of the core subjects have monitored teaching in their areas of responsibility and this exercise is planned to be extended to the remaining subjects in the future. This has not yet fully impacted on standards in mathematics and science as the school has been focusing mainly on English. There has also been local authority monitoring and support. As Dauntsey's is a small school, individual teachers are required to co-ordinated more than one area and this has led to some variation, however, in the overall management of different subjects. The provision for special educational needs is well managed and all statutory requirements in relation to the pupils concerned are fully met. The governor with responsibility for special educational needs has a very proactive role. Provision for children in the Foundation Stage is also well managed. Routine administration is efficient and the school does not suffer from any bureaucratic constraints.
36. The governing body is supportive and fulfils its statutory responsibilities well. Individual governors have a very clear understanding of the school's strengths and areas that need to be developed further. An effective committee structure supports the work of the governing body as a whole by discussing issues such as the provision for special educational needs and reporting back to the full governing body. Members of staff give informative presentations on their areas of responsibility to the committees. Individual governors share their own skills - which include accountancy and personnel management - well with the school. Governors are linked with curriculum areas and some help in school; for example teaching music and supporting pupils with special educational needs. The school development plan is a clear and practical working document whose construction involved staff and governors at all appropriate stages. It is a good reflection of the school's current needs. Its progress is regularly monitored by staff and the governing body.
37. Strategies for performance management are fully in place. Newly qualified teachers are supported appropriately and specific grants are spent well in line with the aspirations of the school development plan and the results of performance management. Procedures for constructing the budget and monitoring spending are good and follow detailed written guidelines. The school has regular financial administration support from the local authority. The school had an unusually high carry forward of funds from the last financial year to the present. There are historical reasons for this and the issue has now been resolved. There is an appropriate regard for cost effectiveness in spending with, for example, competitive quotations being obtained for recent building works and supply teacher insurance. Some regard is also given to the principles of best value – although there is scope for this to be developed further. The elements of competition and consultation, for example, are well developed, but there is not enough detailed comparison of standards and costs with other schools. Staffing is good. Resources are sufficient overall, with strengths in those available to support music and children in the Foundation Stage. The accommodation is very good. The school is effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes further:

- 1) Further improve standards in mathematics to match those of English for pupils in Years 3 to 6 by:
 - a) continuing to improve teacher's knowledge of the subject;
 - b) more effectively using assessment information to plan work which challenges all pupils – but particularly those with higher levels of attainment;
 - c) making more effective use of open-ended investigative tasks;
 - d) raising teachers' expectations of what pupils are capable of achieving.

(Paragraphs 10, 14, 57 and 58.)

- 2) Further improve standards in science in Years 3 to 6 by:

ensuring that the results of assessment are more finely reflected in planning and considered in grouping for investigative science.

(Paragraphs 15, 61 and 63.)

In addition to these key issues there is another less important weakness which the school should consider for inclusion in its action plan. This involves having more regard for the principles of best value by developing procedures for comparing standards and costs with those of other schools, and is found in paragraph 37.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	12	8	0	0	0
Percentage	0	41	35	24	0	0	0

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

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)	125
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0.9

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	9	14

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	86 (94)	79 (94)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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

The numbers of pupils have been omitted as there were less than ten of each gender in the age group

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	9	7	8
	Total	23	21	22
Percentage of pupils at NC level 4 or above	School	82 (75)	75 (75)	79 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	14
	Girls	7	7	7
	Total	21	22	21
Percentage of pupils at NC level 4 or above	School	75 (60)	79 (56)	75 (75)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
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)	5.8
Number of pupils per qualified teacher	21.6
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	92

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	4.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	280,841
Total expenditure	274,985
Expenditure per pupil	2,053
Balance brought forward from previous year	26,742
Balance carried forward to next year	32,598

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	125
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	3	0	0
My child is making good progress in school.	53	45	2	0	0
Behaviour in the school is good.	52	45	3	0	0
My child gets the right amount of work to do at home.	57	38	3	0	2
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	50	42	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	72	25	3	0	0
The school works closely with parents.	48	47	5	0	0
The school is well led and managed.	70	30	0	0	0
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	35	43	21	0	1

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

38. The provision for children in the Foundation Stage is good. Children are taught in a classroom which is well equipped and imaginatively arranged in areas that make the delivery of a wide and appropriate curriculum an important feature of the good provision. The good standards and good teaching identified in the last inspection have been maintained. Children enter the reception class in the September of the academic year in which they are five. A flexible arrangement allows some children to start on a part-time basis. A well planned programme introduces the children and their parents to the school and helps to ensure that children are confident and happy and that good relationships are forged between the school and its families. Children enter the school with average standards overall. By the time they are ready to enter Year 1, they are at a level which exceeds the early learning goals in communication, language and literacy, in mathematical development and in personal, social and emotional development. In all other areas, children meet the early learning goals.
39. Children in the reception class benefit from good and sometimes very good, teaching. Because of this, they learn well and their achievement in the time they are in the reception class is good. All children are eager to come to school, behave very well and work hard in response to the good teaching and good quality support from the teaching assistant and other adults. The teacher plans exciting, interesting and practical activities, which motivate and challenge children. Role play using dressing up clothes for example, was used very effectively by the teacher to help children retell the story of 'Goldilocks'. The children were captivated by the teacher in a scarf as Goldilocks' mother or a hat as Goldilocks and were able to empathise with the characters and raise and answer questions. The teacher has high expectations of the children, develops independence and promotes a successful flow to self chosen activities, after their teacher directed activities are completed. The partnership between all adults in the classroom is good and this means that the children benefit from good support in their groups at all times and they learn well. The quiet and very effective control of the children by the class teacher, together with warm relationships with them, ensures that a happy and purposeful atmosphere exists in the classroom. Although the computers are often used for follow up activities, their use is not yet planned sufficiently for group activities. Overall, they are an under used resource.

Personal, social and emotional development.

40. Children achieve well in their personal development. An attractive, welcoming and secure environment is provided, and this helps young children to settle quickly and feel part of the school. Children quickly understand school routines and start to work well independently of staff. They show confidence and relate well to each other and to all adults in the classroom. The classroom environment is organised to encourage children to become independent and work and play well collaboratively. In the role play 'castle', for example, and in the art area, resources are at hand for children to make choices and to organise themselves to play and work well together. Even the youngest children are asked to become class helpers and help to give out resources for other children. For example, at snack time they help to give out fruit and drinks. Children take care in dressing and undressing themselves independently and in their personal hygiene.
41. Teaching in this area of learning is good and as a result of this children develop well, becoming independent, sociable and eager to learn. Consequently, children are above the expected level in this area by the time they enter Year 1. There are frequent opportunities for children to work alone or in a variety of small groups, such as with construction resources, play maps or the role play. Children's self esteem is developed well as all staff welcome their contributions. Activities such as 'The Queen of Hearts castle', help to develop their imagination and at the same encourage children to play co-operatively. Staff set a good example for children to follow. They work together as a team and as a result the children see the value of co-operating with each other.

Communication, language and literacy.

42. Most children are likely to be above or well above the standard expected in this area of learning by the time they enter Year 1 and they achieve well. The reception class provides a rich learning environment, where children can develop their written and oral skills. Adults model clear speech in discussion, share books and provide writing opportunities. Children enjoy listening to stories and are quick to understand that text has meaning. Books are shared, both whole class and individually, and children are soon to develop favourites such as the current 'Goldilocks and the Three Bears'. Many labels and instructions are attractively displayed around the classroom and children are encouraged to read these. Parents give good support to their children, sharing books regularly at home. Children make good progress, because a variety of methods, games and activities are used to help them to learn to read and write, to learn their sounds and to write their letters correctly. For example, the teacher models the writing of questions, which the children want to ask of Goldilocks' mother, on a large board.
43. The teaching of this area of learning is good and the curriculum is planned well for the teacher and other adults who work with small groups of children, to give good support to the development of reading, writing and speaking and listening skills. For example, while the teacher worked with a group of children reading, other adults were supporting groups well by scribing words or helping children to 'sound out' their own words. Elements of the National Literacy Strategy are used well to prepare children for the National Curriculum. Children experience, for example, whole class reading of big books, talk about the text and complete relevant group activities.

Mathematical development.

44. This area of learning is taught well and because of this the children achieve well. Children enter Year 1 with above average mathematical skills. Day to day use of numbers in counting familiar objects in the classroom is well established. As a result of this, children count confidently to at least twenty and are starting to recognise odd and even numbers. The higher ability children count on in 2's and using a number line identify 3 more. They order objects into smaller and bigger and are starting to recall some addition facts to solve simple problems. Most children are confident in adding two numbers together, although most are not yet able to add 3 numbers. The good teaching provides a wide variety of practical activities to reinforce learning. For example, they learn to investigate capacity by using sand and water and use a number line to develop mathematical language such as odd and even numbers.

Knowledge and understanding of the world.

45. By the time children enter Year 1, they meet the expected standards for this area of learning, because of the good teaching. Children are gaining a good understanding of the world in which they live, through a wide range of imaginative and practical activities and they achieve well. Their topic of 'Traditional Stories' for example, is used to encourage children to ask their parents and grand parents what stories they listened to. Their observation of their routes to school encourages children to observe the features of the place where they live and they were able to record these features very successfully as a pictorial story map. Children are encouraged to investigate. They went on a 'sound walk' to identify sounds, where they listened very carefully to the outside sounds. In the classroom a group investigated the different sounds that different musical instruments make. Children learn to use the mouse on the computer with confidence by following instructions on inter active programmes such as 'Bob the Builder'. Children do not yet load their own programmes, but make appropriate selections within programmes.

Physical development.

46. The teaching within this area of learning is good and children meet the expected standards by the time they enter Year 1. Children have appropriate opportunities to develop their fine motor skills as they handle small tools such as pencils, crayons, paint brushes, glue and scissors. They frequently put together and take apart construction equipment and play with small creative toys such as the ones used with the play map. Regular planned times in the hall provide a structured time to use the large apparatus and to develop skills with balls, bats, bean bags and ropes.

Children enjoy a variety of wheeled vehicles provided for their outdoor play, and are able to use a secure fenced area with appropriate markings to extend activities.

Creative development.

47. Teachers plan the curriculum well and there are regular opportunities for making music, songs, painting and collage and to use a range of materials. The teaching and achievement of the children are both good and children are at the expected level for their age by the time they enter Year 1. They paint portraits of their mothers, for example, or create pictures from the 'Goldilocks' story, choosing from a variety of resources for their collage. Children are able to choose particular colours to use for a purpose, yellow, for example, for 'Goldilocks' hair'. However, they are not yet able to match colours accurately. They use a variety of media correctly such as holding their paint brushes correctly and cleaning them when they want to change colours and 'smudging' chalk when wishing to mix a colour to obtain a desired effect. Regular opportunities are provided to learn a range of simple songs from memory and to explore sounds with percussion implements and these are an important part of the creative provision. Children learn to play percussion instruments in time to songs, learn a variety of songs and create musical effects.

ENGLISH

48. Standards have risen since the last inspection when they were above expected levels by the end of Year 2 and close to them by the end of Year 6. Although standards in the present Year 2 are not as high as those attained at the last National Curriculum assessments in 2001 because of differences in pupils' attainment on entry to the school, most pupils are still well above average in speaking and listening, reading, and writing. This shows that their achievement is very good. For pupils in the current Year 6 standards are above average. This represents at least satisfactory achievement given the high proportion of pupils who join the school after Year 2. The 2001 results were above average, because of the number of pupils reaching the higher level (Level 5). This is the result of a carefully structured curriculum and making good use of the National Literacy Strategy, adapted to meet the pupils' needs. At the time of the last inspection no effective policy for literacy existed in the school. A comprehensive training programme and regular monitoring have raised the quality of teaching. These improvements continue to have a strong positive impact on pupils' learning.
49. Standards in the Year 2 national tests in 2001 were well above average in reading and writing. Over the longer period from 1999 to 2001 standards were well above average in reading and above average in writing because the school focused initially on the development of reading as it began its current strategy to raise standards. This was effective in teaching pupils the necessary language skills that they then reused in writing. Pupils' competence in all skills is now developing systematically and uniformly across the school. Although boys have in past years tended to do better than girls, there is no evidence to suggest that this is consistently the case. Both boys and girls contribute to lessons to much the same extent, and all regularly behave very well, displaying much interest and enthusiasm for their work.
50. Standards in speaking and listening are well above average at the end of Year 2 and above average at the end of Year 6. Throughout the school pupils listen attentively to their teachers and to each other. In Year 2, they understand and respond to a variety of everyday classroom and other familiar instructions, statements and questions. Their ability to respond in clear speech, using Standard English, is well above average. Most pupils use a wide vocabulary and frequently speak in properly constructed sentences, not fragments. Pupils in Years 3 to 6 have good listening skills because their teachers insist on a high standard of listening. By Year 6 pupils respond well in their understanding of subtle differences in the choice of words. Pupils are encouraged to speak clearly and there is an increase in their breadth of vocabulary as they move towards the top of the school, where precision in spoken English is a feature of both teaching and learning. This is partly a result of targeted vocabulary being consciously planned by teachers, an aspect of lessons in all subjects. All teachers regularly use good strategies for promoting speaking and listening; for example discussion, presentation and drama. All three elements combined well to support Years 3 and 4 pupils' speaking skills in a lesson on Ancient Egyptian

ideas of the afterlife.

51. Pupils' standards in reading are well above average by the end of Year 2 and above average by the end of Year 6. All pupils are taught an appropriate variety of reading skills such as letter sounds and using pictures and context to help make sense of words. In Year 2, higher attaining pupils read a variety of books independently and have developed clear preferences. For example, one pupil is a great admirer of the books and poetry of Spike Milligan, and spoke movingly of her regret at his passing. Lower attaining pupils also read widely, and one such pupil commented articulately: ' I like non-fiction books, but I prefer fiction.' Most pupils read fluently and offer considered opinions about what they have read. Average attainers readily identify the main points of a text, and higher attainers are beginning to identify themes and features of characters, referring to the text to support their points. In Years 3 and 4, reading skills do not develop as rapidly as in earlier years. This is partly because of pupil mobility, and also because some reading records do not help pupils focus sufficiently on points for development. Pupils' records are kept up to date by most pupils and teachers throughout the school, but there are some inconsistencies. In Years 5 and 6 pupils read well, and read aloud with expression. The range of books read independently includes such authors as Jacqueline Wilson and Dick King-Smith. Pupils use their research skills well, both in the classroom and at home. Average and higher attaining pupils in Year 2 understand how to locate information in the library using alphabetical knowledge. In Year 6 pupils used both the library and the internet effectively to locate information for a history task. Parents regularly give good support to all classes by hearing their children read at home.
52. Standards in writing are well above average at the end of Year 2 and above average by the end of Year 6. After establishing very effective strategies for reading, the school focused strongly on writing and spelling. There is good and regular attention to teaching spelling rules and strategies and to the teaching of handwriting. Homework is used appropriately to support these. In consequence the majority of pupils write in a clear, neat, joined script by the end of Year 2. Work in handwriting books shows consistent attention to accuracy, including precise letter formation. Teachers' expectations overall are high and they consistently model good presentation themselves. Pupils take good care to follow the examples given. Opportunities to write for a variety of different purposes throughout the school are good. For example, pupils write poems and accounts and they retell stories. They also write in different styles, for example journalistic or persuasive styles. The opportunities to write in other areas of the curriculum are good and include both factual and imaginative accounts for history and terse descriptions and conclusions of scientific experiments. Year 6 pupils produce good examples of extended writing, showing a good sense of register; for example in letters of complaint. The structure for different forms of writing is taught very well. A good example of this involved the consideration of vivisection by Year 6, their English lesson appropriately linked to their work in science. Pupils learned to put their arguments and evidence clearly and successfully, using effective sequential or contrasting connectives such as 'moreover' and 'never the less'. Thanks to effective integration of grammar into all lessons, accuracy develops well. By Year 6 their competent introduction of a range of adverbs into the dialogue featured in their own stories enables pupils also to transform style effectively. Information and communication technology is used well; for example to foster drafting and redrafting of work, and to refine spelling. Pupils with special educational needs benefit particularly from effective software to improve their accuracy, so that they achieve as well as their classmates. The school's strategy for literacy is fully developed and the school has adapted it well to meet the particular needs of its pupils.
53. The quality of teaching and learning is good overall in the school and has improved since the last inspection. There are examples of very good teaching throughout the school. In Years 1 and 2 it is consistently very good. The key features of the school's approach lie in the regular presentation of good models, clear explanations of how they work, focused reinforcement as pupils reuse them in structured situations, then plenty of opportunities for pupils to use what they have learned independently. Teachers plan carefully, and clearly identify what the learning for each lesson will be. These aims are clearly explained to pupils in simple language at the start of the lesson. This gets the lesson off to a brisk start and helps pupils pay attention to what they are learning. The teachers ask a good range of questions, often directed at particular pupils to match their attainment or to hold their attention. A wide range of teaching methods is used, which helps to

involve all pupils in their learning. Examples include paired or group discussion, asking questions and role-play. The different language skills are used in combination, which helps them to develop in a balanced way. The management of pupils is consistently very good, enabling lessons to run smoothly without interruption and pupils to learn well. Learning support assistants work well alongside teachers, adopting many of the same techniques so that pupils, especially those with special needs, have the benefit of more individual attention to further their learning. Marking is carried out consistently and positively and includes the setting of personal targets for pupils. Teachers' expectations of presentation by pupils are high. Homework is regular and is used well to support learning, particularly in spelling and research work. All lessons finish well. Teachers carefully review with the pupils what they have learned by asking key questions or asking pupils to talk about what they have learned. This helps to reinforce the pupils' new knowledge and further their speaking skills. Consequently, they talk about what they have learned and have good knowledge of their own learning.

54. The leadership of the subject is very good. All documentation is up to date and there has been good monitoring of the teaching. Very good assessment systems have been established, which allows the school to track each pupil's progress carefully through the school. The information gained from assessments is used well and contributes to raising standards in English.

MATHEMATICS

55. In Year 2, standards of attainment in mathematics - including numeracy - are above average and these reflect those seen in the last inspection. At Year 6, standards are average, which is broadly similar to the last inspection. Pupils enter the school with average attainment overall. In the current Year 2, pupils' attainment is not as strong as last year's group as their ability on entry to the school was lower, but their good response to the very good challenges set for them means that they are achieving well. The school suffers from a high turnover of pupils in Years 3 to 6 and the teaching varies more than at the lower end of the school. Although some teaching is good, overall it is satisfactory. As a result of these factors, achievement is satisfactory for pupils in Years 3 to 6. Pupils with special educational needs are well supported, fully included in lessons and achieve well throughout the school. Test results overall have stayed at a similar level for Year 2 pupils. For Year 6 pupils, they have dropped from above average in 1999 to an average level for the last 2 years.
56. Teaching for pupils in Years 1 and 2 is very good and promotes interest and motivation, helping them to achieve well. In Years 1 and 2, the very good teaching in one lesson encouraged pupils to explore the concept of dividing by sharing equally. The tasks were practical and challenging. The teacher constantly reminded pupils of 'equal' and 'fairness', as well as the mathematical words and symbols that are used. Because of the imaginative use of resources (small biscuits and plates), pupils were able to gain a good experience and consequently a good understanding of dividing as sharing fairly. Follow up tasks were matched very well to the needs of different groups. The teacher worked very well with one group, constantly challenging them and taking them on to the next step, (linking multiplying and dividing). Very good relationships promoted mutual trust and a shared sense of fun and excitement in the work. There is very good feedback to pupils on their achievements, which helps pupils to be confident and accept correction or extension. Teachers have high expectations and expect pupils to explain their thinking clearly. For example, 'This must be half because if you put two halves together it makes a whole and when you put them together they are exactly the same'. Pupils in Year 1 make sums of money using different coinage and add different numbers together to make up to 15. They are gaining sound knowledge of numbers which add up to 10. Higher attaining pupils count in fives and threes. Pupils in Year 2 deal with money, identifying coinage and making money calculations to a pound. They count in threes and fives and understand a variety of ways of doing addition and subtraction of two and three digit numbers.
57. Teaching is satisfactory overall and some is good for Years 3 to 6. In Years 3 and 4, appropriate and sometimes challenging mathematical language is used and objectives for the lesson are discussed with pupils, helping them to be clear about what they are going to learn. Less strong elements of some of the teaching are tasks in whole class sessions, which are too general for a

wide range of ability and pace which is too gentle and not sufficiently challenging. Features of the good teaching are a brisk pace and challenging questions and tasks which inspire pupils to find their own answers in different ways. Pupils in Year 3 and 4 make satisfactory progress and are now using a good range of technical mathematical vocabulary. Triangles which are scalene or isosceles are examples of this. They learn to calculate perimeters and plot co-ordinates in single quadrants. A wide variety of number problems are undertaken confidently, but there is little evidence of investigations. In Years 5 and 6, there is satisfactory coverage of the aspects of mathematics in number and algebra and shape space and measures. Data handling is only briefly covered and investigative mathematics is not used sufficiently. Pupils have appropriate experience of problem solving, but few opportunities to be challenged by investigations to use their well founded mathematical skills in a more exciting way. Pupils in Year 6 use measures involving problem solving, are competent in using fractions and decimals to 2 places and understand square and triangular numbers.

58. The teaching for Years 3 to 6 adequately reflects the demands of the numeracy strategy. However, it does not sufficiently excite or challenge pupils, particularly higher attaining pupils. Work set is often similar for different levels of ability using different numbers. Pupils with special educational needs are well supported and make good progress by being provided with an appropriate and practical curriculum. Assessment information is gathered systematically and recorded well. Work set does not always take full account of this information to take pupils on sufficiently and challenge them from previous work, there being some over emphasis on consolidation. One reason for this is the over reliance on the school's scheme of work, which is followed carefully and not adapted to suit the needs of the pupils. The lack of open ended investigative work is a significant factor in the numbers of the pupils attaining higher levels. The school matched the national average for those pupils who reached the higher Level 5 in the national tests in 2001. This figure should be exceeded if the pupils who are now at Level 4 were suitably challenged.
59. Pupils set their own work out neatly and in a good mathematical style, showing working, thinking and strategies. Marking is regular and encouraging, but does not always show what the pupils need to do next to improve their mathematics. Relationships between all adults and pupils are very positive and this establishes a good ethos for learning that pupils respond to well. At times the response from pupils is passive when there is an over emphasis on consolidation and lack of challenge. Numeracy is taught well throughout the school. A variety of games promote quick thinking and the involvement of most pupils. Better use of white boards would allow all pupils to be involved and enable the teacher to assess the understanding of all pupils.
60. The co-ordinator is reasonably new to the post and has made a good contribution to the monitoring of teaching and the resourcing of the subject. She is not involved in the analysis of mathematical assessment information and therefore not fully involved in an action plan to raise standards, or in the setting of targets for the school. Information and communication technology is not planned sufficiently into lessons to help raise mathematical standards.

SCIENCE

61. Standards in science are above average at the end of Year 2 and average at the end of Year 6, a finding similar to that of the previous report. Current standards at the end of Year 6 are higher than those reached in the 2001 National Curriculum tests of eleven year olds (SATs), which were below average. The reason for the improvement is the higher profile being given to the subject by the school, with it now being taught in the mornings and monitored by school staff. Planning and assessment strategies have also been improved. As a result of different pupil aptitudes on entry to the school, however, standards are now lower at the end of Year 2 than they were in the 2001 teacher assessments, when they were judged to be well above average. Standards in Years 3 to 6 are higher in the more knowledge based elements of the subject than they are in investigative science. Children enter the school with broadly average knowledge and understanding. Their overall achievement in science as they proceed through the school is satisfactory.

62. Most Year 2 pupils are clear about the meaning of the term 'prediction' and can make simple ones about which materials make the most efficient surface for a moving vehicle. Higher attaining pupils in this year group are able to design their own investigation with some regard for 'fair testing', and record their results appropriately. Others, however, are less clear about the concept and find it difficult to apply it to their work. Year 2 pupils also understand that some materials return to their natural state after heating and cooling, while others do not. Lower attaining Years 4 and 5 pupils construct a circuit and make it work using a computer simulation, while higher attaining pupils in the same class develop imaginative solutions to problems involving the construction of switches, using paper clips and cardboard. Most pupils in Year 6 have a sound knowledge of the main functions of different parts of the human skeleton. Using their understanding of the relationship between muscles and the movement of joints, they successfully construct working models of hinge joints using wooden bars and pieces of string.
63. Pupils' attitudes in science lessons are generally good and sometimes very good. They are often enthusiastic about their tasks - especially when these involve investigative work – and focus well on them with a high level of co-operation. Behaviour is good. Teaching is also good overall and there are examples where it is very good. Instructions to the pupils are very clear, which ensures that they know exactly what they are intended to achieve. Appropriately open ended questions provide challenge and the teachers' own enthusiasm for the subject regularly proves infectious. Methods are generally successful in promoting the pupils' interest and in further developing their knowledge and understanding of the aspect of science that they are studying. Resources are wide ranging and successfully employed. During the inspection, these included good use of information and communication technology to, for example, view a web site about the human body and model circuitry. Precise and positive behaviour management strategies impact well on attitudes, behaviour and relationships. However, scrutiny of previous work - and some of the teaching seen during the inspection - indicates that tasks are not always closely enough matched to the aptitudes of different groups of pupils in a class, which detracts from the levels that they might otherwise reach. Also, pupils are not always encouraged to think out the answers to scientific problems for themselves. Conversely, pupils with special educational needs are generally well catered for in lessons, with work well matched to the requirements of their individual education plans, and good quality support provided from teachers and support assistants.
64. Planning is suitably based on local authority guidelines and there are appropriate structures in place for assessing and recording the progress of pupils. The co-ordinator has a clear vision for raising standards in science yet further.

ART AND DESIGN

65. In the lessons seen and from the work displayed around the school, standards are well above the expected level at the end of Year 2 and above the expected level at the end of Year 6. Standards have risen since the last inspection. All pupils, including those with special educational needs, achieve very well in Years 1 and 2 and achieve well in Years 3 to 6.
66. Teaching and learning are very good in Years 1 and 2 and good in Years 3 to 6. Art has a high profile in the school and is well displayed, providing extra colour and interest to the school environment. In the lessons seen, the teaching encouraged pupils to explore and share ideas. In Years 1 and 2 for example, the teacher helped pupils to explore colour mixing by questions such as 'What would happen if....?' 'How would you make the colour lighter / darker?' 'What should we add to yellow to make green?' Pupils explored the mixing of primary colours very well, and by the end of the lesson they were able to match colour with a very good degree of accuracy for their age. The teaching covers a wide variety of methods and materials. For example, on display there are good examples of clay, collage, painting, batik and three dimensional work. Because of this good coverage, pupils achieve very well. Progress in Years 3 to 6 is more uneven. This is because of the varying expertise of class teachers. All teachers demonstrate and teach the techniques and skills well at the start of the lesson. The teaching of the particular style and pose of the Egyptian figures in a Years 3 and 4 lesson is a good example of this, where skills teaching was carefully planned and carried out using a good range of resources. Model figures and a range of pictures were downloaded for use from the internet and provided good support to pupils' learning. The

progress pupils make during the rest of the lesson is more variable. In the very good teaching, the teacher monitors and ensures that the teaching in the first part of the lesson is understood and carried out, thus very good progress is made. Where this is not done, the progress made by pupils is not as good. There is good evidence in the displays and portfolios of work that skills are taught systematically and a variety of materials is used. Additionally, a good range of work and techniques of famous artists is studied. Good examples of these found in the school's portfolio, are paintings in the style of Kadinsky, Matisse and Paul Klee.

67. Particularly good examples of pupils' work in the style of Matisse are on display in the Year 6 classroom. 'La Danse' by Matisse was used effectively, portraying methods, approaches and feelings in the pupils' work. Because of the good coverage of a variety of artists with varying styles and methods, pupils are able to contrast ideas, methods and approaches used. Pupils explore the features of different styles of art from different cultures. Good examples of this are Indian tiles, Maori art from New Zealand and Canal Art from Devizes, providing good support for pupils' cultural development. Good links are made with other areas of the curriculum. Examples of this are book covers and illustrations for pupils' writing, collage and paint pictures of the 'Fire of London' and World War II. The school's kiln is used to produce good examples of clay figures and tiles displayed well throughout the school. Although there is some evidence of links with information and communication technology, particularly in the work of the computer club, overall links are not well established and planned for in lessons. Pupils show evident enjoyment, care and pride in their work and are pleased and interested in observing their work around the school. They take care of resources and enjoy looking at each other's work at the end of the lesson.
68. Although new to the post, the co-ordinator is providing good leadership. She has reviewed the policy and developed an appropriate plan for the coverage and development of a broad range of skills, techniques and experiences with different materials. Although not monitoring the teaching, she monitors work from the ample evidence on display and offers good advice and support to colleagues. A school portfolio of work is being developed to help teachers with ideas and the standards expected.

DESIGN AND TECHNOLOGY

69. Owing to timetabling arrangements it was not possible to observe any lessons in the subject. Judgements are based on an examination of the small amount of pupils' work available, discussions with staff and pupils and the examination of planning documents. Standards at the end of both Year 2 and Year 6 are as expected, as they were at the time of the last inspection and pupils' achievement is satisfactory. The school has taken satisfactory steps to address the shortcomings identified in the last report. There is now a coherent scheme of work, which enables pupils to develop their skills in a balanced way. There is still no systematic monitoring of teaching or a formal assessment system in place to determine precisely how well pupils learn.
70. Pupils in Year 2 recalled producing a seed packet, and were able to explain some of the processes involved. They tended to concentrate on the creative rather than the design elements, suggesting that this aspect has been given limited emphasis. However, with prompts they explained that the packet had to be strong enough to hold seeds and be attractive enough to present them for sale, showing some grasp of the concept of fitness for purpose. A pupil of average attainment commented that she found the need to reinforce edges, using stitches for strength. Another explained that her packet had needed more colourful illustration to give appeal. These show how designs were modified and improved. Pupils did not recall planning their tasks well; for example making sketches or following a sequence of processes. They have experienced working with an appropriate range of materials and described the use of relevant tools adequately. They showed good levels of interest and positive attitudes towards their work, being willing to talk and proudly pointing out their own creations on display. As part of pupils' development in food technology, plans show that they have to prepare simple meals for specific purposes. Pupils made bread to enhance stories around the theme of a baker's shop.
71. Pupils in Year 6 understand the concept of a 'design brief' even if they are unfamiliar with the expression. They discussed well for example the implications of the constraints of the range of

materials at their disposal when making a model Anderson shelter. This had to suit a mannequin of a certain size, and be capable of supporting a certain weight. They had only a limited grasp of the qualities of the materials themselves. With prompts they recalled strengthening cardboard by appropriate folds and bends, altering angles and reinforcing bases. For one girl, the link with arch construction in ancient buildings was very clear. These examples show an emerging capacity to use prior knowledge, evaluate and predict. They were eager to discuss their work and proud to display their models, showing interest and enthusiasm. They described clearly their safe use of tools. Their recall of a detailed planning and construction sequence was fragmented, and they did not recall conducting tests or recording their final evaluations.

72. The outcomes in terms of pupils' gains in knowledge and understanding indicate that teaching is satisfactory. At the time of the last inspection there was no coherent scheme of work and no planned design component to give teachers sufficient guidance. The curriculum is now good. It makes use of national guidelines, which the school has adapted appropriately, with the support of the local authority adviser. The adviser has also given appropriate training to the whole staff in order to raise their confidence and address the uneven skill levels exhibited by the pupils. This has been successful. There was no evidence, however, other than by outcome, that tasks are geared to the needs of the range of pupils in a class. There are very effective links with other curriculum areas. The Anderson shelter project, for example, was inspired by history, researched and planned via information and communication technology, harnessed the creativity of art and design, the necessary mathematical and scientific calculations, and English debate and discussion. Pupils used information and communication technology very precisely in Years 4 and 5 to design bedrooms for themselves using appropriate software. Moreover, the budget limitations included in this task reinforced pupils' numeracy skills. The head teacher as subject co-ordinator is well organised and monitors teachers' planning, but no systematic monitoring of subject teaching has yet taken place. No assessment procedures are yet in place beyond a general observation of outcomes. The school acknowledges that design and technology has not been viewed as a priority, given other more pressing needs, but will shortly begin work to devise a more focused assessment system.

GEOGRAPHY

73. It was only possible to see two lessons in geography during the inspection. One involved Year 1 pupils and the other pupils in Year 6. Judgements, therefore, are also based on a scrutiny of pupils' previous work and on displays seen around the school. Standards are at the expected levels throughout the school and pupils' achievement is satisfactory overall. This finding is similar to that of the last inspection. Year 1 pupils successfully draw pictures of features they see on their way to school. They have a good sense of place and use simple geographic terms when answering questions – although they have not yet reached the stage where they are able to construct their own questions. Higher attaining pupils in Year 2 successfully locate and name the constituent countries of the United Kingdom, while Year 4 pupils understand the geographical reasons for Devizes' growth from a village into a town. Year 6 pupils are able to weigh up the advantages and disadvantages of constructing a new town bypass and superstore, considering, for example, issues such as environmental factors and business interests. They are able to interpret Ordnance Survey maps and use six figure grid references successfully.
74. In the lessons seen, attitudes were good overall. The younger pupils were very polite and co-operative, and worked well independently. The older pupils were noisy at first but responded well to discipline. The teaching was good overall. It was very good in one of the lessons seen, and sound in the other. In the better lesson, the pupils were highly involved in the topic by the teacher, who promoted a good level of enthusiasm. Activities were challenging and well matched to the aptitudes of different groups in the class. In the other lesson, expectations were also high, but the pace of the activities was only sound.
75. Planning for geography is appropriately based on the National Curriculum programmes of study. There are some appropriate assessment strategies in place, but there is room for these to be developed further. Aspects of information and communication technology – including data analysis

and the internet – are used successfully to support geography. The co-ordinator has a clear view of the subject's strengths and areas for further development.

HISTORY

76. Standards in history are above the expected levels at the end of Year 2. At the end of Year 6 they are as expected. Pupils achieve satisfactorily overall. These findings are broadly similar to that of the last inspection. Year 1 pupils successfully compare objects such as dolls over the years and recognise that these would be made of different materials. Year 2 pupils successfully sequence pictures in chronological order and identify differences between ways of life now and at the time of the Great Fire of London. Lower attaining pupils successfully manipulate a computer program to order pictures of artefacts according to their age, while higher attaining ones use appropriate research and reading skills to help them deduce what different artefacts might have been used for and – although they are not always entirely successful in this quest – their conclusions are regularly sensible and realistic. Years 3 and 4 pupils have a developing understanding of various aspects of life and culture in the Ancient Egyptian period. By the end of Year 6, most pupils have a wide ranging knowledge and understanding of many aspects of the Second World War. For example, many appreciate elements of its political background and can empathise with the emotions of people in London on VE Day. They successfully analyse changes in British lifestyle since the end of the War. Linking with literacy, they write 'autobiographical' accounts of life during the War, while linking with art and design and design and technology, they construct and analyse 'propaganda' posters and make model 'Anderson' shelters.
77. Pupils are very enthusiastic about their work in history. Years 1 and 2 pupils, for example, are very keen to share their ideas during class discussions, and co-operate very well together while successfully carrying out independent research tasks. Years 3 and 4 pupils reflect deeply about the ancient beliefs that they are studying. Overall behaviour in lessons is very good and boys and girls work well together. Teaching was good in one of the two lessons seen during the inspection and very good in the other. It was very good overall. Good introductions - which put the subject matter into context and developed the pupils' interest - were features of both lessons. A good range of activities - such as role play and 'hands on' experience of objects - kept the pupils interested and impacted well on the pace of their learning. Artefacts were well chosen and stimulating, while concepts studied were frequently challenging. Pupils with special educational needs are well included and supported through effective matching of tasks to their needs and the provision of extra adult help when appropriate.
78. Planning strategies are suitable and are currently being modified to ensure that pupils in mixed age classes cover all the required aspects as they proceed through the school. There are some useful strategies in place for assessing and recording pupils' progress in history. There is scope, however, for these to be further developed - particularly in Years 3 to 6. Information and communication technology is used successfully to support the subject throughout the school. The subject co-ordinator is very enthusiastic and has a clear view of where she would like the subject to develop further.

INFORMATION AND COMMUNICATION TECHNOLOGY

79. During the inspection week it was only possible to observe direct teaching of information and communication technology in Years 3, 4 and 5. However, in lessons throughout the school pupils frequently worked as individuals, in pairs or in small groups using computers to support studies in a variety of subjects. Judgements at the end of Year 2 and Year 6 are largely based on the observation and scrutiny of pupils' work including displays, teachers' planning and assessment records and, especially, discussion with pupils and teachers. Standards in all strands of the subject are in line with that expected of Year 2 and Year 6 pupils. This represents a good improvement since the last inspection when standards were below expectation. The adverse effects of a combination of teaching, curriculum, management and resources made pupils' achievement then unsatisfactory. The school has made great strides in addressing these issues. It has purchased new hardware and software, teachers have undertaken training, a comprehensive scheme of work prepared by the local authority has been implemented, and detailed assessment

procedures have been introduced. Overall, pupils now achieve satisfactorily both by the end of Year 2 and by the time they leave the school. By Year 2, pupils use the mouse well to log on and to select from an on-screen menu. They word-process text effectively, showing competent use of the keyboard. This work supports their literacy skills. Higher attainers especially draft and amend work competently. Using a commercial art package pupils create very simple illustrations for a story they have read in English, and for a seed packet they have made in design and technology lessons. They save and print out their work well. A group of Year 2 pupils talked enthusiastically about their use of information and communication technology both in school and at home. They delightedly described what happened when they programmed a 'roamer' device and made it move around the floor. Whilst they eagerly described their use of CD-rom and even tentative use of the internet at home, they were less aware of the extent of more mundane everyday devices that responded to commands and signals. By Year 6, pupils talk knowledgeably about their use of information and communication technology at various levels and in a wide range of circumstances. For example, to fulfil a design brief based on a history topic, they explained how they had used internet search engines to locate information from various sources about wartime Anderson shelters. They stressed the need for careful framing of questions and the difficulties, even dangers of ending up in an inappropriate site. Several have set up their own internet accounts. They have learned the value of internet filters. Having used appropriate programs to model their plans, they cut and pasted other elements to achieve the desired outcomes, then presented them with word-processed descriptions attached. They accurately described use of programs to control, for example, the operation of lights. Although in science experiments they have used equipment with sensors to monitor changes in temperature, and compared their use with the physical use of thermometers, pupils did not recall either using simulations or using information and communication technology to make predictions. They have not explored the effects of changing variables in an information and communication technology model.

80. The elements of information and communication technology observed in lessons, such as support for literacy and numeracy in Years 1 and 2, were taught well. Conversations with pupils and examination of the small amount of work retained indicate that the quality of teaching in the Years 1 and 2 classes is effective overall, and results in good learning. On rare occasions, computers were present in some subject lessons, switched on, but remained unused despite the availability of suitable software. Pupils of all ages are well managed and generally they work at a good pace. Pupils with special educational needs receive good support from teachers and assistants to play a full part in lessons. Specialist software helps them to improve spelling, for example. In the Year 3 to 6 lessons seen, the quality of teaching was good overall. Objectives were clearly set so pupils knew what they were going to do, and as the lessons progressed, good questioning helped them to see how well they were meeting demands. Sometimes the questions were not well enough focused to include all pupils. Teachers did not always make the most effective use of pupils' prior learning; for example by allowing them to demonstrate what they could already do with the modelling program before taking them on to the next step to design their preferred bedroom. Even so, the improvements in standards over recent years show that pupils are generally well taught.
81. Boys and girls have very good attitudes towards the subject. They are eager to learn new skills. In many lessons, pupils work in pairs or in small groups. Teachers ensure that pupils take turns to use the equipment, but pupils do not need close supervision to share and work together successfully. The group of Year 6 pupils interviewed was especially proud of the range of equipment at their disposal, expressing maturely their appreciation of teachers' use of the computer projector to make learning more vivid and exciting.
82. Subject co-ordination is good and has enabled standards to rise significantly over the past two years. The newly appointed co-ordinator is aware of the strengths now emerging in the subject area. He has monitored the resources available but as yet has only made an informal start to evaluating teaching and learning to help raise standards further. He is keen to maintain the impetus created by his predecessor, particularly the current high profile of the subject. There is already a school website, with plans for a regular newsletter. The school will shortly implement its plans to create a computer suite, which will enable resources to be brought together so that more pupils can use what is available at the same time.

MUSIC

83. By Year 6, standards in music are above the national expectation – a significant improvement on the findings of the last inspection and pupils achieve well. It was not possible to judge overall standards at the end of Year 2 as no lessons were seen during the inspection. However, the younger pupils' singing in assemblies was of a good quality and evidence from a recent local authority specialist advisor's report indicates that standards in music overall at this stage are likely also to be above expectations. Years 4 and 5 pupils successfully read and interpret symbols indicating changes of dynamic level using a range of untuned percussion instruments. They have a good range of relevant technical vocabulary. Most recognise how symbols can represent a gradual change in dynamics and demonstrate this with their instruments. They are able to evaluate their own performance and that of others. Some have a developing understanding of elements of conventional notation. They sing a song containing dynamic contrasts with good voice control and obvious pleasure. Year 6 pupils listen to a piece of African drum music, following which they compose and perform a sequence of rhythmical sounds themselves on a range of percussion instruments. Most are able to write down their compositions and successfully appraise each other's performances.
84. The pupils are very enthusiastic about music lessons. They are keen to learn and to improve their performances. They work well together in pairs and groups and are very well behaved. Relationships are very good at all levels. Some of the older pupils, however, are rather reluctant to contribute to discussions. In the lessons seen in Years 4, 5 and 6, the teaching was very good. The teacher is a specialist and used her good knowledge of the subject to inform the content of well structured lessons. Tasks were well matched to the aptitudes of the pupils and contained a good level of challenge. Methods were suitably varied, maintaining the interest of the pupils. Discipline was firm but good humoured, impacting well on attitudes and behaviour.
85. Overall provision for music at the school is enhanced by the availability of instrumental tuition. The subject is well resourced and is taught in Years 1 and 2 by one of the governors. There is no formal system in place yet for assessing pupils' progress in music, and information and communication technology is under used to support the subject – although neither issue has impacted adversely on the rising standards being reached.

PHYSICAL EDUCATION

86. During the inspection, it was only possible to observe two games lessons in Years 5 and 6 and one swimming lesson in Years 5 and 6. Therefore no judgement can be made about standards or teaching in Years 1 and 2.
87. By the end of Year 6, standards are average in games, with well above average skills in swimming. Pupils enter school with average attainment so this represents at least satisfactory achievement. Current standards are as reported at the time of the last inspection. In the games lesson observed, pupils were not sufficiently warmed up, but had appropriate opportunities to be physically active after good, explicit, teaching of skills at the start of the lesson. Pupils then had a very clear idea of how to improve their throwing and catching skills as required for rugby. Satisfactory progress was made in group work when pupils practised passing skills in small groups, allowing them good opportunities to practice and improve their skills. Appropriate teacher interventions on an individual pupil basis were effective, but there were lost opportunities for whole class interventions about common weaknesses.
88. Swimming is taught well and pupils have very good provision for this at the swimming pool of another local school. This good provision and good teaching makes a strong contribution to the high standards attained by the pupils. Very good attention is paid to the teaching of good style and the pupils are reminded, through clear demonstration, what they have to do to reach the high standard expected by the teachers. Consequently, progress is good and pupils achieve well in these lessons. The pace of swimming lessons is very good and all pupils are kept physically active and involved. Very good provision for lower attaining pupils also enables them to make good gains in these lessons. A teacher and two volunteer helpers from the school work individually with

these pupils, helping them to gain both confidence and water skills. In swimming lessons, pupils are very well focussed on improving their stamina and style and make the very best use of their time. Because of the good teaching, good regular provision and pupils' good attitudes, pupils achieve very well in swimming and reach well above average standards. All pupils swim the 25 metres required by the national curriculum and at least three quarters of the pupils swim well in excess of this. They are highly competent swimmers with good style and stamina.

89. The co-ordinator is new to the post and has an appropriate plan for the development of the subject. This involves the development of dance, the monitoring of teaching and a plan to flatten the outside landscape to make better provision for games and athletics. At present, the school uses the village playing field, but this is not ideal as it is an area where dogs are walked. Good links are made with other schools through netball and football matches. Parents give good support to running the football club and local people give good support to fund raising for increased resources.

RELIGIOUS EDUCATION

90. Standards in religious education meet the expectations of the locally agreed syllabus at the end of Year 2 and the end of Year 6, and pupils' achievement is satisfactory overall. This finding is the same as that of the last inspection. Year 2 pupils are able to suggest a range of ways in which they might show someone that they care for them. They know a number of familiar Old and New Testament stories - such as 'The Good Samaritan' and 'Joseph and his brothers' - and have a developing awareness of aspects of religious symbolism. They are aware of some key traditions of the Hindu faith. Year 6 pupils empathise well with the leading character in the story of David, a boy who escapes from a concentration camp. They appreciate why David turns to God for help, understanding that faith can provide believers with strength. Most interpret the 23rd psalm successfully and draw out of it the messages that it might have given to the David in the story, although some find this a difficult challenge.
91. The pupils are interested in the subject. They listen well to stories read by their teachers. They settle quickly to follow up tasks and focus well on these. The younger pupils are keen to contribute to discussions, but some of the pupils in Year 6 are more reluctant to express their points of view. Behaviour in lessons is consistently good. Teaching is good overall. A good range of methods - including whole class discussion, brainstorming, paired debate and role play - keep the pupils interested and impact well on their pace of learning. Challenging concepts are tackled well, and pupils are encouraged to think deeply about their own feelings within a religious context. Pupils are managed in a firm, but positive, manner - which ensures that behaviour and relationships in lessons are good. There are good cross curricular links with religious education. In art and design, for example, younger pupils appreciate how their creations can be a symbol of their love for someone else, while Year 6 pupils construct masks to represent fear and beauty, inspired by their understanding of the story 'I am David'. In history lessons, Years 3 and 4 pupils explore the Ancient Egyptian view of 'afterlife'. There are regular links with literacy.
92. Planning for religious education is based on local authority guidelines and meets the requirements of the locally agreed syllabus. Although largely Christian in focus, the provision has due regard for aspects of other major world religions. The headteacher co-ordinates the subject and has a clear view of its areas for further development. These appropriately include developing a system for assessing pupils' progress in religious education, and greater use of information and communication technology to support the subject.