

INSPECTION REPORT

**ABBAY MEADS COMMUNITY PRIMARY
SCHOOL**

Swindon

LEA area: Swindon

Unique reference number: 131573

Headteacher: Mrs M Brown

Reporting inspector: Mr G Nunn
1185

Dates of inspection: 27th – 30th March 2001

Inspection number: 230416

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Hugo Drive Abbey Meads Swindon Wiltshire
Postcode:	SN25 3GY
Telephone number:	01793 723239
Fax number:	01793 723201
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Wilkinson
Date of previous inspection:	Not previously inspected

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1185	Mr Graham Nunn	Registered inspector	Science History	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9999	Mrs Rona Orme	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?
2304 8	Ms Diane Wilkinson	Team inspector	Art Religious education Foundation Stage Special educational needs	
1177 2	Dr Michael Yates	Team inspector	Mathematics Information and communication technology Design and technology Geography	How well is the school led and managed?
1186	Mrs Sharon Brown	Team inspector	English Music Physical education Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Dr Melvyn J Bradshaw
LSU Associates
185 Wilton Road
Upper Shirley
Southampton
Hants SO15 5HY

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average size primary school is situated on the Abbey Meads housing development area to the north of Swindon in Wiltshire. It was opened as a new school in September 1999 and has grown rapidly since then, taking pupils of all ages from a variety of other schools. The school currently has 223 pupils on roll, aged between four and eleven years, organised into nine classes. At the time of the inspection, 52 pupils were in the Foundation Stage (Year R). The school has not previously been inspected. The school attracts pupils largely from the Abbey Meads area. The social composition of the school is mixed, but a high proportion of pupils come from owner occupied housing. School assessments indicate that, although the range of abilities is wide on entry, attainment overall is about average when compared with children of a similar age nationally. Nineteen pupils have an ethnic minority background with seven having English as an additional language. This is a slightly higher proportion than in most schools. Two pupils are eligible for free school meals, a proportion that is well below the national average. Thirty-five pupils have special educational needs with one having a statement to that effect. Of these, 75 per cent of pupils with special educational needs are in Key Stage 2. The overall number of pupils with special educational needs is broadly similar to the national figure for schools of this size.

HOW GOOD THE SCHOOL IS

Abbey Meads Community Primary School provides a good quality of education for its pupils. It is a continually improving school and has made good progress since it opened in September 1999. Pupils' standards are rising in spite of the high proportion of pupils with special educational needs, particularly in the older classes of Key Stage 2. The good progress the school has made since it opened is as a result of the very good leadership and management shown by the headteacher, as well as an underlying commitment by all involved to attain high standards. The quality of teaching is good overall. There are very good systems in place to support the care and welfare of pupils. Pupils' attitudes to their work are also good. The school provides good value for money.

What the school does well

- Pupils make good progress in many areas of the curriculum.
- The high proportion of good teaching produces effective quality learning for pupils.
- The headteacher provides very good effective leadership.
- The school has established very good links with its parents and the community.
- Pupils are very well cared for.
- An interesting and varied curriculum motivates pupils well.
- Pupils with special educational needs make good progress and achieve well for their abilities.

What could be improved

- Although pupils make good progress, the standards they attain by the time they leave the school are not high enough, particularly in English, mathematics and science.
- The assessment and recording of pupils' progress in subjects other than English, mathematics, science and information and communication technology (ICT).
- The roles and responsibilities of senior managers and curriculum co-ordinators, which are in need of review.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not previously been inspected, opening as a new school in September 1999. Consequently, comments on its improvement are not possible.

STANDARDS

As a result of the number of pupils taking National Curriculum tests at the age of eleven in 2000 being so small, statistics showing this school's performance compared with primary schools nationally are not included as such comparisons are statistically unreliable.

By the age of seven, national tests in the Year 2000 show that pupils' performance in reading was below the national average, similar to the national average in writing and well above the national average in mathematics. Teacher assessments in science indicate that pupils' performance was similar to the national average. When compared to schools with pupils from similar backgrounds, results are similar in mathematics, below average in writing and well below average in reading.

Inspection findings show that children in the Foundation Stage make good progress in the Reception classes and that the majority are likely to attain the expected standard by the time they reach Year 1.

The levels that pupils attain by the age of seven are similar to the levels expected nationally for pupils of that age in all subjects. Most of these pupils have been at the school for approximately 18 months and in that time the school has done well to ensure that they have made good progress in their learning in science, mathematics, ICT, art and design and geography. They have made satisfactory progress in English, design and technology, history, music and physical education. They have also made satisfactory progress in religious education and in this subject their standards are about average.

Similarly, most pupils in Key Stage 2 joined the school, at the most, only 18 months ago. As a result, judgements on pupils' progress are again based on the progress they have made in that time. Pupils have made good progress in all subjects except music and design and technology. In these subjects their progress has been satisfactory. The good and satisfactory progress pupils make has been the result of the high proportion of good teaching they receive, the good systems that have been put into place to plan and structure their learning and the very good leadership shown by the headteacher in this new school. In spite of the good progress made by many pupils, their levels of attainment by the age of eleven are below those nationally expected for pupils of that age in most subjects. This is largely the result of the fact that over 40 per cent of eleven-year-olds have special educational needs. The exception to the low attainment in most subjects is in art and design where pupils' attainment exceeds nationally expected levels, and also in physical education where they attain such levels. Similarly in religious education their standards are about average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to take part in all that the school offers. They have particularly positive attitudes to their work.
Behaviour, in and out of classrooms	Pupils often behave well in lessons, although there are occasional lapses of concentration. Behaviour around the school is satisfactory.
Personal development and relationships	Relationships are good and pupils' personal development is satisfactory.
Attendance	Levels of attendance are good; they have improved significantly over the past year.

The school has done well to raise pupils' levels of attendance considerably in the last year. Pupils' positive attitudes help them to make good progress.

TEACHING AND LEARNING

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

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

In 96 per cent of lessons, the quality of teaching is at least satisfactory. In 53 per cent of these lessons it is good, being very good in a further 14 per cent. In only three per cent of lessons is the quality of teaching unsatisfactory. In one per cent of lessons the teaching is poor. English and mathematics are well taught as are the skills of literacy and numeracy. The school has been successful in the introduction of both the Literacy and Numeracy Strategies. When teaching is particularly good it has a direct impact on the good progress pupils make. Teachers' planning for lessons is good and in successful lessons, pupils are challenged by the work set, behave well and work at a brisk pace. Resources are well used to help pupils with their learning. Where teaching is unsatisfactory, pupils are not challenged by the work they are required to do. As a result, too little work is completed and standards of behaviour can deteriorate. The needs of most groups of pupils, particularly those with special educational needs and those with English as an additional language, are well catered for.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provides a broad and interesting range of experiences covering all the required subjects.
Provision for pupils with special educational needs	Very good. As the result of the very good assessment procedures and individual education plans, pupils are well supported and make good progress.
Provision for pupils with English as an additional language	Good provision is made for these pupils and, as a result, they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the cultural development of pupils and good provision for their personal development.
How well the school cares for its pupils	The school cares for its pupils very well. Very good assessment systems are in place in English, mathematics, science and ICT. These need to be extended to all subjects and the information from the assessment of pupils' work used to plan future work for them.

The school works very well in partnership with its parents. Parents are well informed about their children's progress and have regular opportunities, both formal and informal, to visit the school if they have concerns or worries. The school has established very good procedures for dealing with pupils with special educational needs as well as those with English as an additional language. All pupils are very well looked after.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher offers very good leadership. She is well supported by her governors and staff. When a full permanent staff is in place a review of all roles and responsibilities will be necessary.
How well the governors fulfil their responsibilities	Governors work closely with the headteacher and have a good committee structure to support the development of the school. They fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	The school has good systems in place to evaluate its performance and is committed to using these to raise standards.
The strategic use of resources	Financial planning is very good and is well targeted to achieve the school's educational aims. Very good use has been made of capital funding and specific grants.

The school's accommodation is very good, although the room for ICT is small. Learning resources are also very good. The high staff turnover has meant that the school has had to work particularly hard to maintain the continuity of pupils' learning. The very good leadership shown by the headteacher has contributed significantly to its success in this area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress in school. • The school expects their children to work hard and achieve their best. • They feel comfortable about approaching the school with questions or problems. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities provided by the school outside lessons. • The information they receive about how their child is getting on. • The amount of homework their children receive. • The behaviour of some children.

The above views are taken from the parents' meeting attended by 21 parents and 74 responses to the parents' questionnaire.

The inspection team agree with parents' positive views. Children do make good progress and only the best work is expected from them. The school is very well led and managed. Inspectors consider that the range of extra-curricular activities is very good. On a few occasions a small minority of pupils do misbehave. However, overall, behaviour is satisfactory. In addition they find that the quality of information sent to parents about their child's progress is good and that children receive sufficient homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In 2000, only eight pupils in Year 6 took the National Curriculum tests. Such a small number makes comparisons of their performance with either national standards or with schools with pupils from similar backgrounds, statistically unreliable. Similarly, as pupils have only been at this new school for 18 months it is not possible to indicate how the school has performed in such tests over time. Inspection evidence indicates that pupils' overall standards in the present Year 6 are below average in English, mathematics and science. This is largely due to the fact that within the current Year 6, 40 per cent of pupils have been identified as having special educational needs. Inspection evidence also indicates that pupils' standards in Key Stage 2 are improving even though overall standards are still below average. The school analyses its assessment data carefully and uses this to set specific targets for improvement. The targets set in mathematics and science in particular are challenging and indicate an upward trend.
- 2 In 2000, the National Curriculum test results at the end of Key Stage 1, showed that the proportion of pupils achieving the expected Level 2 or above was similar to the national average in reading and above the national average in writing and mathematics. The proportions achieving the higher Level 3 was below the national average in reading and writing, but above the national average in mathematics. Overall, taking account of the full range of attainment, results were similar to the national average in writing, below average in reading and well above the national average in mathematics. In comparison to schools with pupils from similar backgrounds results in mathematics are similar to the average, below the average in writing and well below the average in reading. Teacher assessments in science indicate that 94 per cent of pupils reached the higher Level 3, which is well below the national average.
- 3 Inspection evidence indicates that whilst standards in mathematics are similar to the national average this year and are therefore lower than last year, the high proportion of pupils with special educational needs in the current Year 2 is having a significant impact on overall standards. Standards in these subjects, particularly reading and writing, have improved in that more pupils are attaining Level 2 and the higher Level 3. This is particularly so in science.
- 4 The overall improvement in Key Stage 1 pupils' standards is largely the result of reading, writing and science being targeted for development by the school, the successful implementation of the National Literacy Project and science in-service training, as well as pupils receiving a significant proportion of good and very good teaching. These rising standards are in spite of the fact that there is a slightly higher proportion of pupils with special educational needs in the present Year 2 cohort than in last year's cohort.
- 5 The attainment of children on entry to the school is broadly average, but within that, there is clear evidence of a very broad spread of ability. Children make good progress in their learning in the Foundation Stage so that by the time they enter Year 1 most attain the standards expected nationally of pupils of that age with some exceeding those standards. In communication, language and literacy, children listen well and most speak clearly. They handle books well and the higher attaining children

write their own names and recognise and read a variety of words. Children's work in the mathematical area of learning improves well. They have a sound knowledge of number and most count to ten and back to zero. Their mathematical vocabulary is developing well. Children's knowledge of the world increases steadily, and is similar to that expected nationally by the time they enter Year 1. Their knowledge and understanding of the scientific aspects of their work is particularly good. They can move the computer mouse accurately and are able to use it to move the screen pointer to select different numbers and icons. In creative development, children are close to the expected standard by the time they start Year 1. They use a range of media, including paint, well. They produce colourful, careful paintings and the standards they attain in art are high. Children handle construction toys well, but show more limited control in other physical activities. Good overall teaching, together with a caring working environment ensures that these young children settle quickly into school life and have a good start to their education.

- 6 Pupils in Year 2 are achieving average standards in English, mathematics and science. Attainment is improving in comparison with the results of last year as a higher proportion of pupils are working at the higher Level 3, which is above the national standard. Virtually all pupils read accurately, with developing expression, an awareness of punctuation and an understanding of what they read. Writing skills of pupils are about average and there is some high attainment. Spelling is improving as is handwriting, with letters being well formed. Pupils are beginning to use joined writing by the end of Year 2. Listening is generally good and pupils are becoming confident speakers. Pupils' mathematical knowledge is similar to the national average with some pupils exceeding that average. The majority accurately add and subtract numbers to 50 or three single digit numbers. They are confident with simple multiplication or division. They know a range of two-dimensional shapes. Pupils' literacy and numeracy skills are now developing well. Literacy is used well to support learning in other subjects and there is some planned use of numeracy. In science, pupils' attainment is about average by the end of Year 2, although a significant proportion are working at the higher Level 3 which is above the national standard. Pupils have a broad knowledge across all areas of science. They observe carefully and use descriptive vocabulary to good effect.
- 7 Pupils in Year 6 have attainment levels that are below average in English, mathematics and science. Pupils read with accuracy, but their understanding of what they read is more limited. Pupils write using the correct punctuation and know how to spell most commonly used words. Their written work displays the use of some complex sentences. Handwriting is satisfactory and presentation has improved considerably in the last 18 months. Pupils' listening skills are good, and their speaking skills are improving, although pupils often lack confidence in extended discussions. Pupils' literacy skills in Key Stage 2 are improving and are used satisfactorily to support learning in other subjects. In many respects, pupils' mathematical knowledge is about average. Pupils have secure number skills and they solve number problems accurately using the four rules of number. They draw and interpret simple block graphs and histograms with reasonable accuracy. Higher attaining pupils interpret simple line graphs accurately, and work competently in numbers to two decimal places. The main weakness, of the lower attaining pupils in particular, is their speed of working, and this is likely to result in lower scores in the National Curriculum tests. Pupils' knowledge of science is about average. Scientific skills are developed well and used consistently in a range of investigations, which promotes the learning of scientific knowledge. They have a sound understanding of electricity, solids, liquids and gases, as well forces and sound. However, again their

speed of working and below average literacy skills are likely to result in lower scores in National Curriculum tests.

- 8 As a result of the school only being open for 18 months at the time of the inspection, judgements about pupils' progress in their learning are made on that period of time. Since they started at the school pupils in Key Stage 1 have made good progress in mathematics and science, with satisfactory progress being made in English. Similarly, in Key Stage 2, pupils have made good progress in all three subjects. This is the result of a high proportion of good and very good teaching in both key stages, good structures being put in place to help teachers plan their pupils' learning and the determination of the headteacher and her staff to raise pupils' standards. Consequently, whilst standards being attained by the current eleven-year-olds are below national standards, and in spite of the fact that 40 per cent of that cohort have special educational needs, nevertheless, the progress they have made in the last 18 months has been good. This similarly applies to all other year groups in both key stages.
- 9 By the end of Key Stage 1 pupils attain the nationally expected levels for seven-year-olds in all the other subjects of the National Curriculum. In religious education their standards are about average. The progress in their learning that pupils in Year 2 have made since they started at the school has been good in ICT, art and design and geography. They have made satisfactory progress in religious education, design and technology, history, music and physical education.
- 10 By the end of Key Stage 2, pupils' levels of attainment exceed nationally expected levels in art and design, are similar to those levels in physical education, but below those levels in the other subjects they study. Pupils' standards in religious education are about average. The progress that pupils in Key Stage 2, and in Year 6 in particular, have made since they started at the school has been good in all subject areas except music and design and technology. In these two subjects their progress has been satisfactory. The reasons for the good progress being made in so many subjects in both key stages are largely the same as those reported earlier in respect of English, mathematics and science.
- 11 Higher attaining pupils are well catered for by the school and the amount of progress made by this group of pupils is similar to other pupils given their prior attainment levels. In many lessons, work is set that is well matched to their needs, challenges them and enables them to make good progress. This is particularly so in English and mathematics.
- 12 Very good thought has been given to providing for pupils with special educational needs, particularly the high numbers at Key Stage 2. As a result, throughout the school these pupils are very well supported. Good thought has also been given in providing for their needs particularly in literacy and numeracy. In these subjects and often in science, work is well planned for them and this helps pupils to make good progress and achieve well for their abilities although, by the time they leave the school, they do not yet reach average standards. There is no significant difference in the amount of progress made by boys and girls. A survey of parents conducted prior to the inspection showed that 98 per cent of those who responded agreed that their children were making good progress with 99 per cent agreeing that the school expected their children to work hard and achieve their best.
- 13 The school has done particularly well in the short time that it has been open to ensure that its pupils make good progress in most of the subjects they study.

Pupils' attitudes, values and personal development

- 14 Pupils are keen to take part in all that the school offers and nearly all parents report that their child likes school. They arrive in the correct uniform and the vast majority are punctual. A third of children who come into the reception classes are passive and wait for direction, but teachers encourage them well to be fully involved.
- 15 Pupils usually behave well in lessons, often in direct response to the teacher's expectations. They listen carefully to the teacher and to the contributions of other pupils. Behaviour in Year 2 was excellent during individual reading, for example, where pupils showed first-rate concentration and changed their books sensibly. Pupils use equipment carefully and there is no litter around the school. Behaviour at lunchtime and in the playground is good. Most parents also consider that behaviour in the school is good. The standard of behaviour is better than might be expected when the number of pupils in Key Stage 2 with special educational needs or emotional and behavioural difficulties is taken into account. There are instances however when pupils lose concentration and the consequent chat or silly behaviour holds back the progress of the lessons. Loss of concentration is sometimes linked to the amount of time pupils are expected to sit and listen before moving into an activity. On these occasions, teachers usually regain their pupils' attention effectively but this immature behaviour does impede learning. No pupils were excluded from school during last year.
- 16 Relationships are good at all levels. Pupils work together well in pairs and small groups showing good social development. They chat companionably over lunch. Pupils treat visitors with courtesy, holding open doors and asking if they need help, as well as talking to them with confidence. For example, Year 6 pupils treated a group of Japanese visitors with respect. There is no evidence of racist behaviour in the school and any instance of bullying is dealt with effectively by the staff. Pupils exercise responsibility when asked but some are immature for their age and need careful guidance. Many pupils are able to appreciate the views of other people. Some Year 5 pupils for example were able to suggest how Ancient Greek women might have felt about not being allowed to attend school.
- 17 There are a number of pupils with special educational needs who have specific emotional and behavioural needs. Where the management of pupils in lessons and at break times is at least satisfactory, then the majority of these pupils behave satisfactorily. On a small minority of occasions, these pupils behave inappropriately, calling out to interrupt the teacher or annoying pupils sitting near them. A number of pupils with special educational needs also find it difficult to listen and concentrate well, particularly in whole class activities. When teaching is lively and they are fully involved pupils remain attentive and make at least satisfactory progress. When the pace is too slow, or the activity provided is not well matched to their needs, they grow restless and often misbehave. Special educational needs pupils are also helped very well in their personal development, particularly by the headteacher who is very effective in counselling them about worries or concerns. As a result, they make the same good progress in their personal development as other pupils in the school.
- 18 Levels of attendance are good and are now above the national average. Attendance has improved significantly over the past year because the school has discouraged parents from taking holidays in term-time. Registers correctly record the pupils

present for each session. A few registers do not record reasons for absence so that the school cannot accurately monitor any incidence of unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 19 Across the school, the quality of teaching, including that of children in the Foundation Stage is at least satisfactory in 96 per cent of lessons. Of these the quality of teaching is good in 53 per cent and very good in a further 14 per cent of lessons. In three per cent of lessons the quality of teaching is unsatisfactory and in one per cent it is poor.
- 20 The quality of the teaching for the Foundation Stage is good and some very good teaching was seen. Teachers have very good expertise and teach the basic skills of literacy and numeracy very well. In addition, the standard of the teaching of science and art skills is also of a very good quality. This results in pupils making very good progress in those aspects of their learning to reach standards above those of children of a similar age. For example, in a science activity, children gained a very good knowledge of how to conduct a fair test because of the teacher's very clear explanation and emphasis of this. The art co-ordinator also teaches a reception class and her very good expertise is evident in the good standards of art seen in both classes. There is very good teamwork between both the reception class teachers and also the learning support assistants who work with them. As a result the knowledge that all adults have of individual children is very good and means that children's needs can be met well. The early identification of pupils who may have a special need or a particular talent means their needs are also addressed well.
- 21 Teachers in the Foundation Stage plan very well and for a good range of activities, which motivate children well and keep them interested throughout lessons. All adults manage children very well, sensitively correcting behaviour and encouraging them to listen and to work hard. Teachers have a good awareness of how the lesson is progressing, explaining in greater detail or giving different examples when children find it difficult to understand, or varying the pace or activity when children become restless. The good assessment system which is being developed helps teachers' awareness of the stage at which children are working and this means they plan very effectively to build on and extend learning. Careful marking also helps this process. Children are encouraged to work at home; sometimes "finding" out something to help their work in school and regularly reading to their parents or carers.
- 22 In both Key Stage 1 and Key Stage 2 there is a high proportion of good and very good teaching. In addition, many examples of good and very good teaching were found in all areas of the curriculum, although more satisfactory teaching was found in design and technology and music than other subjects. No one particular subject was the focus for the small proportion of unsatisfactory teaching.
- 23 The National Literacy Strategy has been well implemented. The teaching of it is good throughout the school. Teachers plan their lessons in great detail, are clear about the strategy's structure and use the plenary session particularly well to reinforce pupils' learning. In the best practice, teaching is lively and exciting with very good use being made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons make good progress.
- 24 The teaching of numeracy is also good. There is an effective focus on the development of mental arithmetic with regular, challenging questioning at the start of most lessons. Teachers encourage pupils to explain their methods of calculating

solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons, being well motivated by the work set. As a result, pupils make good and often very good progress in their learning of mathematical skills and concepts.

- 25 The high proportions of good and very good teaching are characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions, which challenge pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a very good Year 3 mathematics lesson where pupils were required, as part of the mental arithmetic session, to give the answer to such questions as a half of six and a quarter of eight. The teacher quickly moved from pupil to pupil asking them a question that was appropriate to their prior attainment levels. The pupils really enjoyed the activity and talked with enthusiasm about such introductory sessions. In such sessions pupils are keen to answer and even though they sometimes get the answer wrong, teachers, through skilful questioning, help their pupils to find the correct answers. This very good lesson quickly moved pupils on to learning about the concept of equivalence, that $1/2 = 2/4 = 4/8$. The work they were asked to do was broken down into three levels of difficulty, each aimed at pupils of different prior attainment levels. Some pupils found the process difficult at first, but as a result of the teacher's high expectations and her persistent challenging of her pupils, all of them made very good progress during the course of the lesson. By the end, most had grasped the concept of fractions being part of a whole and many had a good understanding of equivalence in fractions.
- 26 Such good lessons are well structured and proceed at a brisk pace. This was seen in a very good Year 6 science lesson where the teacher through careful questioning and good practical demonstration enabled her pupils to see how sound can travel through solids, liquids and gases. Rice bouncing on a drum skin and a tuning fork put into a beaker of water indicated clearly to pupils how sound vibrates. This was quickly followed by pupils looking at a range of materials such as bubblewrap, artificial fur, sponge and cloth, before working in groups to first of all predict which material would be best for muffling sound and then to design an experiment to test their prediction. Pupils were in no doubt as to what was expected of them as their objectives were written clearly on a 'flip-chart' for them. During the lesson a considerable amount of work was completed by pupils who, as a result of the very good teaching they received, made very good progress in their learning and understanding of how sound travels.
- 27 Other characteristics of good lessons are where teachers manage their pupils well, expecting and getting good behaviour, as well as managing the use of resources in such a way that enhances their pupils' learning. This was evident in a very good Reception class lesson related to pupils' senses. The children responded very well to their teacher's opening remarks where she used pictures to help them recall their five senses. The children then had to taste a number of objects and describe what they were like. Most children could describe a sweet or salty taste. Throughout this session the use of resources was well managed and children's learning was additionally reinforced by the educational support assistants who worked closely, along with the teacher, in encouraging and prompting pupils with their activities. As a result, all children really enjoyed their work, behaved very well and made very good progress in their learning.
- 28 Where teaching is less satisfactory and on occasions unsatisfactory or poor, it is usually where pupils are presented with less challenging work, or where the amount

of work they are required to do, in a given period of time, is insufficient given their prior attainment levels. On these occasions, as happened in a poor Year 1 English lesson, pupils paid little attention to their teacher or to the instructions given, became restless and misbehaved. As a result, little learning took place and pupils made poor progress. These occasions are, however, rare in what overall is a high level of good quality teaching right across the school.

- 29 Teachers have a very good knowledge and understanding of most of the subjects they teach. This is most noticeable in English, mathematics and science. In subjects where such knowledge is most secure, pupils' learning is enhanced. One or two teachers are less confident in their teaching of music and ICT and this latter subject in particular, is an area the school rightly sees as being in need of some in-service training.
- 30 Teachers' planning of pupils' work is good and clearly identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required to be used during the lesson and how the structure of the lesson will proceed. These are used well by teachers to enhance pupils' learning and the amount of progress they make.
- 31 The quality and use of day-to-day assessments vary from good in some cases to unsatisfactory in others. For example, teachers are skilled in using questions to check and challenge pupils' thinking and understanding and are adept at asking good follow-up questions to pupils' initial responses. Also good use is made of plenary sessions at the end of many lessons in order to assess what pupils have learned in that lesson and to further reinforce their subject knowledge and understanding. However, in subjects other than English, mathematics and science, teachers' recording of their pupils' attainments and their subsequent use of that to plan the next pieces of work for them is more limited and, as a result, is unsatisfactory. Pupils' work is clearly marked by most teachers, although it does not always identify to pupils, in an analytical way, what they now need to do to continue to improve their work.
- 32 Homework is consistently given to all pupils right across the school whether in the form of reading books and words to learn for the youngest pupils, to more sophisticated and detailed work for the older ones. The practice of giving homework is good as is also the good use made of it to reinforce work covered during the relevant lesson.
- 33 The teaching of pupils with special educational needs is good overall and very good in the best lessons seen or when the pupils work under the supervision of well qualified and experienced classroom assistants. Teachers have a good awareness of pupils' needs and these are largely addressed well, particularly in the Foundation Stage and in literacy and numeracy lessons. Good account is taken of the targets set out in pupils' individual education plans when providing different activities. The school has made the provision for pupils with special educational needs a high priority since it opened 18 months ago. As a result, the school's agreed policy ensures that in some group activities class teachers work closely with the lower ability groups. This supports teaching and learning well. Currently there is only one classroom assistant who is employed solely for special educational needs, to support a pupil with a specific statement of need. She provides good support in lessons in whole class sessions and very good support in individual and group work. The work of other learning support assistants ranges from satisfactory to very good. The good support

overall provided by teachers and support assistants is a significant factor in the good progress made by pupils with special educational needs.

- 34 Pupils who have English as an additional language are well integrated into the life of the school. Teachers plan work at a level appropriate to their need and in this they are very well supported by a visiting teacher specifically employed to help teachers guide those pupils whose first language is not English.
- 35 In a survey carried out prior to the inspection, 90 per cent of parents agreed that the quality of teaching was good. Inspection findings show that the quality of teaching is indeed good and often very good, making a significant impact on the good progress made by pupils in their learning.

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

- 36 The school provides a rich and varied curriculum, with a breadth of interesting and relevant experiences for all its pupils, including those with special educational needs and those for whom English is an additional language. The curriculum covers all areas of the National Curriculum and the locally agreed syllabus for religious education. The National Literacy and Numeracy Strategies have been implemented successfully. The school is committed to a topic-based approach to learning and careful consideration has been given to the development of skills and concepts as well as to the links between the different subjects, for example literacy and history and geography. The focus on ensuring quality for all pupils is a strength, and the school successfully ensures the inclusion of pupils of different abilities and needs in all aspects of its work and activities. The consideration of the Japanese pupils when planning the activities for example, ensures good attention to their specific needs in literacy and addresses their cultural needs extremely well. The school has worked hard in the short time since it opened to provide a curriculum which gives appropriate emphasis to literacy and numeracy, whilst at the same time maintains the breadth of the curriculum. This provision enables pupils to develop a wide range of skills, knowledge and understanding and helps them, to make good gains in learning in most aspects of the curriculum by the time they leave the school.
- 37 Schemes of work are in place for all subjects. These incorporate the recent national requirements. A planned review of the curriculum next term should ensure that published schemes of work are adapted to meet the specific needs of pupils in the school. Policies and schemes of work provide good guidance to help teachers plan activities which build well on previous learning and extend pupils' knowledge, skills and understanding.
- 38 The curriculum for children in the Foundation Stage is very good. Considerable thought has been given to providing learning opportunities which take good account of how young children learn. The topic approach, which has been adopted, is very successfully meeting children's needs. Termly, weekly and daily planning are very good and exceptionally good links are made between different areas of learning. For example, many activities promote literacy and social learning as well as focusing on another area such as in role-play activities. Appropriate emphasis is given to learning in communications, language and literacy, mathematics and personal, social and emotional development. There is a good balance between adult directed and child initiated activities so that children can be encouraged to take a degree of responsibility for their learning. The needs of all pupils, including those with special educational

needs, those for whom English is an additional language and gifted children are very well met. As a result of the very good curriculum, children are developing very good attitudes to their learning and are making good progress in all areas.

- 39 The curriculum for pupils in Key stages 1 and 2 is broad, balanced and relevant with many strengths. It meets statutory requirements in all subjects. The curriculum for religious education meets the requirements set out in the locally agreed syllabus satisfactorily.
- 40 There are weaknesses in the design and technology curriculum. The process of designing, making and evaluating is not securely in place and the range of experiences, for example in textiles, food and other materials, is not developed consistently. Therefore key skills are not always built upon systematically. The time allocation to subjects is balanced. English, mathematics and science receive full attention and there is sufficient time over the course of the school year for other subjects to be addressed satisfactorily. Schemes of work are in place for each subject of the National Curriculum, taking account of new national guidance. Planning is good. There is a consistent approach across the school to long, medium and short-term planning which focuses well on key skills and concepts. There is effective use made of ICT to support pupils' learning in some subjects, for example literacy. Nevertheless, the use of modern technology to enhance learning opportunities across the curriculum is an area for further development. Equality of access and opportunities for all pupils are good and reflect the aims of the school.
- 41 The National Literacy and Numeracy Strategies have been effectively implemented. Planning for the literacy hour sessions is good overall, although there is insufficient emphasis on extending writing opportunities. Planning for numeracy is also good. Skills and concepts learned in literacy and numeracy are built upon effectively through the links made with other subjects of the curriculum.
- 42 A new programme for personal, social and health education has been developed. A draft policy is in place, which incorporates 'circle' time and behaviour within the provision. Sex and drugs education is taught through the science and personal, social and health education provision with the school nurse contributing to sex education for pupils in Year 6. Good attention is also given to pupils' personal development in their learning in other subjects.
- 43 The curriculum for pupils with special educational needs is very good overall, particularly in Key Stages 1 and 2, and pupils have full access to all the school's activities. Overall planning in the school is good and this means that pupils' needs are met well in nearly all lessons. Due to the very good procedures for identification of special needs pupils, individual education plans are completed for those on all stages of the register and often for pupils who have not yet been placed on the register, but about whom staff have raised a specific concern. The plans are very well thought out and give clear guidance for all those who work with special needs pupils to help them plan appropriate activities, particularly in English and mathematics. The school also makes very good provision for specific physical or emotional needs which are also identified in individual education plans. In literacy and numeracy lessons, activities are planned for and taught to groups of similar ability with, on occasions, individual work. This results in pupils' needs being met well. Planning is used effectively by both class teachers and support assistants. The school makes very careful decisions as to the balance of in class support and withdrawal of pupils, ensuring that pupils have access to the full curriculum as well as meeting their needs well. This means that pupils with special educational needs make the same good progress as other pupils in their

class. That progress is not better than this is mainly because the school has only been open for 18 months and provision has not had sufficient time to have had an even greater impact.

- 44 The needs of the small number of pupils with English as an additional language are met well. The good provision ensures that these pupils participate fully in the National curriculum and play a full and active part in the life of the school. An example of the consideration given to the Japanese pupils was seen in an exciting cultural afternoon where parents of Japanese pupils provided an insight into Japanese life. English and Japanese pupils worked together on a range of activities incorporating Japanese food, writing, origami and Japanese games and stories. The school's policy for equal opportunities is implemented well and enables all pupils to make good progress within lessons, given their prior attainment levels.
- 45 The curriculum is also enhanced by a very good range of extra-curricular activities. These include football, netball, French, recorders, drama, art, sewing, choir and an ICT club.
- 46 Visitors to the school include artists and performers for an arts week and the local minister. The school has only been operating for a short time, therefore has not had sufficient time to develop the use of visitors and visits, but plans are in hand for the coming year. For example, a residential experience is planned for older pupils in Key Stage 2 incorporating geography and outdoor adventurous activities.
- 47 The school has established good links with the local secondary school, particularly through the performing arts where a teacher from the local secondary school is undertaking a dance project with pupils in the school. The headteacher is committed to strengthening links and building constructive relationships with other schools.
- 48 The school makes good provision for the personal development of pupils. Teachers make good use of chances to promote spiritual, moral and social development when they arise in lessons, but very few opportunities are included formally in planning for Key Stages 1 or 2. There is very good provision for personal development in the Foundation Stage. Most parents consider that the school is helping their children to become mature and responsible.
- 49 The school has established good, effective links with the local church and the minister visits regularly to lead assemblies and contribute successfully to religious education lessons. The school provides a good daily act of collective worship for all pupils which often includes opportunities to think about other people's feelings and beliefs. Assemblies are used well to develop the ethos of the school.
- 50 The school teaches pupils well to tell the difference between right and wrong in assemblies, in circle discussion time and through the management of behaviour. Staff take time to explain to children why their behaviour is unacceptable and they use sanctions sensibly. School rules are well used to emphasise moral awareness. Good opportunities are provided for pupils to think about people who are less fortunate than themselves.
- 51 The school's provision for the social development of pupils is good. Pupils are encouraged to work in different pairs and groups as well as to share equipment.

Children in the Reception classes are taught clear classroom routines, and Year 6 pupils can choose to help in Reception classes during Friday's free choice time. The school has not yet had time to provide more formal opportunities for pupils to learn to take responsibility.

- 52 There is very effective provision made for the cultural development of pupils and this is a strength of the school. The annual arts week enables pupils to learn from artists and parents in a stimulating way. The school uses the cultural background of pupils from overseas very well. For example, the Japanese afternoon for Y6 pupils was an exciting collaboration of staff, pupils and overseas parents that made a significant contribution to cultural and geographical awareness. Pupils are prepared very well for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 53 The school has very good arrangements for ensuring the welfare, health and safety of pupils. No health and safety concerns were identified during the inspection. Meals are served with due regard to hygiene and the school has good first aid cover. Staff supervise the playground well at lunch and break times. Child protection arrangements meet statutory requirements. The school has excellent security features and systems.
- 54 Although few formal systems are in place to monitor and record pupils' personal development, all staff know their pupils well and positive relationships are a feature of the school. The school uses this knowledge well to report personal development to parents. The school promotes good attendance by discouraging families from taking holidays in term-time. This has proved effective as attendance has improved significantly in the past year. However, a few registers do not distinguish between authorised and unauthorised absence so that the attendance patterns of individual pupils cannot easily be monitored.
- 55 The school has established an effective behaviour policy which is used consistently in most instances to help pupils behave well. Pupils understand the system of rewards and sanctions. Circle discussion time is planned so that pupils can discuss feelings and concerns, and this is effective in discouraging bullying and oppressive behaviour.
- 56 The systems for assessing children's work and progress in the Foundation Stage are good overall and are developing very well. The very good assessment and recording of reading which is used in the reception classes is also used across the school and gives very clear guidance to teachers about the progress children are making. The school's procedures for early identification of children who may have a specific need means that the assessment of children with special educational needs and for whom English is an additional language is very good in the Foundation Stage. The systems already in place, together with the very good knowledge teachers have of individual children means that they are planning very well to build on and extend children's learning and result in the good progress children make.
- 57 Assessment procedures are satisfactory in most subjects and in English and mathematics in particular they are good. Procedures for assessing pupils' writing is detailed and thorough in most classes, and results in targets being set for individual pupils. There is a good system for recording pupils' progress in reading which systematically builds on pupils' acquisition of skills. In some subjects, systems are recent and have not had time to be fully embedded. Informal assessments take place in subjects such as music and physical education. The good systems developed in

English and mathematics have not yet extended to all areas of the curriculum and in history, geography and design and technology, assessment strategies have yet to be put in place. The use of assessment information to help teachers plan the next work for their pupils is satisfactory overall. The headteacher has begun to analyse information, including National Curriculum test data, to identify variations in attainment between different groups of pupils. For example, the performance of boys in the national tests at Key Stage 1 prompted the purchase of more appropriate texts for boys in the reading scheme. The data also enables the school to target pupils for additional literacy. However, the headteacher carries a major share of the curricular responsibilities in the school because of the current staffing situation, and she is aware that the use of assessment information to plan the curriculum is at an early stage of development in many subjects.

- 58 A tracking system has recently been set up for every pupil which will allow the results of national and optional tests, as well as other assessment data, to be analysed in order to identify pupils' needing more support, including those who are higher attainers, and to set appropriate targets for all pupils.
- 59 The school cares very well for all its pupils who have a specific need. This is mainly as the result of the very good leadership by the headteacher who is also the special educational needs co-ordinator and who is very active in ensuring pupils' needs are met very well. The assessment of pupils with special educational needs is very good and very well organised. The school is particularly good at identifying which pupils may have need of extra support. Diagnostic testing takes place in English for all pupils at the beginning of each year and this helps staff to decide which pupils need extra help and in what areas. In addition, the very good knowledge teachers have of individual pupils means that staff are constantly vigilant as to which pupils may need extra support in either their academic or personal development. Initially a "Concern Sheet" is completed for pupils who may have a specific need. Often an individual education plan is completed for these pupils and regularly reviewed before a decision is made as to whether a pupil should be placed on the register. This very good support means that pupils receive well-targeted help early on and often means they do not have to be placed on the register. Individual education plans are very well thought out and address pupils' needs very well, covering emotional and behavioural support as well as learning needs. They give very effective guidance to all staff, which enables them to meet pupils' needs very well. In addition, the individual education plans give very useful guidance as to what pupils themselves need to do to improve and also as to how parents can help their children at home. The information in pupils' individual education plans is used effectively by teachers to help plan the next stage for pupils' learning. This ensures that pupils make progress at a rate which is good for their ability.
- 60 Very good support is also given to pupils who have specific emotional and behavioural difficulties, particularly by the headteacher who is a very effective counsellor to pupils. The regular assessment and review of pupils who are on the register is very good, taking place more often than is required in the Code of Practice. The school fully complies with statutory requirements for pupils with special educational needs and also has a policy for meeting the needs of more able pupils. Very good use is made of specialist staff from outside agencies. Currently the speech and language therapist gives good advice to the school and, as a result, a learning support assistant is able to give regular support to a pupil with specific needs in this area. In addition, due to a high number of pupils with specific emotional and behavioural needs, a learning support teacher is working at the school for one day each week.

- 61 The headteacher has identified the use of assessment information to plan the curriculum together with the setting of more closely defined targets as areas for development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 62 The school has established a very effective partnership with parents. The head teacher and her staff are easy to approach and the administrative staff are particularly welcoming.
- 63 Parents have a positive view of the school, and most parents, responding to the questionnaire, felt that the school works closely with them. Parents and carers are encouraged to come into class in the Foundation Stage and Key Stage 1 in order to assist their child with a set early morning task each day. This arrangement helps to promote a sound partnership between home and school. Many parents volunteer to help in class or to accompany visits, and the school provides good training for them. The school has also developed close co-operation with parents of children from overseas. For example, Japanese parents are encouraged to contact the school by fax if they cannot manage to talk on the telephone. However, a small minority of parents do not listen to their child read regularly or encourage them to complete homework. Parents make a significant contribution to the work of the school, not least, for some of them, as members of the governing body.
- 64 Parents of pupils with special educational needs are fully informed of the progress their children are making. Very good thought has been given to involving them in their children's learning by identifying ways they can help their children at home in the individual education plans.
- 65 The school provides very good information about what it teaches. Parents are given good information about their child's progress through consultation evenings and written reports. Teachers are also happy to see parents at the end of the day to discuss concerns. The inspection did not endorse the view of a significant minority of parents that they are not kept well-informed about their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 66 The leadership and management of the school are good and are having a positive impact on pupils' achievements. The headteacher and governors aim to maintain the highest teacher to pupil ratio that the budget allows. The governors and staff are committed to achieving the goal of providing a high quality education for all pupils. The headteacher leads by example and in the short time since the school opened her enthusiasm has resulted in strong support and commitment being gained from the teaching, support and administrative staff team. The school's aim and values are reflected well in the positive ethos where there are harmonious working relationships between staff and pupils. These factors are a good basis for future improvement.
- 67 The school benefits from the very good leadership provided by the headteacher who has a clear vision for the school. This vision is clearly presented in the school development plan. Since the school opened she has led and managed both the school and community facilities very well. The relatively late consideration given to the appointment of a community development worker has resulted in an onerous workload that has not deflected her from her prime aim of developing a safe, secure and stimulating school for pupils who, as a result, experience a rich and exciting

curriculum. Her drive and enthusiasm are a significant reason for the progress the school is making at a time of staff instability due to factors beyond her control. At the time of the inspection the two senior teachers who make up the senior management team were on maternity leave. Furthermore, three teachers were on temporary contracts. Despite these factors and the relative inexperience of the majority of teaching staff a learning environment of good quality has been maintained. There is a good reflection of the school's aims and values at all levels within the school, particularly in the relationships that exist between staff and pupils and the development of a 'learning culture'.

68 The governing body fulfils its statutory duties and carries out its work satisfactorily, although there are minor omissions in the prospectus and in the annual report to parents. Furthermore, there is a need to ensure that a clear distinction is made between authorised and unauthorised attendance in registers. Governors have a good understanding of the strengths and weaknesses of the school. A major factor underpinning governing body decisions is the provision of the best quality education for pupils and the need to raise educational standards. An appropriate structure of committees has been established to utilise governors' skills. There is a commitment to self-improvement and training, both as a whole governing body and through attendance at local authority courses. Governors' understanding of the community that the school serves is good and they are therefore well placed to act as a critical friend to the headteacher. They have raised their awareness of the school curriculum and teaching by making classroom visits and receiving presentations and reports from subject co-ordinators. A good working relationship is developing between the governors and headteacher and accountability and financial monitoring roles are effective. However, they are not yet fully involved in shaping the school development plan or in evaluating the progress the school makes to achieve its targets. Governors understand their strategic responsibilities but this aspect of their role is underdeveloped.

69 Within the school development plan the headteacher has prioritised areas for curriculum development appropriately. Schemes of work have been developed for all subjects. The school has adopted the National Literacy and National Numeracy Strategies and the national guidelines for science and other subjects. The headteacher uses external advice and support from the local authority well as is evident in the improvements made to the science curriculum. There are plans to link with a local secondary school to improve the transition for Year 6 pupils and to utilise specialist teaching expertise in mathematics, science and design technology. Monitoring of English, mathematics, science and special educational needs by the headteacher is good. She has clear policies and plans to develop the role of subject co-ordinators but these have been thwarted chiefly as a result of the high staff turnover and the proportion of newly qualified staff. As a result the headteacher is temporarily overloaded with curriculum subject responsibilities until senior staff return and further permanent appointments can be made. A number of subject co-ordinators have been allocated responsibility within the current academic year and therefore have not been in post long enough to initiate development in their subject. As a result of staff changes it has not been possible for all subject co-ordinators to monitor planning, sample pupils' work and observe teaching. Currently, as a result of these factors the overall quality of the monitoring, evaluation and development of teaching and taking of effective action to initiate improvement is barely satisfactory. It

is however recognised that school structures exist that provide a clear basis for future improvement. The delegation of subject responsibilities and development of co-ordinators with budget holding responsibilities are immediate priorities.

- 70 A sound appraisal system for teaching staff is in place and a draft performance management policy of satisfactory quality is to be ratified by governors shortly. All educational support staff have been observed in their roles and informally appraised. There are good policies and procedures for the induction of newly qualified teachers and the school has good potential for training.
- 71 The quality of the comprehensive three-part school development plan is very good. The document incorporates the longer term strategic plan, an improvement plan targeted specifically to raise standards in the quality of learning and a maintenance plan of annually reviewed policies and procedures. There are specific targets and responsibilities within designated time scales although the process could be sharpened by the inclusion of success criteria. The priorities for development within the improvement plan of raising attainment in all aspects of writing and increasing pupils' enjoyment of writing, to improve the use of statistical data to track individual pupils and to provide a range of learning styles to meet pupils' needs are most appropriate.
- 72 The provision for special educational needs has been a priority from the time the school opened. The headteacher is the special educational needs co-ordinator and she has created an ethos which is committed to meeting the needs of all pupils. This has resulted in the very good provision seen and the commitment of all staff to addressing pupils' needs and to planning well for them. As a result, pupils make good progress and achieve well for their abilities. The leadership and management of the provision is very good and the headteacher is very effective in managing her time to liaise with staff, to monitor the provision and to evaluate pupils' progress. Very good thought is given to the deployment of education support assistants and to balancing the level of withdrawal and in class support appropriate for individual pupils. The headteacher is very effective in using the help from outside agencies to meet pupils' needs. Not only does this provide direct support for pupils, but also helps teachers increase their awareness and expertise in providing well matched activities for pupils. The quality of the provision is also very well supported by the governing body. The named special educational needs governor has a very good knowledge of this aspect and gives very good support to both staff and parents.
- 73 Financial planning is well linked to development planning and there is a careful systematic process of budget monitoring. The experienced administrative officer has established sound procedures and provides a detailed analysis of the school's financial position. She works closely with the headteacher, chair of finance and Governing Body to monitor expenditure on a monthly basis. Spending is targeted effectively. For instance, the priority given to the establishment of single age classes is a structure well matched to the needs of pupils and the curriculum. All issues raised in the most recent auditor's report have been dealt with. The school makes very good use of specific funds. The budgets are allocated extremely well, for example, for pupils with special educational needs, to provide book resources for multicultural education and for pupils with English as an additional language. The governing body is aware of the principles of best value and the need to consult widely when considering major spending decisions.
- 74 The use of ICT by management and teaching staff is very good. School policies and information to parents is word processed and of a high standard. School budget

administration is computerised. There are plans to initiate the computerised analysis of National Curriculum tests and school-based test data later this year to assist staff in setting focused pupil targets. All permanent staff have received an introduction to school-based ICT training which is to continue later in the year. Six lap top computers have been purchased to assist staff in the development of their ICT skills.

- 75 School staffing is satisfactory. Although there is an appropriate number of staff qualified to teach the National Curriculum, religious education and children in the Foundation Stage, a significant proportion are inexperienced or on temporary contracts. Staff are adequately qualified to teach the range of the curriculum although in some subject areas such as ICT and design and technology further training will enable the curriculum expectations to be met fully. There is a staff spirit of teamwork and the ability and commitment amongst the vast majority of staff to improve pupils' standards. The targeting of educational support staff to Key Stage 1 classes has resulted in significant gains in pupil progress and provides sound foundations on which to build in Key Stage 2. Not all staff are sufficiently experienced to brief and deploy classroom assistants in order to maximise their contribution to pupil learning.
- 76 The accommodation is spacious and of a very good quality. The one area that detracts from the new school building is the use of a Year 2 temporary classroom outside of the main building. The subsequent increase in the overall number of pupils in the school also increases the pressure on lunchtime and playground provision. Within the main building the current computer suite is too small to teach all whole class groups. In particular it is difficult to give whole class demonstrations effectively and for all pupils to always work within the one room. Learning resources are very good. This is primarily due to the headteacher's prudent spending ability and the targeting of specific resources to pupils' needs and specific subject areas. As a result of national funding, school computer resource provision is very good, though classroom computers are under-used in lesson time in order to develop cross-curricular skills. The existing buildings and grounds are well maintained by the site manager.
- 77 Inspection evidence confirms that this is a good school and that pupils have made good progress since entry. The overall quality of teaching is good. The leadership and management of the headteacher are very good. In a limited space of time an effective working relationship has been established between the governing body, headteacher, parents and the wider community. The school has an above average income per pupil but nevertheless gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 78 In order to build on the many positive aspects of the school the governors, headteacher and staff, in co-operation with the local education, should:-
- (1) raise further the standards being attained by pupils when they leave the school, particularly in English, mathematics and science by:
 - (a) building on the good teaching practice evident in many areas of the school as well as implementing the good structures that are in place to support pupils' learning;
 - (b) having a more consistent approach to the marking of pupils' work right across the school;
 - (c) increasing the amount of work pupils are required to do in some lessons.

(Paragraphs 7, 10, 28, 40, 88, 92, 93, 94, 95, 99, 104, 105, 108, 113, 120, 123, 126, 134, 137, 138, 144, 153)

- (2) improve the procedures for the assessment and recording of pupils' work by:
 - (a) extending the good practice in English, mathematics, science and ICT to all other subjects;
 - (b) using the information from the assessment of pupils' work to plan subsequent work.(Paragraphs 29, 57, 58, 61, 96, 118, 124, 129, 137, 155,161)

- (3) review the current approach to the monitoring of pupils' work and the quality of teaching by:
 - (a) developing a more structured approach to enable subject co-ordinators to be able to check the rate of pupils' learning in their subject and to provide support for other teachers;
 - (b) review the roles and responsibilities of the school's senior managers with regard to the monitoring of teaching and other aspects of school life.(Paragraphs 67, 68, 69, 96, 106, 114, 125, 132, 137, 143, 148, 155, 159)

In addition to the issues above the following should be considered for inclusion in the action plan:

- Ensuring that school's registers accurately record reasons for absence.
(Paragraphs 18, 68)

- Ensure that omissions from the school's prospectus and governors' annual report to parents are included in future documents.
(Paragraph 68)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	53	29	3	1	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	223
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	8.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
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
	2000	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	14	14	14
	Total	28	30	31
Percentage of pupils at NC level 2 or above	School	88 (n/a)	94 (n/a)	97 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	14	14	14
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	91 (n/a)	94 (n/a)	94 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Figures for Key Stage 2 are not included as the small cohort of pupils taking the test makes such figures statistically unreliable.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	2
Bangladeshi	0
Chinese	5
White	209
Any other minority ethnic group	0

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	23
Average class size	24.7

Education support staff: YR -- Y6

Total number of education support staff	8
Total aggregate hours worked per week	130

Financial information

Financial year	1999/2000
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	£
Total income	395 345
Total expenditure	403 603
Expenditure per pupil	1809
Balance brought forward from previous year	23 335
Balance carried forward to next year	15 077

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	0	1
My child is making good progress in school.	54	44	0	0	2
Behaviour in the school is good.	37	51	10	1	1
My child gets the right amount of work to do at home.	34	49	9	6	1
The teaching is good.	51	39	6	1	1
I am kept well informed about how my child is getting on.	37	42	20	1	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	5	2	0
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	38	52	6	2	2
The school is well led and managed.	59	31	4	2	4
The school is helping my child become mature and responsible.	39	49	6	4	2
The school provides an interesting range of activities outside lessons.	44	38	8	4	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 79 Children begin school in the September of the academic year in which they reach statutory school age. Good thought has been given to helping children settle in to school. In the first few weeks of the September term they attend for two half days, gradually building this up to full time by half term. The prior attainment of children varies, but overall, it is similar to that expected for their age. Many children have attended a playgroup before they start school. There is good liaison with the playgroup which meets in the same building and this gives support to children when they transfer to full time education. The school also provides an effective brochure to help parents prepare their children for school.
- 80 Since the school was opened 18 months ago, very good thought has been given to meeting the needs of children in the early years of their education. As a result, the provision for the new Foundation Stage is very good. Children make good progress in all the areas of their learning. Evidence of the good progress made in the Reception classes is also supported by the standards seen in the current Year 1 classes where they are continuing to make good progress. Nearly all children in the current Reception classes are making good progress towards the early goals for learning and achieve well for their abilities. By the time they enter Key Stage 1 most children are likely to reach the standards expected for their age and in some aspects, for example their early scientific learning and art skills, they are likely to exceed them. Individual children's needs are provided for well. There is early identification of pupils with special educational needs and also those who show a special talent, for example in reading. These children also make good progress.

Personal, social and emotional development

- 81 The curriculum for children's personal, social and emotional development is very good and this aspect is taught well. Children make good progress in developing good social skills and attitudes to work. When asked to do so, they work well co-operatively although many still choose to work and play on their own. Children are kind and helpful to each other and there is very little unsatisfactory behaviour. Some children still find it difficult to listen to others and to take turns. Other children are very passive and need encouragement to respond. Teachers are very skilled at managing and encouraging children and so they make good progress in this aspect. Children take good care of resources and responsibly tidy away. As a result of the consistently high levels of good and very good teaching, children are very well motivated and are developing very good attitudes towards their work. By the time they enter Key Stage 1 most children are likely to reach the expected standards in this area.

Communication, language and literacy

- 82 The provision to promote children's communication, language and literacy skills is good. Through encouragement in whole class and group sessions children are helped to listen accurately and explain themselves clearly. As a result, most children communicate effectively and at a level expected for their age. Overall, the quality of teaching is good. Early literacy skills are well taught and children are encouraged to develop a very positive attitude to stories and books in general. For example, they very much enjoyed hearing the story of "The Two Babies" and 'guessing' what a word in

the text was likely to be. The teacher was very skilled in using every opportunity to promote progress, for example in pointing out that words like 'crying' and 'smiling' have the same ending and are the same type of word. These very good strategies, together with regular reading to their teacher and to parents help children to make good progress in this aspect. The standards in reading range from below to above average. All children handle books correctly, know that they read from left to right and that pictures help to "tell" the story. Most recognise a few words. The majority of children can recognise between ten and twenty common words and attempt to build others by using the sounds. The best readers read very fluently and accurately at a level that is above average. All children are encouraged to write their letters accurately and nearly all write their name using the upper and lower case correctly. The majority of children are forming their letters fairly well and their writing is becoming more fluent, but only the higher attaining children are confidently writing in sentences. However, all children attempt to write the correct sequence of a story, for example in the books they made about "Jack and the Beanstalk". In this area of learning the majority of children are likely to reach the standards expected by the time they enter Year 1 and in their attitudes to and knowledge of books, they are likely to exceed the standard expected.

Mathematical development

- 83 The curriculum for children's development and awareness of mathematical skills is good and this area is taught well. Children make good progress in their knowledge and understanding of both skills and concepts. Teachers focus very well on mathematical vocabulary and this helps children to understand more easily. Good practical activities mean that most children recognise, count and order numbers from zero to ten, with the higher attaining children doing so to 20. Children are developing an early knowledge of addition and subtraction and can say that "one more than six is seven and one less than five is four". Children make simple comparisons and know whether an object is longer or shorter than, or taller or smaller than, another. Children are developing a good knowledge of both two- and three-dimensional shapes and sort the latter correctly into those that can roll and those that can't. Children's knowledge of shape is above that expected for their age, but in all other aspects of mathematics, they are likely to reach the standards expected by the time they enter Year 1.

Knowledge and understanding of the world

- 84 Both the curriculum and teaching to help children develop knowledge and understanding of the world around them is very good. In particular, the provision for developing early scientific skills, knowledge and understanding is of a very high quality. Very good thought has been given to providing topics which interest children. For example, they test the liquid-proof properties of different nappies and not only gain a very good knowledge about the properties of different materials, but also about what constitutes a fair test. Children are also given very good support in using all their senses in their investigations, for example when tasting different baby foods. The very good thought which has been given to developing a curriculum through a topic approach means that in their current topic, children are learning early historical skills about changes over time when comparing what they wore or played with as babies with what they wear and play with now. Other very good activities help children to learn about the importance of baptism in the lives of Christian families. The scrutiny of children's work shows they are making good progress in this area. For example, they know the conditions which beans need in order to grow and correctly label the parts of a bicycle. Children are also developing a secure understanding of technology and its use and are confident when using computers. As the result of the very good provision

and the good progress they make, children reach standards above those expected for their age.

Physical development

85 Both the teaching and curriculum for physical development are sound and appropriate and children make satisfactory progress overall in developing their skills. Children's manipulative skills are developed through the handling of objects such as puzzles, the use of pencils, crayons, and other resources for art and craft activities. Their skills in cutting, sticking and shaping materials vary, although most children have the expected skills for their age. The secure outdoor play area and good quality wheeled toys ensure children make sound progress in developing co-ordination and a sense of space. Although there is no covered outdoor play area or large apparatus, the use of the school hall for many activities compensates for this. Children make good progress in developing their throwing and catching skills. By the time they leave the Reception classes most children reach the standards expected for their age.

Creative development

86 A very rich curriculum, which is taught well, has been provided for children's creative development. In this aspect they are making good progress, particularly in developing their art skills which are above those expected for their age. Overall most children reach the standards expected by the time they enter Key Stage 1. Children's standards of drawing and mark making are only around average when they start school, but very good teaching of art results in work of a very high standard. Children make very detailed observational drawings, representing animals and people well. Their use of colour, texture and form is very good, for example in the sunflower pictures they paint in the style of Van Gogh. Exceptionally good pastel and tissue collage pictures represent Monet's 'Waterlilies'. Children enjoy role-play and teachers are good at directing them to focus very carefully on different roles, for example in deciding how to be a mother or a nurse at the baby clinic. As a result, children make good progress in learning about how to "act" in other roles. Satisfactory opportunities are provided for the development of musical skills and all children enjoy singing action songs. Overall, in their creative development, children reach the expected standards by the time they leave the Reception classes.

ENGLISH

87 The Year 6 cohort who took national tests in Year 2000 was too small for statistically reliable comparisons to be made with either national standards or the results of pupils in similar schools.

88 Inspection findings show that pupils' standards at the end of Key Stage 2 are below national standards. The proportion of pupils exceeding national standards is also below the national average. The high level of pupils having special educational needs in the current Year 6 cohort is a major factor contributing to these standards. However, pupils are achieving standards that are appropriate for their ability, given their prior levels of attainment when they entered this new school 18 months ago. The progress of pupils in Year 6 has improved considerably whilst they have been at the school, which is confirmed through an analysis of their reading ages and by the work that has been produced in their books. In spite of below average standards, pupils are making good progress given their low standards when they joined the school. This is largely due to the effects of the National Literacy Strategy, the high proportion of good and very good teaching and the use of assessment to set targets

and adjust planning. Other factors influencing pupils' progress include additional literacy support and 'booster' classes, the targeting of writing in the school development plan and the very good provision and use of resources for learning. Pupils with special educational needs and those with English as an additional language are well supported and make good progress towards their specific targets.

- 89 In the end of Key Stage 1 tests in 2000, pupils' performance in writing was similar to the national average, but below in reading. The proportion achieving the higher Level 3 in reading and writing was below the national average. Compared with similar schools results in reading were well below average and in writing were below the average. Inspection findings for current pupils shows attainment to be broadly average by Year 2.
- 90 When pupils start in Year 1 they have reached the standards expected for Reception children. Pupils make satisfactory progress in speaking and listening, reading and writing. Pupils with special educational needs and those for whom English is an additional language make good progress because of the well targeted resources, particularly additional support staff and the clearly identified targets set within individual education plans, which ensures work is suitably matched to pupils' needs.
- 91 There is no significant difference in the performance between boys and girls. Although some difference is evident at Key Stage 2, the small cohort makes these statistics unreliable. Last year was the first time that the national tests have been taken in this new school. Therefore it is not possible to comment on trends in pupils' standards over a significant period of time.
- 92 Standards in speaking and listening by the end of Key Stage 1 are similar to those expected nationally. Standards of speaking and listening are below average at the end of Key Stage 2. Pupils at the end of Key Stage 1 listen attentively to their teacher and each other. They are eager to answer questions and most do so clearly as seen in a non-fiction reading lesson when pupils explained the term 'ellipsis', expressed opinions about the text, and explained how dictionaries were organised. Teachers provide good opportunities for pupils to engage in discussions. As a result, pupils gain confidence in speaking aloud to an audience. By the end of Key Stage 2, whilst most pupils listen attentively, many do not have the necessary skills to engage in extended conversations. They do not have a very wide vocabulary and, in spite of the skilful questioning by the teacher, many pupils remain passive in lessons. Few volunteer ideas or engage in discussions. Their knowledge and understanding of vocabulary such as 'propaganda' in a lesson seen on persuasive writing, was limited.
- 93 Reading standards are broadly average at the end of Key Stage 1. They are below average at the end of Key Stage 2. Higher attaining pupils read very fluently and expressively. They have a good understanding of their reading and make good use of punctuation to gain effect when reading aloud. They predict what might happen next and articulate clearly when discussing their reading. Average readers are less expressive and fluent but make satisfactory use of phonic skills to help build unknown words. Lower attaining pupils are more hesitant and need greater support from adults to use phonic clues. By the end of the key stage most pupils know about authors and illustrators. They read regularly to teachers and other adults and also read aloud in groups and as a whole class in literacy sessions. Books are taken home regularly and some parents comment in the home/school diary. Reading records in school are purposeful and informative. Teachers maintain these well and this is contributing to improving standards in reading. In Key Stage 2, higher attaining pupils read a good selection of fiction and non-fiction books and express preferences for favourite

authors giving reasons for their choice. Pupils in Year 6 who are average and below average attainers lack confidence when reading aloud. Reading lacks expression and uncorrected errors indicate weaknesses in phonic skills for some pupils. Higher skills of inference and deduction are limited except for the more able readers. Reading comprehension skills are weak for a significant proportion of pupils. For example, in a Year 6 literacy lesson half of the class struggled to read the shared text of a persuasive letter with fluency and meaning. The good teaching in this lesson extended pupils' understanding of how a letter expressing an opinion should be structured and many had increased their awareness of how powerful vocabulary can be used to influence the reader. Nevertheless, skills remained below average. Most pupils know how to use dictionaries. Few pupils belong to a public library, although all borrow from the school library. However, the frequency of reading at home was reflected in many pupils' low levels of ability.

94 Writing skills are average at the end of Key Stage 1. By the end of Key Stage 2, writing skills are below the standard of most eleven-year-olds. Pupils at the end of Key Stage 1 write for the expected range of purposes, including descriptive poetry of 'What is red?', retelling of traditional stories, news and character descriptions. Most pupils structure their ideas through a series of linked sentences, using simple punctuation with reasonable accuracy. Sometimes interesting words or phrases are chosen, for example in a poem on Autumn, one child wrote 'Autumn spreads a pot of light'. Higher attaining pupils express their ideas clearly, choosing imaginative vocabulary and using punctuation increasingly for effect. Spelling standards are satisfactory, with higher attaining pupils making a good attempt to spell words such as 'exercising'. Descriptive language in the Autumn poem by a higher attaining pupil refers to Autumn 'softly swooping in and out of trees'. Most pupils are not yet joining their letters and standards of presentation are below average for a significant minority of pupils. By the end of Key Stage 2, although pupils write for an increasing range of purpose, few pupils write at length. There is evidence of the use of paragraphs and skills in punctuation are extended to the use of speech marks and, on occasions, question marks. However, writing often lacks imaginative descriptions and tenses are sometimes muddled. There are weaknesses in spelling for a significant proportion of pupils. Presentation is sometimes untidy. Teachers make good links to other subjects thus reinforcing literacy skills. For example in geography, pupils write about a Tsunami, select the key facts, create a flow chart and label a diagram. In religious education factual accounts explain how the Bible is structured while in history, pupils write a personal account of a visit to Chedworth Roman Villa. Most pupils have developed a cursive script by the time they leave the school.

95 The quality of teaching is good overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. During the inspection, good or very good teaching was seen in most classes. In the very good teaching, teachers are clear about what they want pupils to learn and have high expectations of the standards that all pupils are capable of attaining. This, together with their own very good subject knowledge, ensures they are responsive to pupils' needs and are able to intervene skilfully to move pupils on in their learning. This was the case in a Year 5 lesson related to writing for different audiences and from a particular point of view. The teacher helped pupils grasp the concepts of past tense, third person and speech marks. Pupils were keen to write because they were highly motivated by the teacher's opening session. Most used speech marks, wrote in paragraphs and edited their work with the help of well prepared editing cards which had been prepared for pupils on an individual basis. As a result of this very good teaching, pupils made good gains in learning to write from a different viewpoint, even though their standards remained below average. Most teachers plan their lessons well, have good subject knowledge and give clear

explanations. Conversely in the one poor lesson seen, the presentation lacked 'sparkle' and pupils were not motivated. The poor behaviour which resulted prevented the lesson from progressing satisfactorily. Most pupils visited the toilet, fidgeted and were off task for much of this lesson, covering very little work. With the exception of one class, work is marked regularly, but the quality of marking is inconsistent. The best practice provides constructive comments to help pupils improve their work and refers clearly to targets set for individual pupils.

- 96 The temporary co-ordinator is providing sound management for the subject in the absence of the English co-ordinator. As Year 6 teacher she is a good role model for effective teaching, but her knowledge of Key Stage 1 is more limited. Her role does not involve her sufficiently in monitoring standards in English or in the progress pupils make. Indeed, much of the onus for this falls upon the headteacher at present. Regular monitoring of planning and pupils' work is helping to improve standards. Regular assessment of pupils' writing is helping teachers to level work more confidently and set targets from these assessments. Sometimes these targets are too vague and do not provide a sharp enough focus for improving standards. The planned tracking of pupils' standards will also help to identify strengths and weaknesses for individual pupils and, as a result, set more accurate targets.
- 97 Resources for English are very good and enhance pupils' learning well. The range quantity and quality of books are very good, with good emphasis on literature from other cultures and good provision of non-fiction books. The library is an attractive feature of the school. Books are well displayed along with other interesting artefacts. Although pupils borrow regularly from the library, it is rarely used as a teaching resource for research and private study. Pupils' skills in the use of the library and their understanding of library catalogue systems are unsatisfactory.
- 98 Visits such as those to the Roman Villa at Chedworth and visitors to school, for example, the Shakespearean Company all serve to enhance the English curriculum as does the after school drama club.

MATHEMATICS

- 99 The Year 6 cohort who took National Curriculum tests in Year 2000 was too small for statistically reliable comparisons to be made to with either national standards or to the results of similar schools. Inspection findings show that pupils' standards in mathematics in the current Year 6 class are below national averages. A minority of pupils are exceeding national standards but this proportion is also below national averages. This is largely due to the high proportion of pupils having special educational needs in the present Year 6 class.
- 100 The results of Key Stage 1 National Curriculum tests carried out in 2000 show that seven-year-olds attained standards that are well above the national average for all schools. Compared to schools with pupils from similar backgrounds, the results are close to the average. The 97 per cent of pupils gaining Level 2 or above was above the national average and the 88 per cent gaining higher grades within the level (2B and above) was well above the national average. The 34 per cent gaining Level 3 was above the national average. There was little significant difference in the attainment of boys and girls at Key Stage 1 with both groups exceeding national averages.
- 101 Inspection evidence in mathematics confirms that pupils have made good progress in both key stages since the school opened. The adoption of the National Numeracy Strategy has provided a clear structure for teaching and appropriate daily time is

allocated to the subject. The Strategy has also had positive effects reflected in improved teacher subject knowledge, uniformity in planning with due consideration being given to every pupil's needs and clear lesson structures.

- 102 In Key Stage 1, pupils have made good progress in their learning whilst at the school. Although the current Year 2 class is making good progress it contains a higher proportion of special educational needs pupils than the cohort that took national tests last year. The current attainment is broadly similar to national averages and the school target of 75 per cent of pupils achieving Level 2B and above is appropriate and in line with national targets. By the age of seven, the majority of Year 2 pupils are working at an appropriate level for their age. They have a sound knowledge of place value to 100 and accurately partition numbers into hundreds, tens and units. Most have a good grasp of odd and even numbers, count forwards and backwards in twos, fives and tens successfully and recognise simple patterns. Pupils name and recognise correctly some of the properties of two- and three-dimensional shapes. They demonstrate proficiency in mental recall of number facts to ten, can solve simple addition and subtraction problems and apply their knowledge in the context of measurement. The majority of pupils are competent with two step number operations and use a variety of graphs competently to display their number work. Only higher attaining pupils are confident with fractions, time and division. In both Years 1 and 2, work is well presented and shows progression in pupils' learning. In the best lessons, teachers share objectives with pupils, work proceeds at a brisk pace and teachers give priority to pupils understanding ideas by handling apparatus, completing practical activities and using the correct mathematical vocabulary. For example, in Year 2, pupils worked at a brisk pace after a teacher led introduction that involved everyone. They sorted number cards below twenty into appropriate sets, placed them on Venn diagrams and justified their choices, using the correct vocabulary. The teacher planned well for different levels of ability with the lower attaining pupils receiving greater adult support and higher attaining pupils tackling harder problems independently. However, within the key stage insufficient attention is given to the correction of numeral and digit reversals or providing pupils with sufficient feedback and practice to rectify these errors.
- 103 The overall progress pupils make, including those with special educational needs and those for whom English is an additional language, as well as the teaching they receive is good in Key Stage 2. Current attainment is below expected national levels in Year 6 but evidence provided by the examination of a sample of their books when the school opened confirms that the quality, quantity and presentation of pupils' work has improved significantly. The majority of pupils in the class are tackling the nationally expected Level 4 work and handle numbers confidently. They use the four rules of number competently, use standard and informal methods to solve problems and have a good understanding of place value, which they can apply, for example, when multiplying by a two digit number. They find fractions of a given number and understand the connections between simple fractions, decimals and percentages. All but a significant minority can classify angles and describe the properties of two- and three-dimensional shapes, using the correct mathematical terminology. Pupils distinguish between area and perimeter correctly and solve associated problems as well as apply simple formula. A minority of higher attaining pupils are sufficiently confident to use and apply negative numbers, use formula to find the circumference and area of a circle and demonstrate a very good knowledge of shapes and their properties. All Year 6 pupils use the calculator competently but a minority of lower attaining pupils read decimal displays incorrectly in the context of money. Although many pupils show a basic understanding of mathematical concepts and accuracy of calculation at or above the expected level, a significant number are unlikely to

demonstrate this when completing National Curriculum tests. This is because their pace of working is often too slow when working independently. Furthermore, they give insufficient attention to checking their accuracy of recording unless reminded by their teacher. These factors were evident in a satisfactory lesson on budgeting. The class worked with calculators and the teacher used time targets to good effect. The teacher supported lower attaining pupils well but some were unclear which items needed to be multiplied by four to give a monthly budget total. In a good Year 5 lesson, the teacher involved everyone fully in the mental warm up. In the main activity three groups of pupils worked at tasks appropriate to their prior attainment levels to develop an understanding of place value and addition using informal written methods. In Years 3 and 4, pupils were observed learning about fractions. Very significant progress, attributable to very good teaching is evident in Year 3. Learning is helped by clear teacher exposition, the use of practical apparatus for demonstration and the correct usage of mathematical language. Lessons are well-structured with timed targets to inject pace and the teacher uses her refined classroom management skills to ensure all pupils remain on task. Evidence in pupil books throughout Key Stage 2 confirms the good progress made this year.

- 104 Throughout the school pupils enjoy mathematics. The vast majority show good attitudes to the subject, are interested in numbers and are taught to use mathematical vocabulary appropriately. All but a small minority in both key stages listen well and concentrate. A growing number of pupils in Key Stage 1 are able to work independently and at an appropriate pace although there is a noticeable difference between the Year 1 classes, where in one class lessons proceed at a much brisker pace than in the other. As a result, pupils tend to make more progress where the pace of the lesson is more rigorous. In the Year 2 class two pupil groups completed block graph activities well without adult supervision and the higher attaining pupils progressed to writing their own questions. Throughout the school, the majority of pupils enjoy mental mathematics sessions and work well with others in groups. This is particularly evident with pairings of pupils with English as an additional language who benefit from the opportunity to discuss work in progress with carefully selected partners.
- 105 Overall, the quality of teaching in both key stages is good. In Key Stage 2 all teaching is at least satisfactory, some lessons, for instance in Year 3, are of a very good quality. This good quality teaching helps to promote effective learning by pupils, and is associated with secure teacher subject knowledge and clearly planned lessons. The best teaching is typified by the involvement of all pupils in mental activities, clear demonstrations and refined classroom management skills. Only in the best lessons is a brisk pace linked to time targets and mathematical apparatus used to consolidate pupil understanding. There is more variability in teaching in Key Stage 1, this includes some very good lessons in Year 2 and some that are unsatisfactory in one Year 1 class. In the minority of lessons that are unsatisfactory, it is the lack of adequate classroom management, associated with the poor behaviour of a small core of pupils, that results in little progress in pupils' learning taking place. Their behaviour deflects the teacher, causes problems of pace and extends the length of sessions unnecessarily. In all classes the mental sessions are usually delivered with enthusiasm and are successful in motivating all pupils. All teachers plan lessons satisfactorily using the three-part National Numeracy Strategy guidelines. This is applied effectively in the majority of lessons with the objectives being shared with the pupils. Work is generally well matched to pupils' prior attainment levels. Pupils with special educational needs and English as an additional language make good progress in mathematics. Marking is variable, some is detailed and helpful but there are

examples of work being marked only for accuracy and, on occasions, pupils' work is left uncorrected, as, for example, in one of the Year 1 classes.

- 106 The headteacher is co-ordinating the subject in the short-term until the return of the deputy headteacher. She recognises that insufficient opportunities for using and applying mathematics occur within the current programme. A 'using and applying week' is planned for the summer term to redress the imbalance. Nevertheless, greater prominence needs to be given to this element within the on-going weekly plans and to the identification of the cross-curricular opportunities that occur in other subjects such as science and topic work. The assessment procedures in place for the subject are good. These are used consistently throughout the school. Observation of teaching and examination of pupil work by the co-ordinator and headteacher has provided the school with a clear picture of the strengths and weaknesses in the subject. Mathematics makes a good contribution to pupils' personal development. In particular, pupils have opportunities to co-operate when working in pairs and groups and to work independently. Mathematics resources are good though there are instances when their use and application could be improved. Classrooms are appropriately equipped with large demonstration and display materials such as number lines and hundred squares. Mathematical display throughout the school is of good quality. Regular and appropriate homework is set in the subject for all classes. All these factors greatly enhance the quality of pupils' learning and so aid the good progress they make.

SCIENCE

- 107 The Year 6 cohort of pupils who took the National Curriculum tests in science in 2000 was too small for statistically reliable comparisons to be made with either national standards or with the results of schools with pupils from similar backgrounds. Teacher assessments at the end of Key Stage 1 in 2000 show that 94 per cent of pupils attained Level 2 or above which is similar to the national average. However, no pupils attained the higher Level 3, which is well below the proportion of pupils who do so nationally.
- 108 Inspection findings show that the standards of the current Year 6 are below those of eleven-year-olds nationally. This is largely due to the fact that within that year group, 40 per cent of pupils have special educational needs and that this high proportion is having a significant effect on the overall standard. The inspection findings also show that whilst the overall standard of pupils is similar to national standard at the end of Key Stage 1, a significantly greater proportion of pupils are working at the higher Level 3 than did so last year.
- 109 All pupils, including those with special educational needs and those with English as an additional language, make good progress in their learning in Key Stage 1, so that by the age of seven most can name the parts of a plant and know that plants need light and water to be able to grow. They talk confidently about what happens if you heat chocolate, how it changes from a solid to a liquid, and that many everyday appliances need electricity to make them work. Pupils' work shows an understanding of simple electrical circuits and that if a circuit is broken then a bulb will not light. Many opportunities have been provided for pupils to carry out investigative and experimental work. Indeed it is largely the result of the good teaching these pupils have received since the school opened 18 months ago that has enabled them to make good progress in their learning and attain the national standards. Teachers, through the

use of well planned work, carefully matched to pupils' prior attainment levels have been successful in enabling the higher attaining pupils to achieve to higher Level 3, which is above the national standard.

- 110 The good progress made by all pupils in Key Stage 1 continues throughout Key Stage 2. However, whilst all pupils, including those with special educational needs and those that have English as an additional language do make good progress, it is not evident in the standards being attained by the end of Year 6. This is due to two significant factors. Firstly the high proportion of pupils with special educational needs particularly in Years 4, 5 and 6, and secondly the fact that most pupils have only been at the school since it opened 18 months ago. A scrutiny of the work produced then shows that since being at this school pupils have made good progress in their learning and that their standards are rising rapidly.
- 111 In Year 3, pupils know the food facts for plants, the need for water and light, and have an understanding of photosynthesis. They have a clear understanding of what constitutes a fair test and that predictions and hypotheses are a major factor in scientific enquiry. By Year 4, they understand the concepts of reversible and non-reversible change and that, when heated, ice changes to water and then to water vapour. In addition, their scientific vocabulary is increased with their knowledge of words such as condensation, solids, liquids and transparency used when studying sources of light. This knowledge is built on in Year 5 when pupils study soil and rock types. Experimental work on different soil types and the rate at which water filters through different soils is a good example of this increasing understanding of scientific concepts.
- 112 Much good progress is also made in Year 6 where pupils' investigative work becomes even more thorough. This was seen in their work to discover which materials are best insulators against noise and what the effects of a lack of water, light and soil are on the germination and growth of runner bean seeds. Pupils in Year 6 understand the concept of balanced forces and why, because of the force of upward thrust is countering that of gravity, objects are lighter when weighed in water.
- 113 The good progress made by most pupils since the school opened has been the result of a variety of factors. Teaching in both key stages is good and this is the most significant factor that ensures pupils' good progress. Teachers plan their lessons very well and no unsatisfactory teaching was seen. Teachers' expectations are high, they manage pupils very well and make good effective use of resources to enhance their pupils' learning. Such good teaching motivates pupils' interest in the subject. As a result, pupils work well, concentrate on the challenging work set and acquire new skills and knowledge quickly. They enjoy their work, particularly the experimental work, and willingly share apparatus and resources. On occasions the amount of work pupils are required to complete in a lesson is insufficient and in these more could be expected of pupils to ensure even greater progress in their learning.
- 114 The very good scheme of work ensures that pupils' systematically cover all aspects of the National Curriculum as well as receiving good opportunities for learning, particularly in the work on investigation and scientific experimentation. This practical work helps pupils to understand and consolidate their learning more effectively. Pupils are monitored regularly through tests undertaken at the end of each unit they study. This helps teachers to plan the next stages of learning and to decide whether to revise work again. Many teachers evaluate how effective the lesson has been in achieving its intentions and will willingly repeat work to ensure pupils understand what they are doing. The subject is well co-ordinated by an enthusiastic and hardworking

member of the senior management team. She supports by giving advice and help with planning, although her opportunities to do this are better in Key Stage 1 than in Key Stage 2. A review of her role is necessary in order to enable her to fulfil this aspect more effectively. She has been very effective in improving standards through her co-ordination of the subject and the involvement of the local education authority in helping her to develop science teaching and learning. ICT is not so well used and the school recognises the need to improve the profile of this subject in science through the use of control technology, linking work in ICT to the science curriculum.

ART AND DESIGN

- 115 At both key stages, all pupils, including those with special educational needs and for whom English is an additional language, make good progress in their learning and achieve well for their abilities. At Key Stage 1, pupils reach standards that are in line with nationally expected levels in the full range of skills set out in the scheme of work. At Key Stage 2, pupils build well on these skills and, as a result of the continued good progress they make, they reach standards above those expected nationally by the age of eleven. This is mainly because of the good scheme of work, which helps teachers to plan a good range of learning activities.
- 116 Key Stage 1 pupils reach average standards overall, but some aspects of their work are better. For example, the good promotion of observation skills allows them to develop good still life drawing skills. Pupils also have a good understanding of how to use colour for effect in both paint and pastel work. Collage is also used well, for example when portraying their idea of a 'Rainbow Fish', in order to illustrate the story. Claywork from leaf prints resulted in simple, but effective leaf forms. Pupils also use their art skills effectively when designing, such as when Year 2 pupils designed a motif for a wallpaper pattern. Skills in designing using patterns are very effectively built on at Key Stage 2 where Year 6 pupils study Escher's work. The teacher's good analysis of exactly how Escher achieved the special effect of combining and developing shape gave pupils a good understanding of this and allowed them to experiment well with patterns in a similar style. The rich range of learning opportunities allows Key Stage 2 pupils to use good artistic skills in a creative way. Pupils' knowledge of line and tone results in an effective range of ways to represent water. Skills in using clay are built on to produce mosaic pictures of a good standard as part of a history topic on The Romans. There are other good links made with other subjects, for example in the three-dimensional pond designs Year 4 pupils made as part of an environmental topic. As part of 'Arts Week', very effective abstract pictures were produced with a colour wash background for wool and hessian weaving.
- 117 At both key stages teaching is good. Good advice and support from the subject co-ordinator has ensured that teachers develop good expertise and therefore they teach the skills of art well. Pupils easily acquire a good knowledge of form, texture, tone and colour and apply this well in their work. Teachers expect pupils to produce work of a high standard and pupils readily respond to this, working carefully and taking great pride in the results. Pupils experiment with different colour, texture or pattern until they are satisfied that they have achieved the effect they want. In a Year 5 lesson careful work produced very effective shades of blue by using blue and white pastels. As the result of the good teaching, the positive attitudes of pupils and the concentration and effort they put in to their work, they make good progress and reach above average standards by the end of Key Stage 2.
- 118 The curriculum has been well planned and an effective scheme of work provides good opportunities for pupils to learn a range of skills using different media in both two

and three-dimensional work. Very good thought has been given to providing a rich range of experiences. For example, the school holds an 'Art Week'. This begins with a visit to promote creativity which, in the past two years, has been to a local arboretum. Visiting artists and also parents help teach pupils a range of skills and techniques and the work produced is then displayed on an open day.

- 119 The subject is well led and managed by a co-ordinator with good expertise who provides good support and advice to colleagues. She has planned well to develop the subject further, for example the current priority is to give pupils greater opportunities to study and learn from the art of other cultures. Her monitoring of planning and pupils' work is satisfactory and she is beginning to collect a portfolio of work to help teachers assess the level at which pupils are working as well as provide them with ideas for future work.

DESIGN AND TECHNOLOGY

- 120 Pupils' attainment at the end of Key Stage 1 is broadly in line with nationally expected levels but at the end of Key Stage 2 is below such national levels. Primarily, this is a reflection of; the higher than average number of special educational needs pupils in the current Year 6, the short time that the pupils have been at the school, having come from a number of schools with different levels of skills and expectations of work in the subject, and the need to develop further the detail of the school scheme of work and staff expertise in the subject.
- 121 In Year 1, pupils use construction materials effectively and join cardboard with overlaps to make a house as part of the topic on Barnaby Bear. Evidence in topic books showed drawing plans of hand puppet designs, and an example of a completed string puppet was of good quality. In Year 2 pupils work with a greater range of suitable materials and learn to join materials together successfully to produce finished products. An appropriate emphasis is given to the design, making and evaluation processes. For example, pupils had drawn annotated sketches that included side views for a sheep trailer. They applied skills for joining card, developed the previous term, to fix axles to their vehicles. On a previous occasion good links had been made to literacy when instructions for testing different types of axles were recorded. The teacher in the Year 2 class keeps a separate folder for the subject that provides a clear record of the processes of design, implementation and evaluation. Key Stage 1 pupils, including those with special educational needs and those for whom English is an additional language, have made satisfactory progress since starting at the school.
- 122 In Key Stage 2 elements of design and technology are integrated within topic work with evidence of some discrete teaching of the subject. For example, in Year 3 pupils repeat the puppet theme and use paper fasteners satisfactorily to make moving joints. Work on pop-up-cards was over teacher directed with little opportunity for pupil input into the design process. Work this term, however, with a new teacher, related to a photograph frames unit has an appropriate emphasis on design, implementation and evaluation. In their Year 4 topic pupils research bridge structures, produce annotated designs and are in the process of making bridges, using card primarily. Again these are of a satisfactory quality. Pupils in Year 5, within a topic on the Greeks, learn to design and make three-dimensional card and paper models of a temple, to a satisfactory standard. In a Year 6 lesson pupils worked on a theme of shelters. This included clear teacher explanation and good opportunities for pupils to develop skills for joining materials and making frameworks using card, art straws, pipe cleaners and wood. Again, an appropriate proforma ensured that all pupils structured their design ideas and justified their choices. Whilst there are examples of good practice in Key

Stage 2, there is insufficient attention and time given to developing breadth and continuity in the subject, as well as to the systematic teaching of basic skills with a range of materials. Overall, Key Stage 2 pupils, including those with special educational needs and those for whom English is an additional language, have made satisfactory progress in the short time since the school opened.

- 123 Teaching is satisfactory in both key stages. Both teachers and support staff have a sound understanding of the structures and techniques pupils need to make their finished products. As a result pupils make satisfactory progress within lessons. The majority of pupils co-operate well in groups and show good attitudes to the subject. However, special educational needs pupils in Key Stage 2 fail to work with sufficient pace to complete all elements expected within the design process.
- 124 The school scheme of work is based on national guidelines with some skills taught within topics. This is a satisfactory basis for teaching the subject but it lacks the detailed school analysis of unit related skills linked to year group programmes that exist in some of the other foundation subjects. Priority needs to be given to such an analysis of timings, the progression of experiences with different tools and materials in order to avoid unnecessary repetition, and so provide a clear identification of where skills are taught within topic work rather than as a discrete unit. Assessment takes place at the end of each term using National Curriculum levelling statements. This is unsatisfactory since no detailed record of specific design and technology skills is kept and it is unclear how future teaching is targeted to the needs of individual pupils. Within Key Stage 2, insufficient attention is given to ensuring that all pupils experience the full subject process cycle, namely of designing, making and evaluating products. Pupils in the current Year 6 have not had sufficient time in the school to develop a range of basic skills with a variety of tools and materials. When reviewing the subject programme, attention needs to be given to the timing of elements so that continuity enables pupils to use a range of materials and build systematically on techniques learnt previously.
- 125 Classrooms are of a good size and the school has a range of adequate resources to support teaching. Currently the subject is co-ordinated by the headteacher because of the inexperience of some staff. She recognises the priorities for the subject, the need to appoint a teacher with expertise as co-ordinator and for staff in-service training. The new co-ordinator will need to sample pupils' work, assist staff in developing progression in all aspects of the subject in Key Stage 2 and devise efficient ways to keep a permanent record of the progress that individual pupils make.

GEOGRAPHY

- 126 At both key stages, geography is taught as part of a rolling topic programme. Pupils' attainment levels by the end of Key Stage 1 are in line with nationally expected levels but at the end of Key Stage 2 are below such national levels. The reasons for the lower attainment at the end of Key Stage 2 are two-fold. Firstly, because of the number of special educational needs pupils in Year 6. Secondly, because there has been insufficient time in the school for these pupils, in particular, to develop good work habits where they settle quickly to tasks and maintain pace and concentration in lessons, thereby completing work of appropriate quality. As a result of these factors not all pupils have had the opportunity to develop geographical knowledge and skills to the required depth. A minority of pupils demonstrate that they are developing skills similar to the higher levels of the National Curriculum subject expectations.

- 127 Pupils in Key Stage 1 study the locality of Abbey Meads. They explore basic ideas and the language of position, direction and distance, they consider external features of houses, produce annotated drawings and develop their mapping skills satisfactorily. Opportunities are provided within a food topic to visit a supermarket and explore the countries of origin of various foods. As part of a study of islands around the world pupils compare Abbey Meads to Struay and are well able to identify differences and similarities. Pupils' work is modified appropriately for different pupil abilities ensuring everyone completes tasks successfully. In a Year 1 class, pupils, as part of the map work project, were planning a room for Barnaby Bear. The teacher introduced the task and geographical language well using a 'Big Book'. A carefully planned experience supervised by the class teacher and three other adults ensured that all pupils recorded a 'bird's eye view' of a room by drawing around three-dimensional models of furniture. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in Key Stage 1.
- 128 The content of the Key Stage 2 geography programme provides a sound basis for developing geographical skills and knowledge. In Year 3, pupils undertake local studies and suggest improvements to the environment. In a very good Year 3 lesson the class teacher reminded pupils of their visit to explore local community services. A carefully planned series of group activities built on the initial experience with pupils using a range of local maps to explore land-use, plan routes, consider local travel arrangements and analyse local services. Pupils made very good progress as the composition of groups has been considered carefully, tasks were well matched to pupils' prior attainment levels and geographical skill development was given priority. In Year 4 pupils study water and rivers. The topic provides a good basis for the development of geographical knowledge and language, map work and the production of annotated drawings. A very good classroom display of river features reinforces geographical terms pupils have learned with words such as meander, confluence and tributary. In Year 5, pupils consider, carefully, how to improve the local environment and pollution around the world, particularly exploring the causes and solutions to pollution. In Year 6, all pupils are introduced to a good range of geographical ideas and skills. These include map work of the continents and major countries, together with an in-depth study of a foreign country involving personal research and use of the computer. In a lesson on 'the country of the week' pupils used atlases and globes to locate Japan and identify and mark key places and geographical features on an outline map. Good use was made of a Japanese pupil in the class to help with pronunciation and to describe key features of the country. A very good display of artefacts and photographs from Japan provided a good classroom focus. Later in the week this lesson was followed by a Japanese afternoon when cultural activities were presented by five Japanese parents. This provided good first-hand learning experiences for pupils with insights into the life of Japanese school children, games and pastimes and social customs. In Key Stage 2 the progress in the learning that all pupils make, including those with special educational needs and for whom English is an additional language, is good.
- 129 Overall the quality of teaching in both key stages is good. In Key Stage 2 it is never less than satisfactory and in some lessons is very good. All lessons are well planned. In the best lessons the pace is brisk, pupils are challenged and the teachers keep a good overview of pupils. Teachers make good use of resources including aerial photographs, maps, books, atlases, CD-ROMs and the Internet. The quality and use of on-going assessment are unsatisfactory. Variability exists in the quality of marking, with the best providing pupils with evaluative comments rather than ticks for accuracy. In a minority of books, work is unmarked.

- 130 Good teaching and sharply focused topics ensure that pupils make good progress in lessons. Pupils with special educational needs and English as an additional language also make good progress. This is as a result of activities being well-matched to their prior attainment levels and good use of direct teaching. Numeracy, literacy and ICT skills are used and applied well in geography.
- 131 Pupils' attitudes and behaviour are good. They are interested in the topics studied and the majority apply their knowledge and skills working with interest and enthusiasm. The majority work co-operatively in groups and produce work of an acceptable quality. By the end of Year 6 they are developing an insight and respect for different cultures.
- 132 The co-ordinator is an experienced teacher who has held responsibility for the subject since the start of the year. She is aware of the need to develop the basic scheme of work, give priority to the breakdown of geographical skills development and review the timing of elements to improve the continuity in pupils' learning. This will assist with future subject monitoring which is unsatisfactory. Time needs to be allocated for the co-ordinator to monitor planning, sample pupils' work and observe teaching. Assessment takes place at the end of each topic using National Curriculum levelling statements. This is unsatisfactory since no detailed record of specific geographical skills is kept and it is unclear how future teaching is targeted to the needs of individual pupils. Improving the assessment and recording of pupils' progress will help teachers to plan the next work for their pupils. The school needs to develop systems that enable pupils to have greater self-knowledge of their learning. Resources in the subject are satisfactory and used well to enhance pupils' learning.

HISTORY

- 133 Pupils' levels of attainment at the end of Key Stage 1 are similar to the levels expected nationally of seven-year-olds. By this age, pupils are able to distinguish between past and present and are beginning to develop a sense of chronology. They do this through the use of time lines and family trees. They know about famous people in the past and particular events such as living in castles and jousting tournaments. Year 2 pupils learn the concepts of similarity and difference through, for example comparing various household artefacts of the early 20th Century with those of today. By closely studying artefacts such as old irons, washing 'dollies' and juice squeezers they are able to answer questions about the past. All pupils, including those with special educational needs and those who have English as an additional language have made satisfactory progress in their learning since the school opened.
- 134 By the age of eleven, pupils' levels of attainment are below those expected nationally of eleven-year-olds. This is largely due to the high proportion of pupils with special educational needs particularly in Years 4, 5 and 6. However, since the school opened 18 months ago, a scrutiny of pupils' work over that period clearly indicates that all pupils, including those with special educational needs and those with English as an additional language have made good progress in their learning given their attainment levels on entry to the school.
- 135 This good progress in learning is largely the result of the high proportion of good teaching pupils receive as well as the structured and systematic way that both the knowledge and skills of history are taught. This is particularly the case in Key Stage 2 where a good scheme of work is in place to support teachers' planning. The work on Victorians in Year 3 is clear evidence of how the historical skills of similarity and difference as well as chronological sequencing are systematically developed. Pupils have a good knowledge of many of the characteristics of Queen Victoria's reign and

talk eagerly about child labour and home life in the 19th Century. Their present study, comparing photographs of areas of Swindon at the start of the 20th Century with photographs of the same areas today, is again reinforcing the concepts of similarity and difference.

- 136 The effective use of time lines to develop a sense of chronology is evident throughout the school, notably in the Year 5 work on Ancient Greece and the Year 6 work on the Romans. Key questions are posed to pupils by Year 6 such as 'Why did the Romans invade Britain?' At this age also, good use is made of ICT where pupils produce a report card of a pupil at 'Pompeii Junior School'. This systematic development of pupils' historical skills and knowledge helps to ensure that they make good progress in their learning throughout Key Stage 2.
- 137 Teaching in both key stages is good. Lessons follow closely the school's plans, within the topic framework, and use a range of different, but suitable, techniques to develop knowledge. Good relationships are a strong feature within the lessons and pupils are managed well. They become fully engaged in the tasks they are given and show good levels of interest. When asked to write, they settle quickly and recall much of what they have been told. Teachers make good use of practical exercises to help pupils develop their knowledge and gain a better understanding. Artefacts are very well used to help pupils develop historical skills. Teachers are enthusiastic about what they are doing and this is reflected in the pupils' excitement about their work. In discussion with them, pupils eagerly recalled what they had done over a period of time. They clearly enjoy the subject and, largely as a result of the good teaching they receive, are highly motivated by the subject, particularly the research elements of it. On a small number of occasions the amount of work pupils are expected to complete is insufficient and as a result the progress in the pupils' learning is less than it might be. The subject is managed by an able co-ordinator and her Key Stage 1 colleague who, being a newly qualified teacher, is shadowing the subject co-ordinator. Both rightly recognise the need to extend the scheme of work to include a more in depth document for Key Stage 1, to introduce more formalised systems to assess and record pupils' progress in the subject and to build up the school's own stock of artefacts to help pupils' learning and understanding. A review of their roles is necessary in order to provide a more structured approach to the monitoring of pupils' work as well as the teaching pupils receive in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 138 The attainment of pupils at the end of Key Stage 1 is broadly in line with nationally expected levels for pupils aged seven. It is below the expected levels at the end of Key Stage 2 because of the high proportion of pupils with special educational needs in Year 6 and the short amount of time that they have had in the school to benefit from the good provision and teaching. The progress of pupils in both key stages is good and the standards of pupils in Key Stage 2 in particular, are rising fast as a result of the regular weekly timetabled sessions in the computer suite. Throughout the school, pupils are making good progress and gaining new skills with word processors, databases, control technology and art related programs. The progress of pupils with special educational needs and English as an additional language is good.
- 139 By the end of Key Stage 1, pupils know some of the different parts of the computer, for example, the mouse, shift key and printer, and what the function of each is. Pupils are introduced to art programs, enter work on databases, produce bar charts and carry out basic word-processing. They are able to program a robot to go forwards and back and make right and left turns. In a Year 2 lesson, pupils were applying their

knowledge of earlier experiences with a floor robot to the computer. They learned how to use the 'Roamer' software to program instructions in order to make a rectangle. The teacher made effective cross-curricular links drawing upon the pupils' mathematical knowledge to identify the key properties of rectangles. Pupils made good progress in using the software, learning specifically how to clear the memory between instructions, to program turns separately from forward directions and to record routes on the screen. The lesson was particularly effective in setting pupils a task that was completed by learning from experimentation.

- 140 Pupils' good progress in their learning continues through Key Stage 2. Pupils in Year 3 enter fields and key words successfully on databases, modify entries and save their work. They also apply editing skills for visual effects with graphics packages. In Year 4, pupils work competently with branching databases, entering and modifying their own data, print word-processed work and use the Internet for research. Evidence in books and displays confirms that they have experience with control technology and can use a variety of text effects, combine text, photographs and illustrations and use databases to produce bar charts. Year 5 pupils using the ICT suite were able to enter data from science parachute experiments in order to produce graphs. By Year 6, pupils access the Internet confidently and use the search facility to find the prices of books. Pupils' work on display in both Years 5 and 6 utilised computer word-processing and was of a high standard. Pupils are also able to combine text, graphics and photographs, using a variety of font effects and bulleting. They can use databases and produce bar, line and pie graphs. Good cross-curricular links are evident in topic work, numeracy, literacy and science. For example, the use of the computer, enhanced the quality of literacy work on instructional texts and it enabled individual research into a foreign country.
- 141 The teaching observed in both key stages is uniformly good. Lesson planning is good with clearly identified objectives. As a result, the majority of pupils make good progress in their learning during lessons. The majority of pupils are enthusiastic, sustain interest and work at a good rate. However, a small minority of pupils do not pay sufficient attention to whole-class teacher demonstrations particularly when they take place in the cramped conditions of the computer suite. Furthermore, a minority of pupils fail to sustain interest and concentration when required to work independently in the library area whether unsupervised or with an adult helper. The procedures in place for assessing pupils' work in the subject are of a good quality providing a detailed record of individual pupils' skill development. Their use at present as a guide to curricular planning is satisfactory but they have greater potential long-term.
- 142 ICT resource provision throughout the school is good but the cramped conditions of the current suite are not ideal. Teachers use the computer and Internet effectively to enrich their teaching. For example, a Year 1 teacher downloaded Internet pictures of various twentieth century bears for a time sequencing activity as part of the Barnaby Bear topic. Classroom computers are under-used outside of timetabled ICT sessions and therefore valuable opportunities to consolidate computer skills and enhance cross-curricular links are lost. Furthermore there is a need to ensure that all pupils receive more opportunities for the independent use of computers in school time.
- 143 A new co-ordinator has taken responsibility for the subject since the start of term and the management is satisfactory, although her role needs to be extended to enable her to monitor more effectively pupils' progress in their learning. There is a good scheme of work and standards are not higher at the end of Key Stage 2 because of lower prior pupil attainment and because too little time has passed since the curriculum was put in place. Resources are good and are having a positive impact on raising standards.

Not all teaching staff are confident to deliver all elements of the ICT curriculum, for example e-mail, the Internet and spreadsheet work towards the end of Key Stage 2. A school-based programme of training is to be initiated shortly. The co-ordinator runs a weekly after-school computer club. She rightly recognises the need to develop a portfolio of pupil work to exemplify standards across the school thus demonstrating the progression of pupils' skills and reflecting National Curriculum levels.

MUSIC

- 144 The level pupils attain in music are in line with those expected nationally at the end of Key Stage 1. They are below nationally expected levels at the end of Key Stage 2, particularly in composing and appraising skills. Pupils make satisfactory progress at Key Stage 1. In spite of below average standards, progress is also satisfactory at Key Stage 2, given pupils' prior attainment on entry to this new school 18 months ago, and taking into account the high proportion of pupils on the special educational needs register in the current Year 6. Pupils with special educational needs and those with English as an additional language make similar progress to other pupils. There is no specialist teacher. Music is the responsibility of class teachers, some of whom lack confidence and knowledge. As a result they are cautious in the musical activities they provide. Most music lessons seen during the inspection focused on singing with the support of compact discs from a commercially produced scheme to provide accompaniment.
- 145 By the end of Key Stage 1, pupils sing tunefully, articulating words clearly. They demonstrate a satisfactory awareness of rhythm. They have a wide repertoire of songs and enjoy singing, including a simple two part song. Pupils know how to handle a range of percussion instruments and most pupils could select an appropriate instrument to reflect a particular sound, for instance a fire engine siren.
- 146 By the end of Key Stage 2, pupils have extended their repertoire of songs, but this is still not very extensive. Pupils sing in tune paying satisfactory attention to rhythm and pace. A few pupils in Year 5 can recall the meaning of some musical terms such as 'timbre' and 'texture'. Their use of tuned percussion to accompany a sea shanty shows that skills in percussion are not well developed for the majority of pupils. A few pupils benefit from a visiting specialist teaching brass and guitar. There is also the opportunity to play the recorder and sing in the choir. All pupils are fully included in lessons.
- 147 The overall quality of teaching and learning is satisfactory at both key stages, although there are some weaknesses in Key Stage 2 in teachers' knowledge and lack of confidence. Most teachers are well prepared for the lessons, with all resources ready prior to the start of the lesson. Most pupils show interest and enjoyment in music lessons, although in a Year 5 lesson the attitude of a minority of girls affected the teaching and learning taking place. In most lessons, teachers are very reliant on the commercial scheme of work and are less aware of the range of needs of pupils in the mixed ability classes. Pupils are provided with a satisfactory range of experiences, although skills are not always developed sufficiently because tasks set are not demanding enough and pupils are not encouraged to improve their performance. Whilst the whole key stage singing is satisfactory, it does not always challenge older higher attaining pupils sufficiently. In Key Stage 2, pupils were not encouraged to

improve their singing through constructive teaching points. Skills in composition are not well developed. In a Year 1 lesson there were missed opportunities to teach pupils the names of the percussion instruments they were using, and, on occasions they were used incorrectly for example, the claves were used as beaters for a Chinese wood block. There are also missed opportunities to reinforce listening and appraising and extend pupils' knowledge of composers and their work both in some lessons and on other occasions such as assemblies.

- 148 There is currently no permanent co-ordinator for music, and the headteacher is managing the subject on a temporary basis. Although the scheme provides support for teachers there is a lack of clear direction for the subject. Some teachers lack the skills to teach music adventurously. Although the headteacher monitors planning and is responsible for a whole key stage singing session in Key Stages 1 and 2, there is no close checking on the quality of teaching or the implementation of the scheme. There are no formal assessment procedures to guide teachers' planning. Whilst pupils are making satisfactory gains in learning the weakness in formal assessment and in the monitoring and development of teaching are preventing them from attaining higher standards. The very good resources, including a variety of multicultural instruments enhance pupils' learning opportunities. As this new school becomes established there are increasing opportunities for pupils to take part in music festivals and to perform out of school, for example singing in the Abbey Meads Centre and taking part in the Swindon Music Festival.

PHYSICAL EDUCATION

- 149 Standards in physical education are in line with those expected nationally at the end of both key stages. Pupils make satisfactory progress as they move through the school, including those pupils with special educational needs and those for whom English is an additional language. During the inspection work seen in Key Stage 1 related to games while in Key Stage 2 games and dance were observed. In all lessons teachers and pupils dressed appropriately and there was appropriate attention paid to safety.
- 150 Pupils in Key Stage 1 develop satisfactory skills in throwing and catching. They roll a ball with accuracy and dribble the ball between cones with increasing skill and control. Pupils work with a partner passing the ball to each other with varying levels of skill. Higher attaining pupils show good control as do many average attaining pupils. A minority of pupils do not control the ball well when dribbling as they do not use the side of the foot and, as a result, the ball travels too far, but the teacher works hard to address this with these pupils.
- 151 Pupils in Key Stage 2 experience a wide range of games benefiting in football from the expertise of a specialist coach and an after school club, which contributes effectively to the acquisition of skills in passing and receiving a ball. Specialist dance teaching also makes a very positive contribution to pupils' learning. By the end of Key Stage 2, most pupils have acquired at least satisfactory skills in the sending and receiving of a ball. These skills are applied well, notably in the hockey activities. Pupils in Year 5 acquire good skills as they are introduced to hockey, learning the correct grip of the hockey stick and the basic skills of travelling with the ball. However, in a Year 4 lesson, skills were unsatisfactory due to the cramped space which restricted skills in

kicking and passing large balls. Pupils work together in team games, but co-operation skills were weak in the Year 4 lesson observed. Pupils acquire good skills in dance. In Year 5, for example they work together to perform a class dance to 'Zorba the Greek' showing good control and interpreting the music well. They worked in pairs to practise and refine dance movements based on the 'hand jive'. The majority improved their performance through practice, although a minority lacked polish and control. In Year 6 pupils worked together in groups to perform dance movements based on a space walk. They worked with enthusiasm and knew how to modify their movements to improve their performance. They are able to perform a sequence of movements in slow motion, showing improving control of their movements. Pupils respond well to the mood of the music interpreting it well in their movements and expressing their ideas freely.

- 152 The overall quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Good teaching was observed in both key stages and in Key Stage 2 very good teaching was seen in one class. One lesson in Key Stage 2 was unsatisfactory. Lessons are usually well planned and resources well prepared. Most teachers have secure subject knowledge and motivate pupils well, resulting in positive attitudes by pupils to their learning. In Key Stage 1, some Year 1 pupils lack self control and learning routines are not being established, as they were in a similar lesson, where pupils in another Year 1 class made good gains in their learning, because instructions and expectations were clear and independence and co-operation were well promoted. In this class, effective contributions from the support assistant also helped pupils to improve their skills.
- 153 The very good quality and range of resources contributes positively to pupils' learning. In the good teaching, the brisk lesson pace moves the learning on well. Dance skills are carefully taught and systematically developed. The challenging tasks in the good and very good teaching motivates pupils well and they work with enthusiasm and enjoyment. In these lessons, pupils are encouraged to observe and evaluate each other's performance. In the unsatisfactory teaching in Year 4, the lesson pace was slow and the small space used restricted pupils' skill development. Pupils were noisy and fussy and lacked self-discipline skills when working in teams. The teacher did not insist on the correct skills or help pupils to improve their skills. There was too little time given to the active involvement of pupils in the lesson. These factors resulted in below average standards and unsatisfactory gains in learning.
- 154 Swimming has not yet been established at this new school, but plans are in hand for Year 6 pupils to swim during the summer term, prior to more regular swimming provision thereafter.
- 155 The school has a good commercial scheme for gymnastics and games. The specialist teacher is working with the headteacher to develop the dance aspect. At present, the scheme does not cover swimming or outdoor adventurous activities. An overview of what is to be taught, and when, has been developed in order to ensure all aspects of work are covered. At present, the headteacher is managing the subject in the absence of a co-ordinator. She sees planning and monitors some lessons, but a review of this role is necessary to ensure that a more effective lead is given to the subject. Informal assessment is undertaken, but little information is recorded about individual pupils. There are no formal procedures in place for assessing pupils' attainment or the progress they make. Good links are often made to literacy and numeracy, for example through the relevant vocabulary and work on shape and space. The subject makes a good contribution to pupils' personal and cultural development through co-operative work and in the variety of games and dances used

from other parts of the world. The school is developing a good degree of provision for extra-curricular sporting activities, but has not yet had sufficient time to develop effective links or provide competitive teams in Key Stage 2. The very good facilities of this community school and quality resources enrich the learning opportunities particularly through football.

RELIGIOUS EDUCATION

- 156 By the end of both key stages, all pupils, including those with special educational needs and for whom English is an additional language, reach the standards set out in the Locally Agreed Syllabus for religious education. By the end of Key Stage 1 pupils have made satisfactory progress in their learning to achieve appropriately for their abilities. Pupils make good progress at Key Stage 2 given the fact that they have only been at the school a short time and that a high proportion of pupils, particularly in Year 6, have special educational needs.
- 157 Key Stage 1 pupils gain the expected knowledge and understanding about the world's major religions and especially about Christianity. They recognise the significance of Diwali as a festival of light and know some of the features associated with it, for example Mendhi patterns. Younger pupils know that many religions teach that people should care for others. They know that Jesus taught this through telling parables, for example "The Good Samaritan" They know that Christians welcome a new baby into the church through the Baptism service and the events that take place during this. By the end of the key stage pupils know the importance of the festival of Easter to Christians and they can retell the Easter story. They know that religions use symbols in worship and festivals and can explain the significance of the Cross to Christians.
- 158 Key Stage 2 pupils build on this knowledge and understanding and begin to link religious belief to the influence it has on the lives of individual people as well as on society as a whole. They recognise the main features of a church and the importance of Christian Rites of Passage such as a Church Marriage. Through good links with the local Church, that currently uses the school hall for worship on Sundays, pupils gain a good understanding of the part the Church plays in the local community.
- 159 Only a small number of lessons were observed, but the majority of teaching is good, particularly at Key Stage 2 where a very good lesson was observed. Teachers plan well from the Locally Agreed Syllabus. They have high expectations of what pupils can understand and explain religious concepts and ideas well. As a result, pupils develop a good understanding of what religion means to believers as well as developing a respect for their beliefs. This supports their personal development well. Teachers explain things in an interesting way so pupils listen well and develop good attitudes to the subject, especially at Key Stage 2. This means they work hard and record their work carefully.
- 160 The curriculum is soundly based on the Locally Agreed Syllabus. It provides a secure range of opportunities to learn about Christianity and other world religions such as Judaism and Islam. Good links with the local community and in particular, with the Deaconess of the new Church which is in the process of being built on the estate, helps to enrich pupils' experiences.
- 161 Currently the subject co-ordinator is absent, but the acting co-ordinator has good expertise and a good understanding of how to develop the subject. However, there has been little opportunity to monitor the provision. The school intends to introduce an

assessment system to match the requirements of the new syllabus. Currently the subject is only assessed at the end of each year. The school has a small number of artefacts, but is able to supplement these with loans from the local authority.