

INSPECTION REPORT

STRATFORD SUB CASTLE PRIMARY SCHOOL

Stratford sub Castle, Salisbury

LEA area: Wiltshire

Unique reference number: 126361

Headteacher: Mrs K Cropp

Reporting inspector: Mrs A Coyle
20603

Dates of inspection: 30th October – 2nd November 2000

Inspection number: 224928

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Stratford sub Castle Salisbury Wiltshire
Postcode:	SP1 3LL
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P Roche
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Angela Coyle 20603	Registered inspector	Science Information and communication technology Music English as an additional language Special educational needs	How high are the standards? How well are the pupils taught? How well is the school led and managed?
Helen Barter 9052	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jane Pinney 22790	Team inspector	English Art Design and technology Physical education Under fives	
Sally Handford 21171	Team inspector	Mathematics Science Religious education Geography History Physical education Special educational needs	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

Stratford sub Castle Primary School is situated in the village of Stratford sub Castle, on the outskirts of Salisbury, Wiltshire. It serves the surrounding catchment area, which mainly consists of council owned properties. The number of pupils on roll is slightly higher than it was when it was last inspected in 1996; there are currently 125 girls and boys in the school. Children are admitted on a part-time basis for the first term, at the beginning of the year in which they are five. Attainment on entry varies, but is below average overall. There are few pupils from ethnic minority backgrounds, but a high percentage are known to be eligible for free school meals. The school has 33 pupils on the register of special educational needs, which is higher than the national figure, but none have statements for their needs.

HOW GOOD THE SCHOOL IS

The school provides a happy, friendly and effective learning environment for its pupils in which they are taught by a hard working team of dedicated staff. The school is effectively managed by the new headteacher and it provides satisfactory value for money.

What the school does well

- Standards are improving steadily in English, mathematics and science and pupils make sound progress overall in these subjects.
- Pupils have good attitudes to their work. They behave well during lessons and relationships between them are good.
- The committed and caring staff provide a significant amount of good teaching. Teachers and support staff work well together to ensure that pupils have a sound start to their education.
- Pupils' moral and social development are promoted well.
- The provision for pupils with special educational needs is good.
- The school has good procedures for child protection and for monitoring behaviour.
- The school offers a good range of extra-curricular activities and there are good links with other schools to support pupils' learning through additional activities.

What could be improved

- Not enough progress is made by pupils in information and communication technology, art, design and technology, geography and history.
- Teachers' short-term planning is unsatisfactory.
- The information gained from the assessments of pupils' work is not used well enough to guide curriculum planning.
- The strategic role of the governing body is not sufficiently developed and financial planning is not securely linked to the long-term development of the school.

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 July 1996. Since then, satisfactory improvements have been made overall, but there have been uncertainties surrounding the management of the school due to several staffing changes. The very recent appointment of a new headteacher is now providing increased stability and the school has sufficient capacity to improve its provision further. The school development plan is now more detailed than it was in 1996 and the curriculum planning has undergone review, but these are still being developed. For example, although several new policies and schemes of work have been written over the last four years, many are now out-of-date in the light of the new National Curriculum and that of the foundation stage. Teachers' expectations of their pupils have risen and this has had a good effect on the standards of behaviour throughout the school. The resources for mathematics and science have been improved, but the school still has only a small hall for physical education.

STANDARDS

The table shows the standards achieved by 11 year olds based on National Curriculum test results.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	E	E	C	B
Mathematics	E	E	D	D
Science	E*	E	E	E

Key

well above average A

above average B

average C

below average D

Well below average E

Pupils attained well below average standards in the National Curriculum tests for English, mathematics and science at the end of Year 6 in 1997 and 1998 when compared to the national results. However, the 1999 tests indicate that standards are improving in these core subjects. Pupils in Year 6 achieved the national average in English and above average when compared to similar schools. In mathematics, although attainment was below the national average and below that of similar schools, there was an improvement on the preceding years. It was a similar picture in science, with clear gains being made since 1997, although standards were well below the national average overall. The most recent results for 2000 show that this improving picture is being maintained; overall, standards are continuing to rise steadily year on year. The inspection findings concur with these results. Although standards are still below the national expectations in English, mathematics and science, pupils make sound progress in these subjects. However, whilst children in the foundation stage make steady progress from the time they enter the school until they leave the reception year¹, not enough progress is made in information and communication technology, art, design and technology, geography and history at Key Stages 1 and 2.²

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to do well and show interest in their work.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in lessons.
Personal development and relationships	Satisfactory overall. Pupils are willing to take on responsibilities, but there are too few opportunities for them to use their initiative and develop their independence, although relationships between pupils are good.
Attendance	Satisfactory overall, but the figures for 1999 were below average. Trends show that the levels of attendance were much better in previous years and are currently in line with the national figures for 2000.

Pupils' good attitudes are a strength of the school.

¹ ON EARLY LEARNING GOALS

From September 2000, QCA (Qualifications and Curriculum Authority), have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six in the areas of learning: language, literacy and communication; mathematics; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

² ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 6 years	Aged 6-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching is satisfactory overall, with a significant amount of good teaching. In the lessons observed 90 per cent of teaching was satisfactory, or better; 31 per cent was good and 17 per cent was very good. The quality of teaching in English and mathematics is notably strong, because literacy and numeracy skills are particularly well taught. This enables all pupils to make clear gains in their learning. Areas to develop in teaching include the daily planning for lessons and the use of assessment. These shortcomings contributed to the ten per cent of unsatisfactory teaching seen during the inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall. The curriculum for Key Stages 1 and 2 is broad and balanced and includes all of the subjects of the National Curriculum and religious education. However, the curriculum for children in the Foundation Stage is not yet planned to the early learning goals.
Provision for pupils with special educational needs	Good. Pupils are identified early and given specific targets relating to their needs.
Provision for pupils with English as an additional language	Satisfactory with good features. The school liaises well with the local education authority to provide close support to individual pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral and social development. Pupils' spiritual and cultural development is effectively promoted.
How well the school cares for its pupils	Good. The school provides a warm, welcoming environment in which the pastoral care of pupils is good.

The provision for special educational needs is a strength of the school. The school has satisfactory links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides effective leadership to her colleagues and is appropriately supported by the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	The governors fulfil their roles appropriately, but there are a few areas for development, including their strategic management of the school and the need to link financial planning to long-term developments.
The school's evaluation of its performance	Satisfactory. The school evaluates its work effectively and uses the information appropriately to identify further developments.
The strategic use of resources	Satisfactory. The teaching and support staff are deployed effectively and the school makes sound use of its resources.

The school is staffed by a good team of teachers and support assistants who are dedicated to the education of the pupils. They make sound use of the accommodation and learning resources. The school is beginning to apply the principles of best value and it provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Parents particularly like the caring atmosphere of the school and approachable staff.They expressed the view that the school provides well for pupils with special educational needs.	<ul style="list-style-type: none">A few parents would like to see the indoor accommodation improved for physical education.They would like more information on pupils' progress and more consistent homework.

Inspectors support most of the above views held by parents, but finds that the school provides sufficient information to parents and a suitable amount of homework for the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school has made concerted efforts to improve the standards achieved by pupils in English, mathematics and science since the previous inspection in 1996 and is on line to achieve its targets for the current year. Although the oldest pupils in the school currently achieve below the national average standards in these core subjects, they make sound progress overall. Not enough progress is made by pupils in the foundation subjects of information and communication technology, art, design and technology, geography and history because the school has not focused well on these subjects in recent years due to the many changes taking place in staffing.
2. Children under five enter the reception class on a part-time basis at the beginning of the year in which they five. The entry assessments conducted within the first few weeks of the autumn term indicate that children's competence in language and mathematics is lower that expected for their age. They make sound progress overall and achieve many of the expected early learning goals by the time they enter Key Stage 1.
3. In the 1999 English standardised test results for 11-year-olds, the percentage of pupils reaching the expected Level 4 was below average. The percentage of pupils achieving the higher Level 5 was close to the national average. In comparison with similar schools, pupils' performance in English was above average. Inspection findings concur with test results. The results for seven-year-olds have fluctuated over the past four years but have risen steadily for eleven-year-olds. However, trends over time must be viewed with caution due to the small numbers of pupils involved. National test results for 2000 are significantly better than in 1999 and the indications are that standards are rising in the school and that the effective implementation of the National Literacy Strategy is making a positive contribution to pupils' learning, although literacy skills are not yet well developed across the curriculum.
4. In mathematics, the 1999 standardised test results for eleven-year-olds at the end of Key Stage 2 indicate that standards were below the national average for those achieving Level 4 and above and below the standards achieved by similar schools. The proportion of pupils achieving the higher Level 5 was also below the national average. Results over the past four years show a significantly improving standard, with results now much closer to the national average. Results for 2000 indicate that this improvement has been maintained. At the end of Key Stage 1, the 1999 tests for seven-year-olds show that standards were well below the national average for those achieving Level 2 and above and below the standards achieved by similar schools. The proportion of pupils achieving the higher Level 3 was also well below the national average. Analysis of the school's register of pupils with special educational needs indicates a higher proportion of pupils with specific learning difficulties in last year's Year 2, which had a significant impact on test results, especially as a small number of pupils were involved. The findings of the inspection and the results for 2000 show that there is early indication of standards improving. There was no significant difference between the attainment of boys and girls in the tests for seven-year-olds. However, boys did less well than girls in the tests for eleven-year-olds.
5. The 1999 standardised test results for science show that, by the end of Key Stage 2, pupils attained well below the national average and well below average in relation to pupils in similar schools. Similarly, the results of the teacher assessments in 1999 show that at the end of Key Stage 1 pupils attained well below the national average at Level 2 and Level 3. However, the most recent results for 2000 indicate that standards are beginning to improve and have risen a little. Evidence from the inspection supports this picture to some extent, but indicates that pupils make inconsistent progress through the Key Stages 1 and 2 and achieve below the expected level by the time they reach Year 6 overall. This is because the assessments are not used effectively to help teachers plan the curriculum and ensure progress through the programmes of study.
6. In music and religious education, the pupils achieve standards that are in line with those expected for their age. However, the standards achieved and the progress pupils make are

unsatisfactory in information and communication technology, art, design and technology, geography and history. This is because the school has focused very closely on promoting literacy and numeracy through the national strategies and, as a result, this is beginning to take effect on the rate of progress in the core subjects of English and mathematics. The school has yet to improve the progress of pupils in other subject areas. The potentially higher attaining pupils do not always make sufficient progress generally.

7. Pupils with special educational needs generally make sound progress. Individual education plans are used well to help pupils progress in relation to their targets, especially when they are being taught in small groups by specialist staff. Clearly defined targets, which are reviewed regularly, help to ensure that pupils develop their skills systematically during these lessons. There are a few pupils who learn English as an additional language and they make sound progress, supported well by the visiting specialist teacher.

Pupils' attitudes, values and personal development

8. Since the last inspection, pupils' attitudes to school and to their learning have become good throughout. Pupils' behaviour is also good and, although some pupils have behavioural problems, there was no evidence of any significant disruption from older pupils as was previously reported. Most parents say that pupils' behaviour is a good feature of the school and that any rare incidences of bullying are very quickly dealt with. Parents who attended the meeting before the inspection said that the school promotes positive values and complimented the school for the reputation it has of pupils behaving well when taking part in visits and local activities.
9. Overall, pupils have good attitudes to school and most are enthusiastic about their work and school life. This has a beneficial effect on the progress that they make and their personal development. Children who are new to the school in the reception class are happy and are already beginning to settle to school routines. Pupils are cheerful in the classroom and around the school. In lessons, they settle down quickly, concentrate on their work and listen well to their teachers. When teachers are clear about their expectations for work and behaviour, pupils respond particularly well. They work hard, listen carefully to instructions and respond to tasks set for them with interest and enthusiasm. For example, in a mathematics lesson, pupils were sorry when the lesson came to an end at break-time and were looking forward to continuing their work after play. Pupils sometimes remain positive and try hard even when the work set for them is too difficult but, although they persevere, they eventually lose interest in what they are doing. In most lessons, pupils work well on their own, although there are occasions when they find it difficult to use their own initiative and start to fuss or seek attention from the teacher. Most pupils are willing to discuss their work with their teachers, friends or visitors and, overall, there is a friendly, positive atmosphere in the classroom.
10. Pupils' behaviour is also a good feature of the school. The school has put in place good strategies for managing pupils' behaviour and for encouraging a positive environment and pupils respond well. They know what is expected of them and most try hard to follow the school rules and instructions from staff. In lessons, most pupils behave well all of the time. They are quiet and attentive and do not distract others around them who are working. They treat resources correctly and are keen to keep their classroom tidy in order to win the 'Golden Brush' award. Around the school, pupils are clear about the expected standards of behaviour and move sensibly in classrooms and between the different buildings. They are clear about the role of the 'Walk Zone' so that movement is safe down the steps leading to the hall. Pupils are polite and friendly and make visitors to the school feel welcome. At break and lunchtimes, their play is happy and lively. Pupils enjoy taking turns on wooden equipment and are particularly keen on using the 'track' round the playing field. They line up quickly and sensibly at the end of playtimes. There are some pupils who have significant behavioural difficulties and, at times, this is shown in challenging and insolent behaviour towards staff. The school has had 5 fixed period and one permanent exclusion in the past year as a result of a few pupils' aggressive behaviour towards staff and other pupils. Although pupils' behaviour is good overall, the school reports that there are regular incidents on the bus transport to school and that this causes difficulties between pupils in school.

11. Overall, pupils make satisfactory progress in their personal development. There are good relationships between pupils and staff and this helps pupils to understand how to treat others and to develop respect towards one another. Pupils and staff work together in a caring, supportive atmosphere and this has a positive impact on the quality of pupils' lives at school. Pupils work well together in groups and pairs and are learning to collaborate and support each other with their work. However, many pupils are not able to take the initiative for themselves and, although they respond well to instructions, they rarely demonstrate any independence in their work, for example, selecting their own material for research. Pupils respond well to opportunities for taking responsibility, for example, helping to clean up the dining room, acting as monitors in the classroom and befriending younger pupils in the playground. The youngest children in the reception class are developing some independence skills, for example, putting their names into the right basket when selecting the type of lunch that they are having. Pupils are beginning to have some say in school life, for example, a recent vote to decide on the colour for the toilet walls. However, there is no formal setting for pupils to discuss their views, such as a school council. During discussion with pupils during the inspection, they said that they like coming to school and that everyone is friendly. They say that their teachers help them to make improvements in their work and they are very clear about the expectations for their behaviour in lessons and around the school.
12. Since the last inspection, the levels of attendance have been maintained, although there was a fall in 1999. This was due to the long-term authorised absence of a small number of pupils. The levels of unauthorised absence are low, but a few pupils have time off from school for holidays in term-time and when they have missed the bus. These absences have an adverse effect on pupils' progress and are disruptive for their learning. However, most pupils are keen to come to school on time and are usually punctual.

HOW WELL ARE PUPILS TAUGHT?

13. Since the previous inspection, the school has improved the quality of teaching and learning. It is now satisfactory overall, with a significant amount of good teaching at Key Stage 2. In the 36 lessons observed, 42 per cent of teaching was satisfactory, 31 per cent was good and 17 per cent was very good. Teaching was less than satisfactory in a small number of lessons. The quality of teaching in English and mathematics is notably strong, because literacy and numeracy skills are well taught. This enables all pupils to make clear progress in their learning and, in response, they are keen to do well and show good attitudes to their work.
14. The school makes satisfactory provision for children in the foundation stage. Since the last inspection, the sound quality of teaching has been maintained and the children are provided with an effective start to their learning in the reception class. The quality of teaching is satisfactory and all staff work together well as a team. Staff have sound knowledge of the age group and are good role models, offering calm, gentle encouragement and positive praise, whilst setting clear expectations of behaviour. They encourage independent play and yet provide security by always being available for the children. However, the curriculum is not specifically designed to incorporate the recommended early learning goals for children in the foundation stage and assessments are not used to guide planning. The school is aware of the need to revise its curriculum for the youngest children and plans are being made to up-date the current arrangements.
15. All teachers at Key Stages 1 and 2 organise activities effectively and lessons are appropriately structured to provide a sound balance of whole-class activities, group work and individual study. However, short-term daily planning is unsatisfactory overall because teachers do not state clearly what they expect pupils to learn or how they are to progress through the schemes of work. For example, not enough detail is given on how teachers will provide for the different ability groups and age groups in each class and there is little attention given to how the highest attaining pupils will be extended. As a result, not enough progress is made in the foundation subjects of information and communication technology, art, design and technology, geography and history, and the potentially higher attaining pupils are not sufficiently challenged in mathematics and science.
16. The school has put much effort into introducing the National Literacy and Numeracy Strategies

and this has had a good effect on teaching and learning. The best teaching is now in literacy and numeracy when teachers have particularly high expectations and challenge the pupils to think for themselves. Good use is made of questioning in these lessons to check that pupils both understand what they have learnt and to make them use their knowledge to solve problems. Specific subject vocabulary is used well and activities motivate pupils effectively. Pupils are generally given good praise to acknowledge success with their work and this has a positive effect on learning, because it helps to raise pupils' self-esteem and they try hard to gain their teachers' approval. In all classes, teachers make the work interesting to the pupils and relationships are friendly, positive and focused on learning. Teachers use humour effectively to engage and interest their pupils. Learning support assistants are well briefed and deployed carefully to make a positive contribution to pupils' learning. Homework, in the form of spellings, reading and an occasional piece of topic work, is set for pupils to enable them to extend their learning.

17. The quality of teachers' day-to-day assessment is satisfactory overall, but the information gathered together is not used effectively to help teachers plan their lessons. For example, assessments are made on how well pupils achieve in literacy and numeracy, but, as the learning objectives for other subjects are not always clearly specified in lessons, teachers are not able to measure attainment against pre-set goals in order to plan for the future. This has an adverse effect on learning, because the work planned is sometimes not appropriate to the pupils' abilities and level of understanding in the mixed-year classes.
18. The teaching for pupils with special educational needs is sound, with good features. For example, staff have a good level of knowledge and understanding about how pupils learn and what help they need to achieve success. There is a good mixture of individual and small group teaching and support within the class. Staff make effective use of existing individual education plans to assist them with their planning and to ensure that tasks and resources are matched to pupils' abilities. Pupils who learn English as an additional language are supported well by class teachers, pupils and a visiting specialist teacher.

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

19. Overall, the quality of the curriculum and range of learning opportunities is satisfactory. The school meets the statutory requirements for teaching all subjects of the National Curriculum and religious education. The provision for the new Foundation Stage has not yet been developed to take account of the needs of the youngest children in the reception class. Due weight is given to the importance of literacy and numeracy, as well as providing for a satisfactory breadth of provision for the other subjects. The curriculum for religious education follows the locally agreed syllabus and scheme of work. Provision for the teaching of information and communication technology has yet to be developed and the standards that pupils achieve are not yet satisfactory.
20. The school has made satisfactory progress in the implementation of the Numeracy and Literacy Strategies throughout the school. Just under half of the curriculum time is devoted to literacy and numeracy which reflects the school's commitment to raising standards. However, the school has not reviewed the ways in which literacy and numeracy can be used to support learning in other subjects. A very positive aspect of the curriculum is the good use of time during the day when 15 minutes is set aside at the beginning of the day or before lunch, for activities ranging from quick mathematics, silent reading and 'Eurhythmy' physical exercises to improve co-ordination skills.
21. The school has made satisfactory progress in improving the quality of the curriculum, identified as a key issue in the previous report, but there is still much to be done. Many staff changes and a change of headteacher have made it difficult to move forward on this until recently, but there is now a commitment to improving this area. The development of a curriculum map is helping to guide teachers but the schemes of work are not sufficiently developed to ensure progression across the different subjects. Although the school is beginning to use nationally recommended schemes, it has not incorporated the requirements of the new National Curriculum 2000 or the

Early Learning Goals into its planning. A number of policies have been revised, but there are not yet up-to-date policies for many subjects.

22. The curriculum is inclusive, and all pupils, including those with special educational needs, pupils for whom English is an additional language and traveller pupils, have full access to it. There is a strong commitment to providing for the special needs of pupils and they are helped and supported by the teachers and non-teaching staff. The targets in individual education plans are appropriate and achievable and include targets for behaviour modification. However, curriculum planning does not always show where work is to be modified or adapted, nor where help is to be given. The small number of pupils from minority ethnic backgrounds are well integrated and those in the early stages of acquiring English receive support appropriate to their needs. There are shortcomings in providing for the needs of pupils of higher ability in that, except in their literacy lessons, they are not always provided with sufficient challenge to enable them to develop in line with their potential.
23. Health education and sex education are provided appropriately and adequately as part of science education and personal and social education, as is drugs awareness teaching.
24. There is a good range of additional activities, including choir and music club, football and netball, summer games clubs and athletics. Visitors contribute to pupils' learning by giving curriculum talks. Speakers are provided by, for example, the Wessex Archaeological Society, the Wiltshire Wildlife Trust and Life Education Centre. The school has good links with the local community, with regular visits from the vicar, the community police, school nurse and representatives from the local army base. There are also links with local businesses who provide resources, such as computers.
25. Strong links are established with one of the local secondary schools and pupils in Year 6 have the opportunity to spend sessions at the school, using the computer suite and the science laboratories. A liaison teacher helps prepare pupils for their transition to secondary school. The liaison group for headteachers of primary and secondary schools is currently looking at ways to improve the transition for pupils with behaviour difficulties, for example, setting up a 'buddying' system for new transfers. The school was instrumental in setting up a School Start programme which worked with parents and the Social Services to prepare young children for entry to school. The headteacher says this initiative made a very positive impact on children's preparedness for school. Unfortunately this is temporarily in abeyance, due to the promotion of the School Start worker and the school is currently seeking a replacement.
26. The school offers a secure, caring and welcoming environment. Provision for pupils' spiritual, moral, social and cultural development continues to be promoted effectively. Pupils' moral and social education remain a strength.
27. Provision for pupils' spiritual education is satisfactory. There is a strong Christian ethos within the school, supported by topics studied in religious education. In these lessons, pupils are provided with good opportunities to examine their thoughts and feelings in studying elements of Christianity and beliefs and practices of other major religions. In other areas of the curriculum pupils are encouraged to appreciate the wonders of the natural and man-made world. In an art lesson, children in the foundation stage studied the colour spectrum in soap bubbles with a real sense of wonder. Through other areas of the curriculum, such as science, music and poetry pupils gain a sense of the wonder of life.
28. The Christian ethos has a strong influence on pupils' moral development. The school fosters an ethos of respect, with a real commitment to the wellbeing of pupils and to providing a well-organised and caring environment. This is supported by the whole-school behaviour policy which has clear statements that bullying will not be tolerated and rewards positive behaviour. Teachers provide good role models and establish good relationships with their pupils. They have high expectations of pupils' behaviour and pupils contribute to their class rules. Issues of right and wrong are posed and discussed; for example, pupils in Year 2 know that war is wrong and that people get killed. Positive attitudes are celebrated and pupils' achievements are displayed in the school hall on the "smiley face tree". Opportunities are provided for team games and competitive sport to develop self-discipline and a sense of fairness and fair play.

29. There is good provision for social development. Teachers ensure that pupils have the opportunity of working together in ability and “family” groups. When working together they collaborate well and help and advise each other. Pupils are expected to contribute to their classes, by ensuring they are tidy, books are put away and to give out and collect up equipment and workbooks. Older pupils assist in the smooth running of the school, for example, helping the lunchtime supervisors clear the dining room, acting as hymn book monitors and being responsible for the music in the assembly. There are many good opportunities for pupils to work and play together in the out-of-school activities, as well as on visits and the residential trip for Year 6 pupils. Each term there is an opportunity for the whole school to work together during focused “topic days”, such as World Book Day, Technology day, Bring a Bear to School Day. Pupils take part in charity initiatives such as Red Nose Day and Children in Need, and boxes for Kosovo and Bosnia. Every pupil is involved in performances for parents and the public, such as the nativity play at the local church. Harvest festival gifts are presented to the local day centre for the elderly, who are treated to carol singing at Christmas.
30. Provision for pupils’ cultural development is satisfactory. Over time, they develop a sound understanding of their own and other cultural traditions, through a study of literature, and in history and geography lessons. They learn about other faiths in religious education lessons and through themes for assemblies. There are satisfactory opportunities to experience music and art, mainly from a western cultural tradition. The school ensures that there is a good range of visits and visitors to support curriculum topics and broaden pupils’ cultural horizons. Pupils visit Salisbury cathedral for workshops and have visited The Dome. The vicar and a local Muslim leader extend pupils’ understanding of different beliefs. There is a positive ethos in the school towards cultural diversity and pupils from minority ethnic communities enhance pupils’ understanding of different cultures. However, this aspect remains underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school has maintained the good provision for the care and support of pupils reported at the last inspection. The quality of support for pupils’ welfare, including their behaviour, has a good impact on pupils’ lives at school and on their learning. All staff in the school have good relationships with pupils and care for their individual needs very well. There are good systems in place for monitoring pupils’ behaviour and supporting individual pupils who may be having difficulties. The overall quality of personal support and guidance afforded to pupils is good because teachers and staff know and care for the pupils very well. However, there are weaknesses in the way in which teachers use assessment information to ensure that all pupils are provided with work which is correctly matched to their ability and to ensure that they are provided with the right amount of educational support.
32. Parents appreciate the pastoral care that is provided for their children. Most parents say that the school promotes good standards of behaviour and that their children are well cared for in the positive school atmosphere. The great majority of parents feel that the school is approachable if they have any concerns.
33. The school meets the statutory requirements for providing a safe place for pupils and adults to work in. There are good procedures in place for ensuring that any possible hazards are reported and dealt with quickly. Members of the governing body ensure that the school carries out regular checks of the premises and continues to seek improvements to the school buildings. The school buildings and site are clean and well maintained.
34. The procedures for dealing with pupils who are unwell or who hurt themselves are good. There is a satisfactory number of trained staff who give caring and sympathetic support to pupils who are upset or who require first-aid treatment. The school keeps good records of injuries and incidents to assist in its monitoring of pupils’ health, safety and welfare. All staff have good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. The policy for child protection is due for review but all staff have received suitable guidance in the correct way to report concerns. The school has a good understanding of child protection issues and its responsibilities towards those children who are in public care and has good links with health, welfare and social services agencies.

35. The school's procedures for monitoring and promoting pupils' attendance are unsatisfactory. Although staff in the school know pupils and their families well, insufficient attention is given to accurately recording the reasons for pupils' absences in registers and to following up significant patterns of absence. In each class, staff use different codes to signify absence and some registers are incomplete and do not meet statutory requirements. The procedure for afternoon registrations when staff count pupils into assembly is also not satisfactory and means that registers are often not completed until the end of the afternoon session. Because the current systems for monitoring attendance are too relaxed, parents are not being given a clear enough message about the importance of regular attendance at school for their children.
36. The school has good procedures for monitoring and promoting good behaviour and for dealing with any isolated incidences of bullying or aggression towards staff and pupils. Staff are consistent in their promotion of positive attitudes, good behaviour and respect towards others. In the classroom, teachers use firm but kind discipline that results in pupils feeling secure about what is expected of them. Teachers set good role models for pupils to follow and regularly reinforce school mottos such as 'smiles will be returned' to emphasise the positive approach to discipline. There is good support for pupils who are experiencing behavioural difficulties, including individual behaviour plans and daily liaison with parents. The school uses exclusion as a last resort when pupils are at risk of harming themselves or others and has good records of these incidents. Overall, the school gives pupils good personal support and guidance. Good use is made of strategies such as happy books, 'Happy Grams', certificates and stickers to reward good behaviour, attitudes to work and improvement. There are regular opportunities to share in pupils' achievements and successes in assemblies and this has a positive impact on raising pupils' self-esteem. There is good reporting of pupils' personal and social development in their end of year reports, although pupils themselves do not have the opportunity to comment on their own development and improvement.
37. The procedures for the assessment of pupils' attainment and progress are satisfactory. Baseline tests, administered to pupils on entry to the school, are used to plan appropriate work and to assist in the early identification of pupils with special educational needs. A good start has been made in tracking pupils' attainment in English, mathematics and science, by analysing test results from a termly 'assessment week' and by keeping individual pupils' assessment books where progress can be monitored against targets set for pupils following each test. Assessment for other subjects of the curriculum, however, is less well developed because the school does not yet have in place a full range of schemes of work against which pupils' work can be tested and analysed.
38. Since the last inspection there has been no change or review of the school's assessment policy, although the school has introduced optional testing in Years 3 and 4 in addition to the compulsory national testing at the end of Years 2 and 6 and standardised reading and spelling tests. Some work has been started in developing a portfolio of samples of pupils' work in English, mathematics and science, although these are not complete and not all pieces of work have agreed National Curriculum levels. The school portfolio of levelled work is also incomplete. Good use is made of individual skills books for pupils with special educational needs to monitor their progress, particularly in literacy. Learning support staff play a good role in this element of the school's assessment when working with individual pupils. Although the school's procedures for assessment are sound, the use of the information gained is not used well enough to develop and modify the curriculum to ensure a continued rise in standards. Some analysis of assessment data has led to change, for example, the recent introduction of a spelling scheme to address low standards in this particular area. Information from pupils' assessment books is used satisfactorily to set individual targets for literacy and numeracy. However, too little use is made of the data gained from national tests and school assessment data to analyse overall trends in pupils' attainment across the school and to influence curriculum planning in order to provide all pupils with work which is well matched to their ability. There are no procedures in place for identifying gifted and talented pupils and for providing them with suitably challenging work and opportunities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The quality of partnership that the school has with parents is satisfactory overall. Since the last inspection, the school has continued to work to create open and positive relationships between home and school. It encourages parents to become more involved in school life and to support their children's learning. However, there are some parents who do not play an active role in the partnership between home and school.
40. In the questionnaires completed before the inspection, most parents indicated good support for the school and its work. Most say that they are able to approach the school with any questions or problems and that the school works closely with them. Nearly all parents feel that their child makes good progress and all say that their children like coming to school.
41. A significant minority of parents criticised the school's provision for homework, although there is some division of opinion between those who do not want their children to have extra work and those who say that there is not enough. Overall, parents feel that school does not provide homework in a consistent way and that it is not always marked. Parents also criticised the homework provision at the last inspection. The inspection team's view is that the school's provision for homework is satisfactory for the age range of pupils and recognises that the school has recently informed parents about what will be provided for each class in a newsletter at the beginning of each term. Some parents were critical of the school's provision for extra-curricular activities but the inspection team found that the range of activities provided, including residential visits, is good. Some parents were also critical of the information that they receive about their child's progress, although most of them feel that they can come to school to speak to teachers if they have a concern. The inspection team finds that parents receive satisfactory information about pupils' achievements and academic progress.
42. Overall, the quality of information provided for parents is satisfactory. Pupils' end of year reports give parents a satisfactory amount of information about what their children know, understand and can do in English, mathematics and science. However, in other subjects of the National Curriculum, reporting is often a description of what a pupil has done rather than an evaluation of their progress. Teachers show good knowledge of their pupils in comments about their personal and social development. The targets for improvement highlighted in the report are helpful to those parents who wish to support their child's learning at home. The school encourages parents to keep in regular contact with teachers through termly consultation meetings and by encouraging informal contact with teachers when parents have any concerns. Teachers make themselves readily available to speak to parents if they come into school at the end of the day and make contact by telephone with parents whose children come to school by bus. There is good use by teachers of home-school liaison books to encourage parents to support strategies for behaviour management for individual pupils. Some parents use these well to keep in regular communication about their child's progress. All parents receive good information through regular newsletters about events and activities taking place in school and there is a good range of information available to parents on school notice boards.
43. The school makes a satisfactory commitment to an open and positive relationship with parents through its home-school agreement which most parents have signed to indicate their support. Parents are encouraged to help in school, with activities such as visits outside school and to contribute to the fund-raising and social activities of the parent-teacher association. Although not many parents take the opportunity to help in school, those who do are welcomed and appreciated by teachers. Where their children are directly involved, parents are supportive. Most attend parents' evenings, reviews for pupils with special educational needs, school concerts, plays and fund-raising ventures. Satisfactory arrangements are in place to inform parents of any changes to the curriculum, for example, the introduction of strategies for literacy and numeracy and, more recently, the school's development of a new policy for teaching spelling. However, attendance by parents at curriculum meetings is low and some parents show little interest in issues which they feel are not directly related to their child.
44. Overall, teachers provide pupils with a satisfactory range of homework and a few parents are active in support of their child's learning at home by hearing them read and helping them to learn spellings. The school is aware that some parents are not clear about the amount and type

of homework that is being set for their children and has now published a programme for homework for each class. The school recognises that the partnership that it has with parents requires further development to focus on raising parents' expectations of pupils' academic achievement as well as maintaining parents' overall satisfaction in the happy and supportive atmosphere provided for their children at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The very recently appointed headteacher is beginning to provide sound leadership and management of the school. She has a clear vision for the future educational direction of the school and is supported well by the staff. The school has started to monitor, evaluate and develop teaching. The headteacher and deputy have observed lessons in literacy and numeracy, and discussed performance with individual teachers, encouraging their own professional development. The co-ordination of English and mathematics is effective. In part, this has been due to the strong emphasis being given to literacy and numeracy, with the introduction of the National Literacy and Numeracy Strategies. These introductions have been carried out well through school development planning, with areas for further development also being identified. For example, the school aims to raise the standards of spelling and writing and is further developing the use of information and communication technology, involving training for all staff. However, the curriculum is not rigorously monitored by the staff and governors to make sure that it fully meets the requirements for the new National Curriculum and the Early Learning Goals.
46. The provision for pupils with special educational needs is good. This is a strength of the school in which the headteacher, who is the co-ordinator, provides helpful guidance to staff, pupils and parents. Careful records are kept of pupils' progress and the good resources are used well to help pupils learn. Specialist support staff provide good teaching to pupils who are withdrawn for extra help and for those who are supported within classroom situations.
47. The governors contribute appropriately to the life of the school. Many have taken part in governor training sessions, enabling them to become better informed and to carry out the responsibilities allocated to them, for example the oversight of literacy, numeracy, special educational needs and finance. Reports given by the headteacher at governors' meetings keep them informed about the standards and quality of education the school achieves. However, the governing body is not fully effective because its strategic management role is not sufficiently developed and governors do not yet have clear oversight of future developments in order to help shape the direction of the school.
48. The school development plan covers a realistic period of time, which is based on the expectation that the school can secure permanent staffing from next year. The plan is clearly targeted and dated, with success criteria identified. However, non-curriculum areas, such as planned improvements to the premises are not included in the plan and there is insufficient attention given to the financial implications of long-term developments. For example, a large deficit was incurred in previous years as a result of creating an additional class. Although this deficit has now been reduced and the school has sufficient funds, future projections are not clearly set out in the school development plan in relation to the financial planning.
49. The school has sufficient suitably qualified and experienced teachers to meet the needs of the pupils. However, in the past two years there have been considerable staff changes at the school. Although the school management team has done all it could to minimise disruption, these changes have inevitably had a detrimental effect on pupils' progress. For example, in some cases where two teachers share the same class, there is evidence of uneven progress as pupils achieve different standards according to who is teaching them. Nevertheless, the school makes good use of the support staff, who are suitably qualified and trained and make a significant contribution to pupils' learning, particularly those with special educational needs. Support assistants are well briefed on what part they should play in supporting these pupils. Effective support is successful in raising pupils' confidence and self-esteem.
50. Performance management of staff is being implemented in accordance with statutory regulations. At present, all staff benefit from regular meetings with the headteacher to discuss

strengths and areas for development in their teaching. Arrangements for their professional development reflect the outcome of these discussions and are also based on the priorities of the school development plan. Job descriptions, which inform all staff of their specific roles in school, are in place and are regularly reviewed. Satisfactory procedures are in place to support newly qualified teachers and teachers who are new to the school.

51. The school has sufficient accommodation for the number of pupils. Generally, classroom space is adequate, although two classrooms are temporary and pupils have to walk across the playground to reach the school hall, often braving the elements to do so. As noted at the previous inspection, the small size of school hall inhibits the teaching of physical education. This has not been improved. Toilets for the children in the foundation stage are situated apart from the class, which makes supervision difficult. The small school library and its situation some distance away from most classes inhibits learning in English. Pupils enjoy good outdoor facilities. The hard play area and large playing field provide for vigorous play and for opportunities for sitting quietly with friends. The recent addition of a synthetic track, with adventure equipment along the route, has considerably enhanced the external facilities and has proved to be very popular with the pupils.
52. The school has sufficient resources for the effective delivery of the curriculum, although the lack of a variety of equipment and materials in art and design and technology limits progress in these subjects. Resources for the implementation of the National Literacy Strategy are good. In most subjects, resources are in the process of being increased to support the new schemes of work that have been recently introduced.
53. The school's day-to-day finances are managed satisfactorily with the help of the local authority's financial support team, who work closely with the headteacher and chair of governors. There are satisfactory procedures in place for authorising expenditure and obtaining value for money. All funds received for specific purposes are appropriately managed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The headteacher, governors and staff should:
 - i. increase the progress pupils make in information and communication technology, art and design and technology, geography and history (*paragraphs 1, 6, 89, 93 and 96*);
 - ii. improve the quality of teachers' planning by:
 - making sure that all lessons have clear learning objectives and that
 - work is suitably matched to pupils' prior attainment;
 - providing more challenge for the potentially higher attaining pupils;
(*paragraphs 14 and 15*)
 - iii. develop the use of assessment to guide curriculum planning by;
 - making sure that information is used to check the suitability of the curriculum to the needs of the pupils at Key Stages 1 and 2, and children in the foundation stage;
 - ensuring that clear progression is assured through the schemes of
 - work for all pupils at Key Stages 1 and 2;
(*paragraphs 17, 21, 22, 37 and 38*)
 - iv. strengthen and develop the management of the school by;
 - monitoring the curriculum more rigorously than at present;
 - improving the strategic management role of the governing body;
 - linking financial planning to the future long-term developments of the school.
(*paragraphs 47 and 48*)

A few minor areas for development are indicated in paragraphs 35, 36, 38 and 42. These include developing the procedures for promoting good attendance, identifying gifted and talented pupils and improving the information given to parents in pupils' reports.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
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
0	17	31	42	8	2	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	125
Number of full-time pupils eligible for free school meals	35

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	33

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	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.95
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	4
	Girls	7	6	8
	Total	10	9	12
Percentage of pupils at NC level 2 or above	School	77	69	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	5
	Girls	6	8	7
	Total	9	11	12
Percentage of pupils at NC level 2 or above	School	69	85	92
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	4
	Girls	7	6	6
	Total	10	9	10
Percentage of pupils At NC level 4 or above	School	63	56	63
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	4	4	3
	Total	6	6	5
Percentage of pupils At NC level 4 or above	School	38	38	31
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	105
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	23
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	71

Financial information

Financial year	1999/2000
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	£
Total income	251,063
Total expenditure	224,236
Expenditure per pupil	1,824
Balance brought forward from previous year	- 6,097
Balance carried forward to next year	20,730

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	125
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	43	0	0	0
My child is making good progress in school.	43	53	0	0	3
Behaviour in the school is good.	23	67	10	0	0
My child gets the right amount of work to do at home.	23	43	30	3	0
The teaching is good.	70	27	0	3	0
I am kept well informed about how my child is getting on.	40	37	13	3	3
I would feel comfortable about approaching the school with questions or a problem.	77	20	0	3	0
The school expects my child to work hard and achieve his or her best.	67	30	0	3	0
The school works closely with parents.	50	37	0	3	10
The school is well led and managed.	67	27	0	3	3
The school is helping my child become mature and responsible.	53	40	0	3	3
The school provides an interesting range of activities outside lessons.	37	43	10	3	7

(NB : Totals may not add up to 100 due to rounding.)

Other issues raised by parents

Three parents wrote to the Registered Inspector and 12 attended a meeting held at the school. The majority of comments were positive and parents expressed their satisfaction with the quality of education provided by the school. A few parents would like to see the indoor accommodation improved for physical education. Some parents would like more information about pupils' progress and homework to be given more consistently.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

55. Provision for children in the foundation stage is satisfactory. A significant number of children begin the reception class with very poor skills in language and mathematics. In 1999, assessments for children on entry to the reception class indicated that skills in language and numeracy were well below average. Children make satisfactory progress in the reception class. However, by the time they are ready to start in Year 1, the majority of children have not yet achieved the expected standards in personal, social and emotional development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.
56. Children enter the reception class at the start of the academic year in which they are five. The youngest children attend school mornings only until Christmas. The majority of children entering the reception class have had some pre-school education, mostly at local playgroups.
57. In the reception class, the quality of teaching is mostly satisfactory. However, the curriculum that the children receive is not firmly based on the areas of learning that are considered suitable for children of this age. Lessons are frequently planned to the National Curriculum, which is not always appropriate for such young children. Although children make satisfactory progress in their personal, social and emotional development, progress is limited because the teacher does not specifically plan for the development of these important skills.

Personal, social and emotional development

58. Many children enter the reception class with poorly developed personal and social skills. They have difficulty in selecting activities independently, demonstrate limited powers of concentration and play in isolation rather than relating to each other. However, satisfactory progress is made as children become used to the class routines and the daily life of the school. They rapidly begin to establish relationships with adults and with each other. This was evident when a group of children became totally involved in role-play in the home corner, when they each took on the role of a different family member. Children begin to tidy up after themselves and are learning to select an apron for painting or water play. Some children are able to undress and dress themselves independently for physical education or outdoor play, but many still need assistance. Some children are becoming aware of the needs of others but a significant number chatter while others are speaking and do not take turns effectively.
59. Although specific activities are not planned for the development of personal and social skills, staff give useful opportunities for children to develop their independence. For example, as children enter the class for registration they are required to select their names and put them in the appropriate basket according to whether they are having a packed lunch or a hot dinner. Children's opinions are listened to and valued. Effective measures are in place to support children on entry to the reception class and the school is, at present, in the process of appointing a new home start co-ordinator in order to further improve the good liaison between home and school. In the reception class, the teacher and support assistant work together very effectively to successfully create a secure, welcoming environment that children are happy to come to.

Communication, language and literacy

60. At the end of the foundation stage, communication, language and literacy is well below national expectations. In the reception class, progress is satisfactory from the poor standards that are evident on entry to the school. The children enjoy listening to stories, but, for most children, listening skills are poor. They have weak concentration and are only able to focus their attention for short periods of time without constant support from adults. While most children are able to express their needs in simple sentences they demonstrate a limited vocabulary and a lack of understanding of many words. Most children enjoy sharing books with adults and most

understand that print conveys meaning and is read from left to right. In writing, children enjoy mark making but few are able to recognise or write individual letter sounds independently.

61. In literacy lessons the quality of teaching is satisfactory, although teacher's planning makes no reference to the areas of learning that are considered suitable for children of this age. This is a significant weakness, particularly for these children who have below average skills in literacy, as given tasks are often unsuited to their abilities. In addition, the teacher does not make sufficient use of assessments of individual strengths and weaknesses in order that children can be given work that is appropriate to their needs. However, good relationships have been established between adults and children and this has resulted in a happy, relaxed atmosphere that is conducive to effective learning.

Mathematical development

62. A significant number of children have poor knowledge and understanding of mathematics on entry to the reception class. Children make satisfactory progress in their mathematical development, although attainment remains well below expectations at the end of the foundation stage. Most children show an interest in counting as they join in number rhymes and counting games. A few children can count reliably to ten, as when they count how many skittles they have knocked down, but few have any idea of the correct sequence of numbers. As children cut out squares, triangles and circles and construct models from junk materials, they are beginning to identify the common two and three-dimensional shapes. Children make comparisons between sizes as they join in groups to record a chart of the story of Goldilocks and The Three Bears.
63. The teaching of mathematics is mainly satisfactory and sometimes good. The teacher manages pupils well. The teacher assistant is well briefed, relates well to the children and offers good support that effectively extends learning. Where the quality of teaching is good, lessons are well planned so that activities are well suited to individual children's needs. Resources are used well to successfully motivate children, as for example when a puppet is used to help with counting. Children are encouraged to understand the importance of mathematics in every day life as, for example, they help to count how many children are having hot dinners and how many are having packed lunches.

Knowledge and understanding of the world

64. Children are beginning to gain understanding and knowledge of the world about them through a range of activities and the provision of stimulating resources. Children are given good opportunity for exploratory play as they investigate wet and dry sand and water. They begin to understand that it is not only humans that create movement as they go outdoors to observe the movement of the wind and its effect on trees as they lose their leaves. All children are beginning to find out about and identify features in the place they live as they walk around the village, observing and sketching different types of houses. Although there is a computer in the class, no children were observed using it during the inspection.
65. Teaching is satisfactory. Children are provided with a broad range of materials and asked to talk about or to paint and draw what they see. Staff have established good relationships with the children and they are managed well to ensure effective learning, although, occasionally, the lack of purposeful organisation limits the progress that is made. For example, too many children were allowed to play in the sand and water at once, so that some individuals were denied sufficient time for personal exploration and investigation.

Physical development

66. Children make satisfactory progress in their physical development, although standards remain below expectations by the end of the foundation stage. The secure outdoor play area affords children satisfactory opportunity to develop their skills, although the small space limits progress. For example, children cannot ride far as they develop their co-ordination by using sit and ride toys. In the hall, children are developing an awareness of space as they move around the hall, although as yet they demonstrate a lack of awareness of each other in their movement. Most children are able to curl or stretch different parts of their bodies in response to instructions,

although skills of balance and co-ordination lack control. A significant number of children demonstrate poor fine motor skills. For example, when using pencils their grip is weak and letters are badly formed.

67. In physical education lessons, the teacher does not plan to the recommended curriculum, which results in some inappropriate activities and the use of apparatus that is unsuitable for children of this age. For example, in a lesson on stretching and curling, some of the apparatus used was too high. On occasion, poor organisation results in lapses in safe practice, as when four children were allowed on top of the horse at the same time.

Creative development

68. By the time they reach Year 1, children demonstrate increasing competence with a range of media and materials, although attainment remains below expectations. Most children can recognise and name the primary colours. Children use droppers to mix paints together before using straws to blow them into patterns and, in doing so, they become aware that red and yellow mixed together produce orange. Children practise their skills of cutting and sticking as they design and make houses from junk materials. In music, children use a variety of percussion instruments to make soft and loud sounds and, with help, they use their instruments to perform a pattern of different sounds.
69. The quality of teaching is satisfactory. Children are given the opportunity to gain experience in a wide range of activities. Children are well managed and receive good support from adults in their activities. The teacher plans innovative activities and resources are used well so that children are well motivated to improve their skills. At the same time, a calm, peaceful working environment is created, in which children are happy to learn. The quality of teaching is successfully raising the standards of children's skills and widening their knowledge of art, craft and music.

ENGLISH

70. Standards are below average for seven and eleven-year-olds. In the 1999 standardised tests for 11-year-olds, the percentage of pupils reaching the expected Level 4 was below average. The percentage of pupils achieving the higher Level 5 was close to the national average. However, in comparison with similar schools, pupils' performance was above average. In the 1999 National Curriculum tests for seven-year-olds, the percentage of pupils reaching the expected Level 2 in reading and writing was well below average. The percentage of pupils reaching the higher Level 3 was below average in reading and close to the national average in writing. In comparison with schools who take their pupils from similar backgrounds, the performance of pupils was below average. Test results for seven-year-olds have fluctuated over the past four years but have risen steadily for eleven-year-olds. However, trends over time must be viewed with caution due to the small numbers of pupils involved. National test results for 2000 are significantly better than in the previous year. Indications are that standards are rising in the school and that the effective implementation of the National Literacy Strategy is making a positive contribution to pupils' learning.
71. When pupils enter the school, language skills are poorly developed and a significant number of pupils have a limited vocabulary. For example, in Year 1, as pupils think of words beginning with the letter M, many do not understand the meaning of marmalade, marble or matchbox. Speaking skills develop well as pupils move through the school and planned opportunities are given in all classes for pupils to contribute their ideas and develop appropriate vocabulary. Although standards remain below average at age seven, by the age of eleven, standards in speaking and listening are satisfactory. Pupils develop good listening habits and begin to acquire a wide vocabulary. They respond to questions with increasing detail and fluency and read aloud with confidence and awareness of audience. This was well illustrated when pupils in Year 6 prepared and read poems in chorus, mostly using good pace and rhythm and clear diction. In discussions pupils offer considered opinions and are ready to listen to others, raising pertinent questions. During the inspection these older pupils talked easily and readily with inspectors. The good achievement in speaking and listening owes much to the value teachers

consistently place on pupils' oral contributions. The literacy hour provides many opportunities for pupils to listen carefully.

72. At the age of seven, pupils' attainment in reading is below average. The majority of pupils recognise their own name, know most letter sounds and are beginning to blend them into words. They use their knowledge of familiar words as they begin to read simple texts. Higher attaining pupils use picture clues to help them guess at unfamiliar words. The ability to sound out familiar words is less well developed. Few pupils are able to talk confidently about their favourite stories, giving reasons for their preference. By the age of eleven, pupils' standards in reading are well below national expectations. Scrutiny of teachers' records indicates that currently one third of Year 6 pupils have reading ages that are more than one year below their chronological age. However there is a high number of pupils with special educational needs in this year and inspection evidence indicates that younger pupils in Key Stage 2 are achieving higher standards. By Year 6, most pupils have developed some strategies to help them decipher meaning from print, although lower attaining pupils are not always aware when they incorrectly read a word. Most pupils recount the significant ideas, events and characters and stories and can name their favourite authors. Higher attaining pupils can explain how to retrieve information by referring to index and contents pages. Opportunities for pupils to use a library classification system are limited due to the lack of space available for an adequate library and the inaccessibility of the library for many pupils, whose classes are situated some distance away. The school has placed a high priority on the development of reading. Areas for development in the subject have been correctly identified and addressed and there is evidence that this is beginning to have a beneficial impact on learning. For example, staff expertise in the teaching of reading has been improved by in-service training and a quantity of books has been purchased so that there is now a good number of resources to assist with guided reading.
73. Attainment in writing is below average at age seven. A significant number of pupils achieve standards below national expectations and few pupils achieve higher standards. At seven, the majority of pupils are beginning to blend letters into words. They are learning to spell familiar words correctly and are beginning to recognise simple spelling patterns. The majority of pupils are aware of the purpose of full stops and capital letters, although they do not consistently use them correctly. Few pupils use other punctuation such as commas and speech marks. Pupils are beginning to write for a range of purposes, such as when they write letters or compose poems about Autumn. Presentation of work is variable and not always legible. Pupils' attainment in writing at the age of 11 is below average. In extended writing, pupils are learning to plan and redraft their work, although few know how to use paragraphs. Most pupils are beginning to identify the features of non-chronological writing and are able to isolate the main points of a text, for example to prepare a biography. Pupils are becoming aware of the different roots of words and understand prefixes and suffixes. The use of an interesting and imaginative vocabulary is limited for many pupils and spelling and punctuation skills are weak. The school has identified spelling as weakness and is in the process of improving procedures for the development of spelling strategies among pupils. The recent introduction of a spelling scheme is already giving useful guidance to teachers in their teaching of spelling strategies and will ensure that pupils develop their skills systematically as they move through the school. Individual targets have been established to improve writing skills. Pupils' learning is enhanced as they become aware of what they need to do to improve their performance.
74. In the main, the pupils' achievements parallel the quality of teaching. Teaching is satisfactory across the school, although there are variations in teachers' skills. Although in one lesson the quality of teaching was unsatisfactory, almost half the teaching seen was good or very good. Teachers have a sound understanding of how to teach reading and writing. They follow the National Literacy Strategy well. Generally, the introductions to lessons are effective in enhancing progress. Teachers build on previous learning and make clear to pupils what they will be learning during the lesson. Questions are used well to extend thinking and teachers frequently introduce new vocabulary to promote pupils' interest in new words. They encourage pupils to use descriptive words accurately and this successfully improves pupils' powers of self-expression. For example, Year 6 pupils who were asked to describe the personality of Lady MacBeth arrived at the imaginative adjective of 'determined'. The end of the literacy sessions are used well to encourage pupils to assess what they have learned. In some lessons, the given tasks are either inappropriate or insufficiently challenging and this leads to underachievement.

For example, Year 2 pupils were expected to write rhyming couplets when many of them were unable to identify what a rhyme is. In many lessons writing tasks for the most able pupils are similar to those given to the rest of the class and, as a consequence, the work produced is not as good as it could be. This was evident when Year 6 pupils were required to write single sentence answers to questions in order to construct a curriculum vitae. This task limited the opportunity for more able pupils to improve their punctuation skills or to become more adept in the use of paragraphs.

75. In almost all lessons, teachers demonstrate very good management of their classes. Pupils are well disciplined and good relationships prevail between adults and pupils. Teachers value pupils and show respect for their views, which produces an atmosphere conducive to effective learning. Support staff are briefed well and are deployed very well to assist pupils with special educational needs. As a result, pupils' attitudes and behaviour are satisfactory. They listen attentively in discussions and, on the whole, wait politely for their opportunity to speak. They settle quickly to writing tasks and mostly concentrate well. Pupils are developing the ability to work independently during group activities and use their initiative without depending too much on the teacher. This was evident when, in one lesson, Year 6 pupils decided democratically and sensibly within their groups who was to be their spokesperson. In one lesson, the pupils' response was excellent. In this lesson, all pupils remained totally enthralled throughout, were very keen to participate in the class discussion and concentrated extremely well on their written work.
76. Management of the subject is good. The literacy co-ordinator effectively supports and advises her colleagues and checks their planning. Recently, she has had the opportunity to monitor the teaching of literacy throughout the school and this has been beneficial in gaining an overview. Test results have been effectively analysed and areas for development, such as the improvement of spelling skills, have been successfully identified. Although effective procedures are in place for assessing pupils' progress, these are not sufficiently used to ensure that all pupils undertake tasks that are suitably challenging for their individual needs. The school has invested wisely in books to support the implementation of the literacy hour and is well stocked with good quality books for this purpose. However, the lack of a suitable library is having a detrimental effect on pupils' attainment in literacy.

MATHEMATICS

77. In the 1999 national assessment tests for seven-year-olds, standards were well below the national average for those achieving Level 2 and above, and below the standards achieved by similar schools. The proportion of pupils achieving the higher Level 3 was also well below the national average. The 1999 results show a significant drop in standards from those achieved over the previous three years. Analysis of the school's register of pupils with special educational needs indicates a higher proportion of pupils with specific learning difficulties in this year group, which has a significant impact on test results where a small number of pupils are involved overall. The findings of the inspection are that there is early indication that standards are improving.
78. In the 1999 national assessment tests for eleven-year-olds, standards were below the national average for those achieving Level 4 and above, and below the standards achieved by similar schools. The proportion of pupils achieving the higher Level 5 was also below the national average. Results over the past four years show a significantly improving standard, with results now much closer to the national average. Provisional results for 2000 indicate that this improvement has been maintained. There was no significant difference between the attainment of boys and girls in the tests for seven-year-olds. However boys did less well than girls in the tests for eleven-year-olds.
79. Pupils at Key Stage 1 make satisfactory progress. By the time they are seven years old, pupils know how to add, subtract and multiply, using numbers up to 100. They count forward and back in twos, fives and tens, and can use number squares effectively to find and check results. They are beginning to see patterns in number sequences and can explain calculations using correct mathematical terms. Most pupils can work out the correct answers to simple sums using pencil and paper methods and show how they arrived at the correct answer. However, not all pupils

are secure in the formation of numbers; many reverse them and their work is not always well presented or spellings correct. They solve money problems such as adding together variously priced objects and then working out the change they would get from £1.00. In work on shape and space, pupils know the names of many common two and three-dimensional shapes. They organise objects into ascending and descending height. They understand the language of time, and the teacher reinforces this with frequent references to the timing of activities related to the class clock. Pupils with special educational needs are given good support by the learning support assistants and teachers and are provided with activities appropriate to their ability.

80. Pupils at Key Stage 2 make satisfactory progress. By the time they are eleven, pupils show they can achieve accurate results in mathematical activities requiring agility at manipulating number. They are confident to explain their calculations and show they are developing their own strategies for problem solving and recording their findings. Those of average and above average ability are secure in their knowledge of multiplication tables and less able pupils are supported through using multiplication squares. The majority of pupils display an understanding of place value in numbers up to 1000. They present information in a clear and organised way. Pupils are developing an understanding of probability by rolling dice and learning how to record results effectively. They organise their own surveys and record data using a variety of graphs, including producing computer assisted line and block graphs. They measure and draw angles to the nearest degree and use the language associated with angles and triangles. They find out the perimeter of shapes and areas of shape by counting squares. The majority of pupils develop a sound understanding of fractions and decimals, but there is less evidence with regard to percentages. Pupils with special educational needs and traveller pupils make sound progress in relation to their prior attainment.
81. The quality of teaching and learning seen in the previous inspection was good and this is still the case, with some very good teaching seen in Key Stage 2. The good teaching ensures that pupils, many of whom have special educational needs, make satisfactory progress, through a structured and well organised approach to learning. Teachers mainly cope well with the demands of providing for the different ages of children in mixed-age classes through their expectations of the older and more able and the provision of extension activities. Teachers are secure in the knowledge of the subject and use a variety of good strategies to ensure that pupils' knowledge and understanding are increased. They provide number squares and number lines for younger pupils and those less able, provide individual white boards to help pupils calculate in mental mathematics sessions and have good questioning skills so that pupils are encouraged to think through problems. As a result, pupils' attitudes to the subject are good overall and never less than satisfactory. The majority of pupils show interest and enthusiasm for their work. They participate well in discussions and in the starter sessions. Teachers have high expectations and motivate and enthuse the pupils and, in the best lessons, there is a brisk pace. This leads to pupils' good behaviour and good collaboration in group work. Pupils listen attentively and follow instructions, mainly settling to their work quickly. The majority remain on task because they are sure of what is expected of them, although in the one situation where this was less clear, some pupils found it more difficult to concentrate. They take responsibility for giving out materials and clearing up after themselves. There is a strong commitment from teachers to supporting pupils' confidence, so that, in particular, the less able pupils and those with special educational needs are helped to achieve. Lessons are well planned in accordance with the guidelines of the National Numeracy Strategy and all teachers make effective use of the starter session and the whole class review to reinforce learning. Teachers' good emphasis on encouraging the correct use of mathematical terminology helps the pupils to enjoy their learning through songs, counting rhymes and games. In the class where there is the highest number of pupils with special educational needs, the teacher works at an appropriate pace and the patient approach, good support and constant reinforcement of the learning objectives ensures these pupils make good progress. However, this was less effective in the one unsatisfactory lesson, where pupils were not well prepared for the activities, and the less able were not able to achieve successfully, and more able pupils were not challenged. The quality of marking is good at Key Stage 2, but there is less attention given to pupils' accuracy and correctness of spelling at Key Stage 1.
82. Leadership of the subject is good. The National Numeracy Strategy has been implemented effectively and the co-ordinator has monitored teaching and learning. She is committed to

improving standards and has analysed test results to identify areas for development and plans to develop a system for tracking individual pupils through from their entry to the school to provide further evidence of strengths and weaknesses. There is a good and effective action plan that identifies areas for improvement within a realistic time scale. There are plans to further refine the scheme of work to give teachers more support and to ensure that planning takes in the required elements for each year group within mixed-age classes. Assessment provides an overview of what pupils have learnt and is to be developed to inform individual target setting. Resources are satisfactory. A booklet for parents informs them of what their children will learn and a satisfactory amount of homework is set.

SCIENCE

83. In the 1999 standardised tests at Key Stage 1, teacher assessments showed that pupils' results were at least in line with other schools at Level 2, although they were below average at the higher Level 3. However, by the time the pupils reached the end of Key Stage 2, standards were well below the national average at both Level 4 and Level 5. There was a marked disparity between the standardised test results and teacher assessments at Key Stage 2 in 1999, with teachers under-predicting the proportion of pupils likely to achieve the expected levels. The most recent results for 2000 show that improvements have been made on the preceding years and standards are now beginning to rise a little.
84. From lesson observations and a scrutiny of pupils' work, the level of attainment at the end of Key Stages 1 and 2 are still below the national expectations. Pupils in Years 5 and 6 have a reasonable knowledge of physical processes involving solids, liquids and gases. They have investigated what happens to substances, such as ice, when they are heated and they know how liquids evaporate and condense. Pupils understand that humans need nourishment to survive and they can name the major bones and organs of the human body. However, there are many gaps in pupils' knowledge and their understanding is limited generally. This is because the work planned for them is often too hard and not based firmly on what they already know. The highest attaining pupils are not sufficiently challenged and there are too few opportunities for them to extend their knowledge through their own research. At Key Stage 1, pupils can identify living and non-living things and know about the life cycles of small creatures. They can sort materials into categories, such as opaque and transparent, and have a reasonable understanding of forces. Most pupils are able to conduct very simple experiments involving pushing and pulling objects. They record what they see and use their knowledge of mathematics to construct simple graphs when presenting their findings. However, although pupils make sufficient progress in lessons, the progress they make over time at both key stages is inconsistent because teaching does not build steadily upon pupils' prior knowledge from year to year. This is because assessments of pupils' work are not used well to assist teachers plan their work according to pupils' ages and abilities in the mixed-year classes. This often results in the duplication of work by different groups of pupils and a lack of challenge for the potentially higher attaining pupils.
85. The quality of teaching and learning in lessons is satisfactory overall, and sometimes good at both key stages, but there are significant shortcomings. Good introductions and clear explanations are the marks of the good teaching that have a positive effect on learning. As a result, the pupils work effectively and share ideas and tasks sufficiently, showing good attitudes to their work. However, the daily planning for lessons is generally unsatisfactory, because teachers do not specify clearly enough what pupils are to learn and how they are to progress. The scheme of work is being updated to include appropriate commercial materials, but, as yet, it does not provide enough guidance to help teachers ensure progression through the programmes of study. The recently appointed headteacher is currently overseeing the management of the subject in the absence of the co-ordinator and she has identified a need to raise the standards achieved by girls, in particular. A portfolio of pupils' assessed work is being put together, but the samples are not yet clearly annotated to show the National Curriculum levels. An increase in the number of resources is helping to promote the subject and the good links with a local senior school enable pupils from Year 6 to receive some specialist teaching.

ART and DESIGN and TECHNOLOGY

86. During the week of the inspection no lessons were observed in design and technology. Judgements in this subject are based on scrutiny of pupils' work and of teachers' planning. By the ages of seven and 11, pupils' standards in art and design and technology are below those usually found in most schools for pupils of this age. In both subjects, progress is unsatisfactory because pupils do not systematically develop their skills as they move through the school. For example, in design and technology, both Year 1 and Year 6 pupils design and make houses. Older pupils use the same materials as younger pupils and use much the same methods of construction. There is little evidence that as pupils move through the school, they begin to use tools and materials with greater precision and accuracy. In art, Year 2 pupils begin to understand the effectiveness of pattern in design as they make rubbings of the different patterns in buildings. Pupils in Year 6 study pictures of athletes to develop their ideas of representing movement, before drawing in missing limbs. All pupils are encouraged to evaluate their work and suggest how it could be improved. Throughout Key Stage 2, pupils successfully explore the work of well known artists, such as Klee, and try to adapt their style of work accordingly. There are colourful displays of art and design and technology around the school which celebrate pupils' efforts. In both subjects, the lack of provision of a wide variety of materials limits pupils' progress. For example, in design and technology, as pupils mostly use card to make their products, they are denied the opportunity to discover for themselves how the characteristics of different materials affect their usefulness. The school has recently introduced new schemes of work to offer greater guidance in both subjects and there is evidence that this is already beginning to have a beneficial effect on learning. This was evident when pupils in Years 1 and 2 designed and made spiders that can be wound up to make them move, using a variety of materials, including wood and string.
87. In the lessons observed, the quality of teaching and learning was satisfactory overall. Teachers manage their classes well and this leads to pupils demonstrating positive attitudes and keen responses to the opportunities provided for them. For the most part, pupils concentrate well until the task is complete, although some pupils who are not well motivated become easily distracted. Most pupils work harmoniously together, sharing equipment sensibly and commenting sensitively on each other's work. However, daily planning is unsatisfactory and assessment is not used to help teachers plan future work. Tasks are not sufficiently varied to meet the differing needs of pupils or to reflect the different ages in the mixed-year classes. Opportunities are frequently missed to offer direct teaching points that would improve individual skills. The subject co-ordinator is aware that, although new schemes of work have been recently introduced, policies for the subjects are out-of-date and in need of review to take account of the revised 2000 curriculum. Resources for both subjects are inadequate and do not provide sufficient access to a wide variety of materials and media.

GEOGRAPHY and HISTORY

88. As no geography lessons were observed, evidence is taken from a scrutiny of pupils' work and discussions with teachers and pupils. The standards in both geography and history are as expected for pupils at the age of seven, but below those expected nationally for pupils by the age of eleven. This represents a decline in standards since the previous inspection.
89. The teaching of geography at Key Stage 1 builds on pupils' direct experience. Teachers satisfactorily develop pupils' knowledge of their environment through a study of their local area to explore the human and physical features. This is developed so that pupils use this geographical knowledge to develop map-making skills. The story of 'Katie Morag and the Two Grandmothers' is used effectively to identify land use and pupils draw maps of their own islands and use symbols to mark features and produce a key. They make simple charts to compare Salisbury with Struay. Drawings are mainly satisfactory, but labelling and recording is not well developed and frequently words are spelt incorrectly. Knowledge of their environment is used for younger pupils as a basis for learning about the past through comparing the features of old and more modern houses in the village. The poppies used for Remembrance Day provide an effective stimulus for a discussion on symbols used to help people remember events. Pupils demonstrate that they have some understanding of the past and the wars that are commemorated. Planning shows that they will develop an understanding of the past through

studying key historical figures and events, such as Florence Nightingale and the Great Fire of London.

90. From an analysis of current planning, pupils in Key Stage 2 are introduced to a satisfactory range of geography and history topics to meet the requirements of the National Curriculum. However, a scrutiny of work done over the previous year shows that the quality of work in books does not reflect the satisfactory standards achieved in lessons. Work is not well presented and is restricted to drawings and the colouring of maps. There are few written accounts or work showing that pupils have done their own research, or found answers to their own enquiry. Displays in the Year 3/4 classroom provide evidence of pupils using their geographical knowledge to create maps of imaginative journeys, with identified landmarks and physical features accompanied by a key. Each classroom has a world map which is effectively used to show the location of political, geographical and historical events. In history lessons seen, pupils showed they had a sound understanding of the past. In discussion, pupils showed a good understanding of the recent past in describing their project on the life of John Lennon and the Sixties. Lower junior pupils know that the war was a long time ago, some of the main countries that were involved and that people were evacuated. Pupils throughout Key Stage 2 use the knowledge they have to ask questions and identify areas for further research. However, research skills are not well developed and pupils need a great deal of support when using source books to find out, for example, more about the Greeks and Greek drama. Pupils were observed successfully using the Internet and CD-Rom to find information on World War II and the Greek theatre.
91. The quality of teaching and learning in the history lessons seen was mainly good. It was satisfactory at Key Stage 1 and ranged from very good to unsatisfactory at Key Stage 2. Teachers mainly have good subject knowledge and build up knowledge, making effective links with previous learning. Questioning skills are good and teachers respond positively to pupils' suggestions so that pupils become confident at expressing ideas and opinions. Tasks are clearly explained and demonstrated so that pupils are clear on what they have to do. This helps pupils to enjoy their lessons and participate well in class discussions where their interest is engaged. They set about tasks quickly and are usually eager to achieve. They work well together and help each other. In the one unsatisfactory lesson, there was too little preparation for the task to be undertaken and the subject was not made accessible to the pupils so that they were unable to make satisfactory progress in the lesson. While teachers are careful to give support to less able pupils and pupils with special educational needs, they are not always provided with work which is adapted to their needs. Older and more able pupils in the mixed age classes are not always sufficiently challenged and there is some indication that pupils are repeating work previously done in earlier classes. The subject provides good opportunities for pupils to develop their speaking and listening skills, but is not yet being fully exploited to enable pupils to improve their reading and writing skills.
92. Geography and history have not had a high profile in recent years. The geography co-ordinator is currently on maternity leave and the history co-ordinator took over her role this year. Both subjects are now based on units selected from guidance provided from the national guidance and a curriculum map has been devised. Resources and artefacts are supplemented by loans from the local library service. The school places a strong importance on the place of educational visits and visitors to support the development of geographical and historical knowledge. A residential visit to a field centre has been organised for Year 6 pupils this year, where they will have opportunities for field study and to visit a Celtic village. The local environment is used well, and the school is well placed for visits to Old Sarum, and last year the pupils dressed as Vikings. Younger pupils visit the seaside to support their study of the beach, which is linked to a focus on the seaside now and in the past. The Wessex Archaeological Society provides an expert to explain historical artefacts.

INFORMATION and COMMUNICATION TECHNOLOGY

93. The oldest pupils in the school achieve standards that are below the nationally expected level for pupils in Year 6 and there are significant shortcomings in the subject. Pupils enjoy using computers to communicate their ideas in a variety of ways and are able to use a word processor reasonably confidently. They are able to enter, save and retrieve information and know how to

change the style, colour and size of text. For example, they have successfully completed work on topics such as 'My Life at Stratford' and 'Red Nose Day 1999', using graphs. At Key Stage 1, pupils use the mouse to give instructions to the computer and are able to use the keyboard to enter text. They use art packages to help them draw on screen and enjoy using the software. However, pupils make unsatisfactory progress at both key stages because there are too few opportunities for them to use literacy and numeracy programs to help extend their skills across the curriculum. Their knowledge of control, monitoring and modelling technology is very limited indeed by the time they reach the end of Key Stage 2.

94. The quality of teaching and learning is unsatisfactory overall, mainly because teachers are not secure in their knowledge of the subject and do not have sufficient computer skills to be able to help the pupils. Planning does not identify clearly enough what pupils are to learn in lessons and teachers' expectations of their pupils are too low. There are too few links with other subjects, such as English, and the tasks provided do not give enough challenge for the potentially higher attaining pupils, some of whom have computers at home. Since the last inspection, the school has not improved its provision for the subject, although under the leadership of the new headteacher, a member of the governing body and the joint co-ordinators, there are now good plans for developing the provision further. For example, additional funding has recently been applied for to allow pupils greater access to the full range of activities, including the Internet. The old hardware is being up-dated and there are plans to increase the amount of software to include data-handling and communication packages. The policy for the subject has been reviewed and a revised scheme of work is being trialled this year. Assessment is not yet used sufficiently to assist curriculum planning, but further training is seen by the school as vital in order to improve teachers' skills generally.

MUSIC

95. Only a few lessons were observed during the inspection, but discussions with pupils and a scrutiny of teachers' planning show that, overall, standards have been maintained since the last inspection and are satisfactory. Pupils in Year 6 understand the meaning of tempo and melody and sing with reasonably clear diction. They are able to follow an ascending and descending tune in melodies such as 'Somewhere Over The Rainbow' and they appraise their performances effectively when talking about their successes. All pupils, including those with special educational needs, make satisfactory progress. Throughout the school, pupils develop their musical vocabulary appropriately and most are keen to improve their performances through repeated practice. At Key Stage 1, pupils make loud and quiet sounds using untuned percussion instruments such as cymbals, shakers and tambourines. They recognise and name a few instruments of the orchestra, such as trumpets and drums, and enjoy rhythmic rhymes, such as 'Pickles in the Pickle Pot'. Pupils' attitudes to learning are good. They show enjoyment of the subject and produce thoughtful responses to teachers' questions.
96. Evidence taken from teachers' planning shows that the quality of teaching and learning is satisfactory. Activities are planned appropriately to have clear structure and good opportunities for pupils to perform to an audience, such as in small group activities during lessons. However, teachers' short-term daily planning is unsatisfactory overall, because the learning objectives are not always clearly specified in order to increase pupils' skills in a progressive way. Work is not sufficiently matched to pupils' abilities and, as a result, the potentially higher attaining pupils are not sufficiently challenged during lessons. A satisfactory range of extra-curricular activities, including recorder groups and annual concerts, enables pupils to take part in performances and so extend their skills. The part-time co-ordinator uses her expertise well to help colleagues and guide teaching. The policy and scheme of work are being reviewed to take account of the national guidance and an action plan has been drawn up to help teachers focus more on improving pupils' composition skills. The need for staff training has been identified for an area of development and this is set for the current academic year.

PHYSICAL EDUCATION

97. During the inspection, it was not possible to observe all aspects of the physical education curriculum due to time-tabling. Inspection evidence is drawn from observations of lessons, which included games and gymnastics. Discussions with teachers and scrutiny of their planning

indicates that all areas of the subject are covered and that the curriculum meets statutory requirements. Pupils' attainment at the ages of seven and 11 is in line with that usually found in most schools for pupils of this age. This is a similar picture to the last inspection.

98. By the age of seven, most pupils have developed sound co-ordination when using large body movements and can travel and stop with control. They use space effectively and create a good range of movements linked to curling and stretching. As they practise pencil rolls, pupils are becoming aware of the importance of good starting and finishing positions. At Key Stage 2, Years 4 and 5 pupils demonstrate growing competence in creating controlled movements as, in pairs, they practise pencil and dish rolls, prior to creating a sequence of movements. Most pupils demonstrate very good control as they start and finish their rolls. Throughout the school, pupils are given the opportunity to observe and evaluate their own and others' performance. They make useful suggestions for improvement and performance is improved as a result. In games, Year 3 and 4 pupils demonstrate satisfactory passing and catching skills. The school supports an extensive swimming programme and records show that most pupils are able to swim a distance of 25 metres by the age of 11. Learning for pupils is considerably enhanced by participation in inter school and county competitions, where the school has enjoyed some degree of success.
99. The quality of teaching and learning is good, overall. Teachers demonstrate sound knowledge of the subject and lessons are stimulating and appropriately planned. Praise is used well to encourage pupils and good performance by pupils is used as an example to the rest of the class. Consequently, the majority of pupils work with enthusiasm, enjoyment and commitment. They listen carefully to instructions and respond with alacrity. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is mostly good and apparatus and equipment is responsibly used. Teachers are suitably dressed to be able to demonstrate techniques and they circulate well, offering direct teaching points and ensuring that all pupils are participating fully in lessons. There is appropriate emphasis on safety when handling and using equipment and apparatus. The co-ordinator for physical education has taken on the role this term. The school has recently introduced a new scheme of work to provide greater guidance to teachers in the subject. Progress in gymnastics is limited by the lack of space available in the small hall, although resources in general are adequate. Older pupils benefit from the experience they gain on annual residential visits where they participate in adventurous activities. The school provides a wide range of extra-curricular activities, including netball and football clubs, which enhances the physical education curriculum.

RELIGIOUS EDUCATION

100. The inspection evidence indicates that standards are similar to those found at the last inspection; they are currently satisfactory at both key stages. The locally agreed syllabus is followed effectively and lessons are based on the related scheme of work. At Key Stage 2, pupils demonstrate they have a good understanding of Christianity and can think through issues raised, such as suffering and war. Year 4 and 5 pupils demonstrate perceptive thinking on why people believe the things they do. For example, they suggest that God is all around us because, like the song, he's got the whole world in his hands. The level of discussion in lessons is good, but work seen in books, particularly at Key Stage 2, does not reflect some of the good standards achieved in lessons. Pupils at Key Stage 1 show they have a sound understanding of Bible stories. A scrutiny of work shows they can retell Bible stories, such as the, 'Feeding of the Five Thousand', 'Jonah and the Whale' and 'Paul and Silas'. They respond well to issues raised by stories, such as "Guess How Much I Love You", and talk willingly about their family and pets that they love, and know how to show love, with hugs, smiles and kisses.
101. Teaching and learning are satisfactory. Teachers carefully select questions that encourage pupils to reflect and consider their responses. They build on pupils' previous knowledge to extend understanding and value their contributions. As a result, the pupils are interested in the lessons and keen to share their opinions and ideas. They demonstrate a good understanding of Christian stories and beliefs. Behaviour is good and pupils show respect for others' opinions. However, there are some missed opportunities to encourage pupils to record their feelings and understanding and an over-reliance on drawings as a means of recording stories. The school has adopted the scheme of work linked with the locally agreed syllabus. The co-ordinator has

ensured that staff are confident in its implementation. The subject is supported by a satisfactory selection of resources and artefacts, including sets of Bibles appropriate for the different key stages. The policy has been reviewed and the new policy has been accepted. Visits from the local vicar and workshops in Salisbury cathedral enhance pupils' understanding and enjoyment of the subject.